



NESA aims to make its content accessible to the widest possible audience, including people using assistive technology. We are working towards ensuring our site and downloadable resources meet [W3C's Web Content Accessibility Guidelines \(WCAG\) 2.0 Level AA](#), which the NSW Government endorses. This document is intended only as a preview of the online 'Have your say survey'. Responses may only be submitted using the online survey that contains accessible features, which may not all be available in this document. Please [contact us](#) if you are unable to access any content on this document.

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Introduction

Thank you for participating in this survey about the Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses.

View the draft syllabuses and the assessment and examination requirements [here](#).

Read this [privacy notice](#) to learn how NESA will use the data collected in the survey.

The survey should take 10 minutes to complete for each draft syllabus. There are a number of specific questions as well as the opportunity to make general comments in the survey.

Please note that questions marked with an asterisk require a response.

You must press the 'Submit' button at the end of the survey for your response to be included.

The survey will be open until 20 December 2024.

All consultation feedback will be considered.

For more information contact: nswcurriculumreform@nesa.nsw.edu.au

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

1. * Please select **all** the syllabuses that you would like to comment on.

If you are not able to complete the whole survey in one go, your browser will save your progress when you press 'Next' on each page so you can return to your responses at a later time.

- Biology 11–12
- Biology Life Skills 11–12
- Chemistry 11–12
- Chemistry Life Skills 11–12
- Earth and Environmental Science 11–12
- Earth and Environmental Science Life Skills 11–12
- Physics 11–12
- Physics Life Skills 11–12

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Biology 11–12: Syllabus Elements

The key features of the Biology 11–12 Draft Syllabus include:

- clearly defined essential knowledge, understanding and skills, providing students with access to rich learning opportunities
- relevant and appropriate Aboriginal and Torres Strait Islander content, providing all students with opportunities to explore Aboriginal and Torres Strait Islander Peoples' Cultural Knowledges and Practices
- assessable, specified scientific investigations, ensuring accessible opportunities for the development of knowledge, understanding and skills
- restructured focus areas and the removal of peripheral content
- Life Skills outcomes and content that supports students with intellectual disability to develop knowledge and skills in real-world contexts, such as those related to health, safety, and active participation in the community.

View the draft syllabus [here](#).

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Biology 11–12: Syllabus Elements

2. * To what extent do you agree with the following statements?

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Not in a position to comment |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|------------------------------|
| The rationale provides a common understanding of the value and importance of the subject for student learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The aim provides a succinct statement of the overall purpose of the syllabus. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Biology 11–12 section.

4. * How well does the syllabus enable you to meet the needs of the diversity of learners in your class? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Biology 11–12 section.

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Biology 11–12: Assessment

The following question regarding assessment will inform the ongoing work in Curriculum Reform.

5. * To what extent do you agree with the following statement?

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Not in a position to comment |
|---|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|------------------------------|
| The assessment and examination requirements for 11–12 courses provide sufficient opportunities for students to demonstrate their knowledge, understanding and skills. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

6. Comments (optional). Please note there is a maximum of 1200 characters (approximately 200 words) allowed for this response.

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Biology 11–12 section.

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Biology 11–12: NSW Government Response

The NSW Government response to the NSW curriculum review final report supported the following recommendations:

1.1 Identify essential facts, concepts and principles, the understanding of which is developed in increasing depth over time, and where required, use this to identify content that is more peripheral and could be removed.

1.2 Decide how this core content is to be sequenced through new syllabuses, informed by evidence of how increasingly deep knowledge and understandings in a subject commonly unfold and are best developed over time.

2.1 Make explicit in new syllabuses for every subject that skills in applying knowledge are part of the intended learning, and show how these skills are to be developed over time. These skills include subject-specific skills, but also skills in using technologies, sourcing and analysing information, critical and creative thinking, collaborating, and communicating.

View the full [NSW Government Response to the NSW Curriculum Review final report](#).

7. * To what extent do you agree that the draft outcomes and content appropriately reflect each recommendation?

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Not in a position to comment |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|------------------------------|
| The draft syllabus appropriately reflects recommendation 1.1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The draft syllabus appropriately reflects recommendation 1.2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The draft syllabus appropriately reflects recommendation 2.1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Biology 11–12 section.

9. What are the strengths of the Biology 11–12 Draft Syllabus? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

10. What areas in the draft syllabus could be further refined or removed? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

11. Please provide any additional feedback (optional). Please note there is a maximum of 1200 characters (approximately 200 words) allowed for this response.

Thank you, this is the end of the Biology 11–12 section.

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Biology Life Skills 11–12: Syllabus Elements

The key features of the Biology Life Skills 11–12 Draft Syllabus include:

- clearly defined essential knowledge, understanding and skills, providing students with access to rich learning opportunities
- relevant and appropriate Aboriginal and Torres Strait Islander content, providing all students with opportunities to explore Aboriginal and Torres Strait Islander Peoples' Cultural Knowledges and Practices
- assessable, specified scientific investigations, ensuring accessible opportunities for the development of knowledge, understanding and skills
- restructured focus areas and the removal of peripheral content
- Life Skills outcomes and content that supports students with intellectual disability to develop knowledge and skills in real-world contexts, such as those related to health, safety, and active participation in the community.

View the draft syllabus [here](#).

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Biology Life Skills 11–12: Syllabus Elements

12. * To what extent do you agree with the following statements?

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Not in a position to comment |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|------------------------------|
| The rationale provides a common understanding of the value and importance of the subject for student learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The aim provides a succinct statement of the overall purpose of the syllabus. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Biology Life Skills 11–12 section.

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Biology Life Skills 11–12 section.

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Biology Life Skills 11–12: NSW Government Response

The NSW Government response to the NSW curriculum review final report supported the following recommendations:

1.1 Identify essential facts, concepts and principles, the understanding of which is developed in increasing depth over time, and where required, use this to identify content that is more peripheral and could be removed.

1.2 Decide how this core content is to be sequenced through new syllabuses, informed by evidence of how increasingly deep knowledge and understandings in a subject commonly unfold and are best developed over time.

2.1 Make explicit in new syllabuses for every subject that skills in applying knowledge are part of the intended learning, and show how these skills are to be developed over time. These skills include subject-specific skills, but also skills in using technologies, sourcing and analysing information, critical and creative thinking, collaborating, and communicating.

View the full [NSW Government Response to the NSW Curriculum Review final report](#).

14. * To what extent do you agree that the draft outcomes and content appropriately reflect each recommendation?

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Not in a position to comment |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|------------------------------|
| The draft syllabus appropriately reflects recommendation 1.1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The draft syllabus appropriately reflects recommendation 1.2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The draft syllabus appropriately reflects recommendation 2.1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Biology Life Skills 11–12 section.

16. What are the strengths of the Biology Life Skills 11–12 Draft Syllabus? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

17. Are there any areas of the draft syllabus that require further development? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

18. Please provide any additional feedback (optional). Please note there is a maximum of 1200 characters (approximately 200 words) allowed for this response.

Thank you, this is the end of the Biology Life Skills 11–12 section.

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Chemistry 11–12: Syllabus Elements

The key features of the Chemistry 11–12 Draft Syllabus include:

- clearly defined essential knowledge, understanding and skills, providing students with access to rich learning opportunities
- relevant and appropriate Aboriginal and Torres Strait Islander content, providing all students with opportunities to explore Aboriginal and Torres Strait Islander Peoples' Cultural Knowledges and Practices
- assessable, specified scientific investigations, ensuring accessible opportunities for the development of knowledge, understanding and skills
- restructured focus areas and the removal of peripheral content
- Life Skills outcomes and content that supports students with intellectual disability to develop knowledge and skills in real-world contexts, such as those related to health, safety, and active participation in the community.

View the draft syllabus [here](#).

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Chemistry 11–12: Syllabus Elements

19. * To what extent do you agree with the following statements?

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Not in a position to comment |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|------------------------------|
| The rationale provides a common understanding of the value and importance of the subject for student learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The aim provides a succinct statement of the overall purpose of the syllabus. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Chemistry 11–12 section.

21. * How well does the syllabus enable you to meet the needs of the diversity of learners in your class? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Chemistry 11–12 section.

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Chemistry 11–12: Assessment

The following question regarding assessment will inform the ongoing work in Curriculum Reform.

22. * To what extent do you agree with the following statement?

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Not in a position to comment |
|---|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|------------------------------|
| The assessment and examination requirements for 11–12 courses provide sufficient opportunities for students to demonstrate their knowledge, understanding and skills. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

23. Comments (optional). Please note there is a maximum of 1200 characters (approximately 200 words) allowed for this response.

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Chemistry 11–12 section.

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Chemistry 11–12: NSW Government Response

The NSW Government response to the NSW curriculum review final report supported the following recommendations:

1.1 Identify essential facts, concepts and principles, the understanding of which is developed in increasing depth over time, and where required, use this to identify content that is more peripheral and could be removed.

1.2 Decide how this core content is to be sequenced through new syllabuses, informed by evidence of how increasingly deep knowledge and understandings in a subject commonly unfold and are best developed over time.

2.1 Make explicit in new syllabuses for every subject that skills in applying knowledge are part of the intended learning, and show how these skills are to be developed over time. These skills include subject-specific skills, but also skills in using technologies, sourcing and analysing information, critical and creative thinking, collaborating, and communicating.

View the full [NSW Government Response to the NSW Curriculum Review final report](#).

24. * To what extent do you agree that the draft outcomes and content appropriately reflect each recommendation?

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Not in a position to comment |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|------------------------------|
| The draft syllabus appropriately reflects recommendation 1.1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The draft syllabus appropriately reflects recommendation 1.2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The draft syllabus appropriately reflects recommendation 2.1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Chemistry 11–12 section.

26. What are the strengths of the Chemistry 11–12 Draft Syllabus? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

27. What areas in the draft syllabus could be further refined or removed? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

28. Please provide any additional feedback (optional). Please note there is a maximum of 1200 characters (approximately 200 words) allowed for this response.

Thank you, this is the end of the Chemistry 11–12 section.

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Chemistry Life Skills 11–12: Syllabus Elements

The key features of the Chemistry Life Skills 11–12 Draft Syllabus include:

- clearly defined essential knowledge, understanding and skills, providing students with access to rich learning opportunities
- relevant and appropriate Aboriginal and Torres Strait Islander content, providing all students with opportunities to explore Aboriginal and Torres Strait Islander Peoples' Cultural Knowledges and Practices
- assessable, specified scientific investigations, ensuring accessible opportunities for the development of knowledge, understanding and skills
- restructured focus areas and the removal of peripheral content
- Life Skills outcomes and content that supports students with intellectual disability to develop knowledge and skills in real-world contexts, such as those related to health, safety, and active participation in the community.

View the draft syllabus [here](#).

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Chemistry Life Skills 11–12: Syllabus Elements

29. * To what extent do you agree with the following statements?

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Not in a position to comment |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|------------------------------|
| The rationale provides a common understanding of the value and importance of the subject for student learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The aim provides a succinct statement of the overall purpose of the syllabus. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Chemistry Life Skills 11–12 section.

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Chemistry Life Skills 11–12 section.

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Chemistry Life Skills 11–12: NSW Government Response

The NSW Government response to the NSW curriculum review final report supported the following recommendations:

1.1 Identify essential facts, concepts and principles, the understanding of which is developed in increasing depth over time, and where required, use this to identify content that is more peripheral and could be removed.

1.2 Decide how this core content is to be sequenced through new syllabuses, informed by evidence of how increasingly deep knowledge and understandings in a subject commonly unfold and are best developed over time.

2.1 Make explicit in new syllabuses for every subject that skills in applying knowledge are part of the intended learning, and show how these skills are to be developed over time. These skills include subject-specific skills, but also skills in using technologies, sourcing and analysing information, critical and creative thinking, collaborating, and communicating.

View the full [NSW Government Response to the NSW Curriculum Review final report](#).

31. * To what extent do you agree that the draft outcomes and content appropriately reflect each recommendation?

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Not in a position to comment |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|------------------------------|
| The draft syllabus appropriately reflects recommendation 1.1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The draft syllabus appropriately reflects recommendation 1.2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The draft syllabus appropriately reflects recommendation 2.1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Chemistry Life Skills 11–12 section.

33. What are the strengths of the Chemistry Life Skills 11–12 Draft Syllabus?
Please note there is a maximum of 600 characters (approximately 100 words)
allowed for this response.

34. Are there any areas of the draft syllabus that require further development?
Please note there is a maximum of 600 characters (approximately 100 words)
allowed for this response.

35. Please provide any additional feedback (optional). Please note there is a
maximum of 1200 characters (approximately 200 words) allowed for this response.

Thank you, this is the end of the Chemistry Life Skills 11–12 section.

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Earth and Environmental Science 11–12: Syllabus Elements

The key features of the Earth and Environmental Science 11–12 Draft Syllabus include:

- clearly defined essential knowledge, understanding and skills, providing students with access to rich learning opportunities
- relevant and appropriate Aboriginal and Torres Strait Islander content, providing all students with opportunities to explore Aboriginal and Torres Strait Islander Peoples' Cultural Knowledges and Practices
- assessable, specified scientific investigations, ensuring accessible opportunities for the development of knowledge, understanding and skills
- restructured focus areas and the removal of peripheral content
- Life Skills outcomes and content that supports students with intellectual disability to develop knowledge and skills in real-world contexts, such as those related to health, safety, and active participation in the community.

View the draft syllabus [here](#).

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Earth and Environmental Science 11–12: Syllabus Elements

36. * To what extent do you agree with the following statements?

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Not in a position to comment |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|------------------------------|
| The rationale provides a common understanding of the value and importance of the subject for student learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The aim provides a succinct statement of the overall purpose of the syllabus. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Earth and Environmental Science 11–12 section.

38. * How well does the syllabus enable you to meet the needs of the diversity of learners in your class? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Earth and Environmental Science 11–12 section.

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Earth and Environmental Science 11–12: Assessment

The following question regarding assessment will inform the ongoing work in Curriculum Reform.

39. * To what extent do you agree with the following statement?

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Not in a position to comment |
|---|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|------------------------------|
| The assessment and examination requirements for 11–12 courses provide sufficient opportunities for students to demonstrate their knowledge, understanding and skills. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

40. Comments (optional). Please note there is a maximum of 1200 characters (approximately 200 words) allowed for this response.

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Earth and Environmental Science 11–12 section.

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Earth and Environmental Science 11–12: NSW Government Response

The NSW Government response to the NSW curriculum review final report supported the following recommendations:

1.1 Identify essential facts, concepts and principles, the understanding of which is developed in increasing depth over time, and where required, use this to identify content that is more peripheral and could be removed.

1.2 Decide how this core content is to be sequenced through new syllabuses, informed by evidence of how increasingly deep knowledge and understandings in a subject commonly unfold and are best developed over time.

2.1 Make explicit in new syllabuses for every subject that skills in applying knowledge are part of the intended learning, and show how these skills are to be developed over time. These skills include subject-specific skills, but also skills in using technologies, sourcing and analysing information, critical and creative thinking, collaborating, and communicating.

View the full [NSW Government Response to the NSW Curriculum Review final report](#).

41. * To what extent do you agree that the draft outcomes and content appropriately reflect each recommendation?

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Not in a position to comment |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|------------------------------|
| The draft syllabus appropriately reflects recommendation 1.1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The draft syllabus appropriately reflects recommendation 1.2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The draft syllabus appropriately reflects recommendation 2.1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Earth and Environmental Science 11–12 section.

43. What are the strengths of the Earth and Environmental Science 11–12 Draft Syllabus? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

44. What areas in the draft syllabus could be further refined or removed? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

45. Please provide any additional feedback (optional). Please note there is a maximum of 1200 characters (approximately 200 words) allowed for this response.

Thank you, this is the end of the Earth and Environmental Science 11–12 section.

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Earth and Environmental Science Life Skills 11–12: Syllabus Elements

The key features of the Earth and Environmental Science Life Skills 11–12 Draft Syllabus include:

- clearly defined essential knowledge, understanding and skills, providing students with access to rich learning opportunities
- relevant and appropriate Aboriginal and Torres Strait Islander content, providing all students with opportunities to explore Aboriginal and Torres Strait Islander Peoples' Cultural Knowledges and Practices
- assessable, specified scientific investigations, ensuring accessible opportunities for the development of knowledge, understanding and skills
- restructured focus areas and the removal of peripheral content
- Life Skills outcomes and content that supports students with intellectual disability to develop knowledge and skills in real-world contexts, such as those related to health, safety, and active participation in the community.

View the draft syllabus [here](#).

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Earth and Environmental Science Life Skills 11–12: Syllabus Elements

46. * To what extent do you agree with the following statements?

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Not in a position to comment |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|------------------------------|
| The rationale provides a common understanding of the value and importance of the subject for student learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The aim provides a succinct statement of the overall purpose of the syllabus. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Earth and Environmental Science Life Skills 11–12 section.

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Earth and Environmental Science Life Skills 11–12 section.

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Earth and Environmental Science Life Skills 11–12: NSW Government Response

The NSW Government response to the NSW curriculum review final report supported the following recommendations:

1.1 Identify essential facts, concepts and principles, the understanding of which is developed in increasing depth over time, and where required, use this to identify content that is more peripheral and could be removed.

1.2 Decide how this core content is to be sequenced through new syllabuses, informed by evidence of how increasingly deep knowledge and understandings in a subject commonly unfold and are best developed over time.

2.1 Make explicit in new syllabuses for every subject that skills in applying knowledge are part of the intended learning, and show how these skills are to be developed over time. These skills include subject-specific skills, but also skills in using technologies, sourcing and analysing information, critical and creative thinking, collaborating, and communicating.

View the full [NSW Government Response to the NSW Curriculum Review final report](#).

48. * To what extent do you agree that the draft outcomes and content appropriately reflect each recommendation?

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Not in a position to comment |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|------------------------------|
| The draft syllabus appropriately reflects recommendation 1.1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The draft syllabus appropriately reflects recommendation 1.2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The draft syllabus appropriately reflects recommendation 2.1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Earth and Environmental Science Life Skills 11–12 section.

50. What are the strengths of the Earth and Environmental Science Life Skills 11–12 Draft Syllabus? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

51. Are there any areas of the draft syllabus that require further development? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

52. Please provide any additional feedback (optional). Please note there is a maximum of 1200 characters (approximately 200 words) allowed for this response.

Thank you, this is the end of the Earth and Environmental Science Life Skills 11–12 section.

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Physics 11–12: Syllabus Elements

The key features of the Physics 11–12 Draft Syllabus include:

- clearly defined essential knowledge, understanding and skills, providing students with access to rich learning opportunities
- relevant and appropriate Aboriginal and Torres Strait Islander content, providing all students with opportunities to explore Aboriginal and Torres Strait Islander Peoples' Cultural Knowledges and Practices
- assessable, specified scientific investigations, ensuring accessible opportunities for the development of knowledge, understanding and skills
- restructured focus areas and the removal of peripheral content
- Life Skills outcomes and content that supports students with intellectual disability to develop knowledge and skills in real-world contexts, such as those related to health, safety, and active participation in the community.

View the draft syllabus [here](#).

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Physics 11–12: Syllabus Elements

53. * To what extent do you agree with the following statements?

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Not in a position to comment |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|------------------------------|
| The rationale provides a common understanding of the value and importance of the subject for student learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The aim provides a succinct statement of the overall purpose of the syllabus. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Physics 11–12 section.

55. * How well does the syllabus enable you to meet the needs of the diversity of learners in your class? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Physics 11–12 section.

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Physics 11–12: Assessment

The following question regarding assessment will inform the ongoing work in Curriculum Reform.

56. * To what extent do you agree with the following statement?

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Not in a position to comment |
|---|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|------------------------------|
| The assessment and examination requirements for 11–12 courses provide sufficient opportunities for students to demonstrate their knowledge, understanding and skills. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

57. Comments (optional). Please note there is a maximum of 1200 characters (approximately 200 words) allowed for this response.

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Physics 11–12 section.

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Physics 11–12: NSW Government Response

The NSW Government response to the NSW curriculum review final report supported the following recommendations:

1.1 Identify essential facts, concepts and principles, the understanding of which is developed in increasing depth over time, and where required, use this to identify content that is more peripheral and could be removed.

1.2 Decide how this core content is to be sequenced through new syllabuses, informed by evidence of how increasingly deep knowledge and understandings in a subject commonly unfold and are best developed over time.

2.1 Make explicit in new syllabuses for every subject that skills in applying knowledge are part of the intended learning, and show how these skills are to be developed over time. These skills include subject-specific skills, but also skills in using technologies, sourcing and analysing information, critical and creative thinking, collaborating, and communicating.

View the full [NSW Government Response to the NSW Curriculum Review final report](#).

58. * To what extent do you agree that the draft outcomes and content appropriately reflect each recommendation?

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Not in a position to comment |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|------------------------------|
| The draft syllabus appropriately reflects recommendation 1.1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The draft syllabus appropriately reflects recommendation 1.2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The draft syllabus appropriately reflects recommendation 2.1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Physics 11–12 section.

60. What are the strengths of the Physics 11–12 Draft Syllabus? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

61. What areas in the draft syllabus could be further refined or removed? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

62. Please provide any additional feedback (optional). Please note there is a maximum of 1200 characters (approximately 200 words) allowed for this response.

Thank you, this is the end of the Physics 11–12 section.

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Physics Life Skills 11–12: Syllabus Elements

The key features of the Physics Life Skills 11–12 Draft Syllabus include:

- clearly defined essential knowledge, understanding and skills, providing students with access to rich learning opportunities
- relevant and appropriate Aboriginal and Torres Strait Islander content, providing all students with opportunities to explore Aboriginal and Torres Strait Islander Peoples' Cultural Knowledges and Practices
- assessable, specified scientific investigations, ensuring accessible opportunities for the development of knowledge, understanding and skills
- restructured focus areas and the removal of peripheral content
- Life Skills outcomes and content that supports students with intellectual disability to develop knowledge and skills in real-world contexts, such as those related to health, safety, and active participation in the community.

View the draft syllabus [here](#).

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Physics Life Skills 11–12: Syllabus Elements

63. * To what extent do you agree with the following statements?

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Not in a position to comment |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|------------------------------|
| The rationale provides a common understanding of the value and importance of the subject for student learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The aim provides a succinct statement of the overall purpose of the syllabus. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Physics Life Skills 11–12 section.

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Physics Life Skills 11–12 section.

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Physics Life Skills 11–12: NSW Government Response

The NSW Government response to the NSW curriculum review final report supported the following recommendations:

1.1 Identify essential facts, concepts and principles, the understanding of which is developed in increasing depth over time, and where required, use this to identify content that is more peripheral and could be removed.

1.2 Decide how this core content is to be sequenced through new syllabuses, informed by evidence of how increasingly deep knowledge and understandings in a subject commonly unfold and are best developed over time.

2.1 Make explicit in new syllabuses for every subject that skills in applying knowledge are part of the intended learning, and show how these skills are to be developed over time. These skills include subject-specific skills, but also skills in using technologies, sourcing and analysing information, critical and creative thinking, collaborating, and communicating.

View the full [NSW Government Response to the NSW Curriculum Review final report](#).

65. * To what extent do you agree that the draft outcomes and content appropriately reflect each recommendation?

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Not in a position to comment |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|------------------------------|
| The draft syllabus appropriately reflects recommendation 1.1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The draft syllabus appropriately reflects recommendation 1.2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The draft syllabus appropriately reflects recommendation 2.1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Physics Life Skills 11–12 section.

67. What are the strengths of the Physics Life Skills 11–12 Draft Syllabus? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

68. Are there any areas of the draft syllabus that require further development? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

69. Please provide any additional feedback (optional). Please note there is a maximum of 1200 characters (approximately 200 words) allowed for this response.

Thank you, this is the end of the Physics Life Skills 11–12 section.

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

General Information

In the following section you will be asked to provide general information about you and your role for the purpose of understanding your context in relation to your feedback.

NESA will only use the information provided to assist in the performance of its functions directly related to the survey content or purpose. NESA will neither use nor disclose for any other purpose the information collected in this survey, unless required or permitted by law.

Read this [privacy notice](#) to learn how NESA will use the data collected in this survey.

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

General Information

70. * I am responding:

- as an individual
- on behalf of a group

71. * This response is from a/group of: (Please select up to 2 choices)

- Early Childhood teacher
- Primary teacher
- Secondary teacher
- Head teacher
- Member of a school executive
- Principal
- Academic
- Pre-service teacher
- Special Education teacher (mainstream setting)
- Special Education teacher (specialist setting)
- EAL/D teacher
- Gifted Education teacher
- Student
- Parent/carer
- Community member
- Home-schooling parent
- Other (please specify)

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

General Information

72. * Name of your group:

73. Number of people represented in this feedback:

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

General Information

74. * Number of years you have taught **Biology 11–12**:

- 0–5
- 6–10
- 11–15
- 16–20
- More than 20
- Other (please specify)

75. * Number of years you have taught **Biology Life Skills 11–12**:

- 0–5
- 6–10
- 11–15
- 16–20
- More than 20
- Other (please specify)

76. * Number of years you have taught **Chemistry 11–12**:

- 0–5
- 6–10
- 11–15
- 16–20
- More than 20
- Other (please specify)

77. * Number of years you have taught **Chemistry Life Skills 11–12**:

- 0–5
- 6–10
- 11–15
- 16–20
- More than 20
- Other (please specify)

78. * Number of years you have taught **Earth and Environmental Science 11–12**:

- 0–5
- 6–10
- 11–15
- 16–20
- More than 20
- Other (please specify)

79. * Number of years you have taught **Earth and Environmental Science Life Skills 11–12:**

- 0–5
- 6–10
- 11–15
- 16–20
- More than 20
- Other (please specify)

80. * Number of years you have taught **Physics 11–12:**

- 0–5
- 6–10
- 11–15
- 16–20
- More than 20
- Other (please specify)

81. * Number of years you have taught **Physics Life Skills 11–12:**

- 0–5
- 6–10
- 11–15
- 16–20
- More than 20
- Other (please specify)

82. * Number of years as a practising teacher:

- 0–5
- 6–10
- 11–15
- 16–20
- More than 20
- Other (please specify)

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

General Information

83. *School Sector:

- Catholic
- Government
- Independent
- Not applicable

84. * Type of school:

- K–2 school
- K–6 school
- K–12 school
- 7–10 school
- 7–12 school
- 11–12 school
- Not applicable
- Other (please specify)

85. * In which region is your school community or workplace located?

86. * Other (Please specify)

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12,
Chemistry Life Skills 11–12, Earth and Environmental Science 11–
12, Earth and Environmental Science Life Skills 11–12, Physics 11–
12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say'
Survey 2024

General Information

87. * I am:

- an Aboriginal person
- a Torres Strait Islander person
- an Aboriginal and Torres Strait Islander person
- not an Aboriginal or Torres Strait Islander person

Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

General Information

88. * To what extent do you agree with the following statements?

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Not in a position to comment |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|------------------------------|
| The survey questions were clear. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The survey was easy to navigate. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The survey allowed me to effectively give my feedback. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

89. Do you have any suggestions about how we can improve our survey?

This is the end of the Biology 11–12, Biology Life Skills 11–12, Chemistry 11–12, Chemistry Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Science Life Skills 11–12, Physics 11–12 and Physics Life Skills 11–12 'Have your say' survey. Thank you for your feedback. We appreciate your time.

Please press the 'Submit' button to complete the survey.