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Economics 11–12, Legal Studies 11–12 and Law and the Community Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Introduction

Thank you for participating in this survey about the Economics 11–12, Legal Studies 11–12 and Law and the Community 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: <u>nswcurriculumreform@nesa.nsw.edu.au</u>

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.

Economics 11–12

Legal Studies 11–12

 $\Box$  Law and the Community Life Skills 11–12

Economics 11–12: Syllabus Elements

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

- clearly defined essential knowledge, understanding and skills, providing students with access to rich learning opportunities
- a reorganised structure to clarify the complex conceptual relationships between the different parts of the course and to enhance the logical and cohesive sequence of learning
- greater depth and background to fundamental concepts and principles at the beginning of the course to provide important context to related content throughout Year 11 and Year 12
- representation of Aboriginal and Torres Strait Islander perspectives to develop a stronger understanding and appreciation of the relevance and richness of Aboriginal and Torres Strait Islander experiences.

View the draft syllabus here.

### Economics 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.	0	0	0	0	0	0
The aim provides a succinct statement of the overall purpose of the syllabus.	0	0	0	0	0	0

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

## Economics 11–12: Draft Syllabus

3. \* To what extent do you agree with the following statements for the outcomes and content?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The outcomes are explicit and clear statements of the essential knowledge, understanding and skills.	0	0	0	0	0	0
The content group headings are clear and appropriate.	0	0	0	0	0	0
The content is appropriate for the outcomes.	0	0	0	0	0	0
There is a clear progression of learning between Year 11 and Year 12.	0	0	0	0	0	0

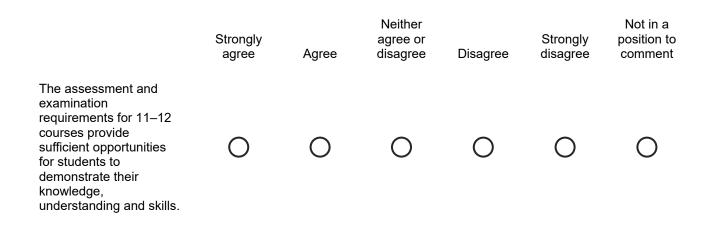
4. \* How well does the syllabus enable you to meet the needs of the <u>diversity of</u> <u>learners</u> in your class? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

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

Economics 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?



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 Economics 11–12 section.

Economics 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 <u>NSW Government Response to the NSW Curriculum Review final</u> 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 <b>recommendation</b> 1.1.	0	0	0	0	0	0
The draft syllabus appropriately reflects <b>recommendation</b> <b>1.2</b> .	0	0	0	0	0	0
The draft syllabus appropriately reflects <b>recommendation</b> 2.1.	0	0	0	0	0	0

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

## Economics 11–12: Other Feedback

#### 8. 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 organisation of content between Year 11 and Year 12 is appropriate.	0	0	0	0	0	0
The issues of inequality and sustainability are both appropriate in depth and context.	0	0	0	0	0	0
The syllabus provides appropriate opportunities for students to develop and demonstrate skills in applying knowledge.	0	Ο	0	0	0	0

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

10. What specific content groups or points 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 Economics 11–12 section.

Legal Studies 11–12: Syllabus Elements

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

- clearly defined essential knowledge, understanding and skills, providing students with access to rich learning opportunities
- a focus on helping students to understand the legal system, broaden their perspectives of the impact of the law and increase their knowledge of how laws are made and changed
- strengthened representation of Aboriginal and Torres Strait Islander Priorities, including culturally appropriate processes and approaches to justice, weaved throughout Year 11 and Year 12
- Life Skills outcomes and content that support students with intellectual disability to develop knowledge and skills in real-world contexts, such as active citizenship, self-advocacy and help-seeking.

View the draft syllabus here.

#### Legal Studies 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.	0	0	0	0	0	0
The aim provides a succinct statement of the overall purpose of the syllabus.	0	0	0	0	0	0

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

### Legal Studies 11–12: Draft Syllabus

13. \* To what extent do you agree with the following statements for the outcomes and content?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The outcomes are explicit and clear statements of the essential knowledge, understanding and skills.	0	0	0	0	0	0
The content group headings are clear and appropriate.	0	0	0	0	0	0
The content is appropriate for the outcomes.	0	0	0	0	0	0
There is a clear progression of learning between Year 11 and Year 12.	0	0	0	0	0	0

14. \* How well does the syllabus enable you to meet the needs of the <u>diversity of</u> <u>learners</u> 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 Legal Studies 11–12 section.

Legal Studies 11–12: Assessment

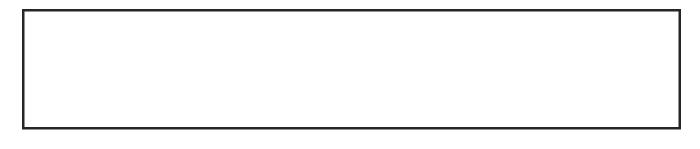
The following question regarding assessment will inform the ongoing work in Curriculum

Reform.

15. \* 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.	0	0	0	0	0	0

16. 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 Legal Studies 11–12 section.

Legal Studies 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 <u>NSW Government Response to the NSW Curriculum Review final</u> report.

17. \* 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 <b>recommendation</b> 1.1.	0	0	0	0	0	0
The draft syllabus appropriately reflects <b>recommendation</b> <b>1.2</b> .	0	0	0	0	0	0
The draft syllabus appropriately reflects <b>recommendation</b> 2.1.	0	0	0	0	0	0

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

# Legal Studies 11–12: Other Feedback

#### 18. 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 content points within the focus areas make clear the depth of learning required.	0	0	0	0	0	0
The content 'Legal themes and skills' integrated across Year 11 and Year 12 is clear.	0	0	0	0	0	0
The opportunity to integrate content points from the focus area 'Experiences with the law' across Year 11 is clear.	0	0	0	0	0	0
The adjusted weighting of the Core between the focus areas 'The criminal justice system' and 'International						
relations and human rights' in Year 12 is appropriate.	0	0	0	0	0	0

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

20. Are there any areas in the draft syllabus that could be further refined? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

21. 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 Legal Studies 11–12 section.

Law and the Community Life Skills 11–12: Syllabus Elements

The key features of the Law and the Community Life Skills 11–12 Draft Syllabus include:

- clearly defined essential knowledge, understanding and skills, providing students with access to rich learning opportunities
- a focus on helping students to understand the legal system, broaden their perspectives of the impact of the law and increase their knowledge of how laws are made and changed
- strengthened representation of Aboriginal and Torres Strait Islander Priorities, including culturally appropriate processes and approaches to justice, weaved throughout Year 11 and Year 12
- Life Skills outcomes and content that support students with intellectual disability to develop knowledge and skills in real-world contexts, such as active citizenship, self-advocacy and help-seeking.

View the draft syllabus here.

### Law and the Community Life Skills 11–12: Syllabus Elements

22. \* 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.	0	0	0	0	0	0
The aim provides a succinct statement of the overall purpose of the syllabus.	0	0	0	0	0	0

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

#### Law and the Community Life Skills 11–12: Draft Syllabus

23. \* To what extent do you agree with the following statements for the Life Skills outcomes and content?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The outcomes are explicit and clear statements of the essential knowledge, understanding and skills.	0	0	0	0	0	0
The outcomes provide appropriate expectations of learning for the range of students.	0	0	0	0	0	0
The content is appropriate for the outcomes.	0	0	0	0	0	0
The headings used to group the content are clear and appropriate.	0	0	0	0	0	0
The content is accessible for the range of students.	0	0	0	0	0	0

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

# Law and the Community 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 <u>NSW Government Response to the NSW Curriculum Review final</u> 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 <b>recommendation</b> 1.1.	0	0	0	0	0	0
The draft syllabus appropriately reflects <b>recommendation</b> 1.2.	0	0	0	0	0	0
The draft syllabus appropriately reflects <b>recommendation</b> 2.1.	0	0	0	0	0	0

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

#### Law and the Community Life Skills 11–12: Other Feedback

25. 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 case studies provide relevant learning opportunities for students.	0	0	0	0	0	0
There are opportunities for students to develop knowledge and skills that can assist access and participation in the world around them.	0	Ο	0	Ο	Ο	Ο

26. What are the strengths of the Law and the Community Life Skills 11–12 Draft Syllabus? Please note there is a minimum of 600 characters (approximately 100 words) allowed for this response.

27. How useful is the alignment with the Legal Studies 11–12 Draft Syllabus in planning teaching and learning? Please note there is a minimum 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 Law and the Community Life Skills 11–12 section.

### **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.

**General Information** 

29. \* I am responding:

O as an individual

) on behalf of a group

30. \* 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)

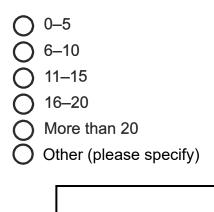
**General Information** 

31. \* Name of your group:

32. Number of people represented in this feedback:

**General Information** 

33. \* Number of years you have taught Economics 11–12:



34. \* Number of years you have taught Legal Studies 11–12:

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

35. \* Number of years you have taught Law and the Community Life Skills 11–12:

O 0–5

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

36. \* Number of years as a practising teacher:

- $\bigcirc 0-5 \\ \bigcirc 6-10 \\ \bigcirc 11-15 \\ \bigcirc 16-20 \\ \bigcirc More than 20 \\ \bigcirc 011-15 \\ \bigcirc 010-10 \\ \bigcirc 011-10 \\ \odot 011-10 \\ \bigcirc 011-10 \\ \odot 011-10$
- O Other (please specify)

**General Information** 

- 37. \* School sector:
- Catholic
- O Government
- O Independent
- O Not applicable
- 38. \* Type of school:
- K–2 school
- K–6 school
- K–12 school
- 7–10 school
- $\bigcirc$  7–12 school
- 11–12 school
- Not applicable
- O Other (please specify)

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

40. \* Other (Please specify)

**General Information** 

41. \* I am:

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

## **General Information**

#### 42. \* 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.	0	0	0	0	0	0
The survey was easy to navigate.	0	0	0	0	0	0
The survey allowed me to effectively give my feedback.	0	0	0	0	0	0

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



This is the end of the Economics 11–12, Legal Studies 11–12 and Law and the Community 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.