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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: nswcurriculumreform@nesa.nsw.edu.au

Economics 11–12, Legal Studies 11–12 and Law and the Community 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.

- Economics 11–12
- Legal Studies 11–12
- Law and the Community Life Skills 11–12

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

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

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.	<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 Economics 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 Economics 11–12 section.

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

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?

	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 Economics 11–12 section.

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

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 [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 Economics 11–12 section.

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.

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

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](#).

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

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.	<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 Legal Studies 11–12 section.

14. * 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 Legal Studies 11–12 section.

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

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.

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

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 [NSW Government Response to the NSW Curriculum Review final 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 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 Legal Studies 11–12 section.

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.

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

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](#).

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

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.	<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 Law and the Community 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 Law and the Community Life Skills 11–12 section.

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

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 [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 Law and the Community Life Skills 11–12 section.

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.

Economics 11–12, Legal Studies 11–12 and Law and the Community 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.

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

General Information

29. * I am responding:

- 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)

Economics 11–12, Legal Studies 11–12 and Law and the
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General Information

31. * Name of your group:

32. Number of people represented in this feedback:

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General Information

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

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

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**:

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

36. * Number of years as a practising teacher:

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

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General Information

37. * School sector:

- Catholic
- Government
- Independent
- Not applicable

38. * 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)

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

40. * Other (Please specify)

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General Information

41. * 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

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

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.	<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"/>

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.