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## SENIOR SECONDARY DRAFT AUSTRALIAN CURRICULUM CONSULTATION QUESTIONNAIRE

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### INTRODUCTION

The purpose of this questionnaire is to enable individuals and groups to provide feedback on the draft senior secondary Australian Curriculum.

Feedback is sought on the details of the draft curriculum for each senior secondary subject in relation to the following:

- The rationale, aims and coherence of the unit structure
- The coverage and clarity of curriculum content
- The clarity and coherence of the achievement standards
- The representation of general capabilities and cross-curriculum priorities.

Each section of the questionnaire requires responses on a rating scale to key statements with an opportunity to include comments that focus on suggestions for improvement.

**The senior secondary Australian Curriculum consultation website officially closes on Friday, 20 July 2012.**

***Note:** This site and the relevant questionnaires are intended to gather feedback on the draft senior secondary Australian Curriculum for English, Mathematics, Science and History. A questionnaire can be completed by an individual or by a group of people, e.g. an association or a school authority. Please note that ACARA may make any feedback provided during the consultation process publicly available. Please visit the terms and conditions of the website at <http://www.australiancurriculum.edu.au/Home/Copyright>*

**THANK YOU FOR YOUR FEEDBACK.**

## BACKGROUND INFORMATION

1. This feedback relates to:
- Biology  Earth and Environmental Science  
 Chemistry  Physics
2. Please indicate where you are based: \_\_\_\_\_

### INDIVIDUAL RESPONSE:

3. Which CATEGORY OF RESPONDENT best describes your perspective?

Teacher  
School leader  
Academic  
Parent  
Student  
Employer  
Other (please specify): \_\_\_\_\_

4. If you have identified yourself as a teacher or school leader, which sector of schooling describes your view:

Catholic  
Independent  
Government  
Other (please specify): \_\_\_\_\_

### GROUP RESPONSE:

5. If you are providing a group response (for example, school, professional association, university faculty, education authority) which CATEGORY OF RESPONDENT best describes the group's perspective?

School  
Professional association  
University faculty  
Education authority  
Community group  
If other, please specify: \_\_\_\_\_

6. Please indicate the NAME of the group: \_\_\_\_\_
7. How many people have contributed DIRECTLY to this response? \_\_\_\_\_
8. If other organisations or affiliates have contributed to this response, please list below:

\_\_\_\_\_

\_\_\_\_\_

## RATIONALE AND AIMS

### RATIONALE

9. The rationale provides clarity about the subject's broad scope, distinctive nature and importance

Strongly Agree

Agree

Disagree

Strongly Disagree

**Comments:**

### AIMS

10. The aims comprehensively describe the intended learning as a result of studying the subject

Strongly Agree

Agree

Disagree

Strongly Disagree

**Comments:**

## STRUCTURE

11. The four unit structure has internal logic and coherence

Strongly Agree

Agree

Disagree

Strongly Disagree

12. Units 3 and 4 are more cognitively demanding than units 1 and 2

Strongly Agree

Agree

Disagree

Strongly Disagree

13. There is a clear link between this senior secondary curriculum and the relevant F-10 Australian Curriculum

Strongly Agree

Agree

Disagree

Strongly Disagree

14. The achievement standards across units 1 and 2 and units 3 and 4 are organised in an order consistent with your experience

Strongly Agree

Agree

Disagree

Strongly Disagree

**Comments:**

## CONTENT AND ACHIEVEMENT STANDARDS

### CONTENT: UNIT 1

15. The unit description clearly describes the focus and scope for this unit

Strongly Agree

Agree

Disagree

Strongly Disagree

16. The unit outcomes describe clearly the expected learning for this unit

Strongly Agree

Agree

Disagree

Strongly Disagree

17. The unit contains relevant and appropriate content (knowledge, understanding and skills)

Strongly Agree

Agree

Disagree

Strongly Disagree

18. The unit contains an appropriate amount of content, that is, can be taught within 50-60 hours

Strongly Agree

Agree

Disagree

Strongly Disagree

19. The content descriptions are specific about what is to be taught

Strongly Agree

Agree

Disagree

Strongly Disagree

**Comments:**

## CONTENT: UNIT 2

20. The unit description clearly describes the focus and scope for this unit

Strongly Agree

Agree

Disagree

Strongly Disagree

21. The unit outcomes describe clearly the expected learning for this unit

Strongly Agree

Agree

Disagree

Strongly Disagree

22. The unit contains relevant and appropriate content (knowledge, understanding and skills)

Strongly Agree

Agree

Disagree

Strongly Disagree

23. The unit contains an appropriate amount of content, that is, can be taught within 50-60 hours

Strongly Agree

Agree

Disagree

Strongly Disagree

24. The content descriptions are specific about what is to be taught

Strongly Agree

Agree

Disagree

Strongly Disagree

**Comments:**

## ACHIEVEMENT STANDARDS: UNIT 1 AND 2

25. There is a clear alignment between the understanding and skills dimensions of the achievement standards; and the unit learning outcomes and content descriptions

Strongly Agree

Agree

Disagree

Strongly Disagree

26. The achievement standards are clear and comprehensive descriptions of increasing complexity of understanding and sophistication of skills

Strongly Agree

Agree

Disagree

Strongly Disagree

27. The achievement standards are pitched appropriately, that is, realistic yet sufficiently challenging for students undertaking these units

Strongly Agree

Agree

Disagree

Strongly Disagree

28. The five levels of achievement standards clearly and appropriately distinguish performance, that is, describe distinctive characteristics of achievement for understanding and skill in this subject at this level

Strongly Agree

Agree

Disagree

Strongly Disagree

**Comments:**

### CONTENT: UNIT 3

29. The unit description clearly describes the focus and scope for this unit

Strongly Agree

Agree

Disagree

Strongly Disagree

30. The unit outcomes describe clearly the expected learning for this unit

Strongly Agree

Agree

Disagree

Strongly Disagree

31. The unit contains relevant and appropriate content (knowledge, understanding and skills)

Strongly Agree

Agree

Disagree

Strongly Disagree

32. The unit contains an appropriate amount of content, that is, can be taught within 50-60 hours

Strongly Agree

Agree

Disagree

Strongly Disagree

33. The content descriptions are specific about what is to be taught

Strongly Agree

Agree

Disagree

Strongly Disagree

**Comments:**

## CONTENT: UNIT 4

34. The unit description clearly describes the focus and scope for this unit

Strongly Agree

Agree

Disagree

Strongly Disagree

35. The unit outcomes describe clearly the expected learning for this unit

Strongly Agree

Agree

Disagree

Strongly Disagree

36. The unit contains relevant and appropriate content (knowledge, understanding and skills)

Strongly Agree

Agree

Disagree

Strongly Disagree

37. The unit contains an appropriate amount of content, that is, can be taught within 50-60 hours

Strongly Agree

Agree

Disagree

Strongly Disagree

38. The content descriptions are specific about what is to be taught

Strongly Agree

Agree

Disagree

Strongly Disagree

**Comments:**



### ACHIEVEMENT STANDARDS: UNIT 3 AND 4

39. There is a clear alignment between the understanding and skills dimensions of the achievement standards; and the unit learning outcomes and content descriptions

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

40. The achievement standards are clear and comprehensive descriptions of increasing complexity of understanding and sophistication of skills

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

41. The achievement standards are pitched appropriately, that is, realistic yet sufficiently challenging for students undertaking these units

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

42. The five levels of achievement standards clearly and appropriately distinguish performance, that is, describe distinctive characteristics of achievement for understanding and skill in this subject at this level

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

**Comments:**

### REPRESENTATION OF GENERAL CAPABILITIES

43. The general capabilities that naturally fit with this subject are appropriately represented

Strongly Agree

Agree

Disagree

Strongly Disagree

**Comments:**

### REPRESENTATION OF CROSS-CURRICULUM PRIORITIES

44. The cross-curriculum priorities that naturally fit with this subject are appropriately represented

Strongly Agree

Agree

Disagree

Strongly Disagree

**Comments:**

### GLOSSARY

45. The glossary is comprehensive

Strongly Agree

Agree

Disagree

Strongly Disagree

**Comments:**

## ADDITIONAL QUESTIONS

### FINAL COMMENTS

Please provide any additional comments on the draft Senior Secondary Australian Curriculum for Science

## THANK YOU FOR YOUR FEEDBACK

We appreciate you taking the time to complete ACARA's online questionnaire on the draft Senior Secondary Australian Curriculum for Science.

If you would like to submit more detailed feedback, please send your feedback to: [Science@acara.edu.au](mailto:Science@acara.edu.au) with the essential [cover sheet](#).

To assist ACARA with the processing and analysing of the feedback it is requested that, if you wish to prepare further comments, these comments are organised around headings either in the questionnaire and/or the draft Senior Secondary Australian Curriculum for Science.

Thank you for your valuable feedback.

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