

**Senate Standing Committee on Education and Employment - Education**

**QUESTIONS ON NOTICE  
Supplementary Budget Estimates 2014-2015**

**Agency - Australian Curriculum, Assessment & Reporting Authority (ACARA)**

**Department of Education Question No. ED0611\_15**

**Senator O'Neill asked on 22 October 2014 , Hansard page 25**

**Question**

**ACARA: Cross curriculum priorities**

Senator O'NEILL: In terms of the cross-curriculum priorities, which is another area in which there has been great brouhaha, lots of conversation and lots of column inches, is there anything in the national curriculum that has just been reviewed that mandates that these cross-curriculum priorities must be directly included in the teaching of thermodynamics, integration or the process of DNA, for instance?

Mr Randall: The feature of the Australian curriculum is to focus on the content descriptions. That is what our documentation says we would like young people to learn. Then, we have had what we call 'content elaborations' to provide some more support and advice. We have just recently changed our representation on our website to make these things clearer about what is explicitly in the content descriptions and where the cross-curriculum priorities are that have come up in the elaborations. To go to your question, looking at the three areas you mention, we will take that on notice. My understanding—and Dr Lambert can confirm it—is that I do not think the content descriptions that pick up that subject matter, if you like, would include reference or linking to cross-curriculum priorities.

**Answer**

The content descriptions in the Australian Curriculum that are related to DNA or thermodynamics concepts do not make any reference to any cross curriculum priorities.