

	Syllabus	Outcomes-based education	Standards
1	detail what students should be taught/expected to learn at the start of the year	focus on what students should achieve or be able to do by the end of the process	identify what students should know and be able to do at the end of a set time
2	relate to specific year levels	address levels which incorporate a number of year levels	focus on specific year levels
3	mandated number of hours	number of hours not stipulated	number of hours not stipulated
4	differentiated curriculum where students are streamed according to interests and ability	common curriculum with mixed ability teaching	common curriculum
5	based on established disciplines/categories of knowledge	multidisciplinary approach and emphasis on attitudes, dispositions and feelings	based on established disciplines/categories of knowledge
6	expectation that essential knowledge, understanding and skills are mastered at each year level (summative assessment with high risk tests and consequences for failure)	developmental approach to learning; focus on criteria based, formative assessment based on levels/bands that incorporate 2 to 3 year levels	expectation that essential knowledge, understanding and skills are mastered at each year level, summative assessment with some US states expecting students to repeat a year if standards not met
7	curriculum descriptors specific, easily understood, concise and measurable	curriculum descriptors vague, hard to measure and overly generalised	curriculum descriptors specific, easily understood, concise and measurable
8	greater use of direct instruction	constructivist approach to learning	greater focus on direct instruction
9	emphasis on teacher directed, whole class teaching	teacher as a facilitator with a student-centred approach to teaching and learning	emphasis on teacher directed, whole class teaching