HSIE course requirements and considerations years 7-12

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All schools are required to maintain documentation that provides evidence of compliance with the NSW Education Act, NESA syllabuses, and department requirements and reflect the obligations to students under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005.

A school must have in place and implement policies and procedures to monitor the compliance of each student with the requirements for eligibility for the award of the Record of School Achievement.

Content within this section has been developed from the following documents:

* [NSW Department of Education Policy Standards for Curriculum Planning and Programming, Assessing and Reporting to Parents K-12](https://policies.education.nsw.gov.au/policy-library/policies/curriculum-planning-and-programming-assessing-and-reporting-to-parents-k-12) (PDF 188KB) (updated January 2020)
* [NSW Education Standards Authority, Registration Process for the NSW Government Schooling System Manual](https://educationstandards.nsw.edu.au/wps/portal/nesa/regulation/government-schooling/registration-process-government-schooling) (PDF 728KB) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2019

## Evidence of compliance years 7-10

Documentation or evidence to be maintained by the system and by each school includes:

* timetables showing the allocation of time and teachers for each year or class
* the total number of hours allocated to each course
* an overview of the educational program indicating:
  + the scope and sequence of learning units or units of work mapped against the content and outcomes of the relevant NESA syllabus for each course
  + resources and equipment available for each KLA
  + assessment policies and procedures which comply with the requirements documented on the [NESA, Assessment Certification Examination (ACE) website](https://ace.nesa.nsw.edu.au/), [NESA Official Notices](https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/official-notices) and department memorandums. These policies should include statements of school procedures and records relating to the allocation of grades in each Year 10 course
* confirmation that the school has policies for disability provisions in accordance with the ACE website
* an overview of the process for reporting student achievement for each year or class:
  + teaching programs for each unit of work that correspond to those identified in the scope and sequence of learning or units of work
  + records of teacher reflection or evaluation of the effectiveness of teaching programs, including teaching and learning strategies, in terms of student learning
  + samples of student work that relate to the teaching program for that year
  + records relating to the quality of the educational program including records of achievement of students, the standard of teaching at the school having regard to the Australian Professional Standards for Teachers and the facilities provided
  + records of the progressive learning and achievement of students over time and the school’s analysis of student achievement data to inform teaching and learning.

The curriculum from Year 7 to Year 10 for students who are candidates for the Record of School Achievement (ROSA) must:

* meet the study requirements for each KLA as detailed on the [NSW Education Standards Authority (NESA), Assessment Certification Examination website](https://ace.nesa.nsw.edu.au/), and
* be taught in accordance with a syllabus developed by the NSW Education Standards Authority (NESA) and approved by the Minister.

Schools must refer to these requirements to ensure the eligibility of students for the Record of School Achievement.

## Human society and its environment

Content within this section has been developed from the [Human Society and Its Environment (HSIE) syllabuses](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Human society and its environment (HSIE) is mandatory for all students from Kindergarten to Year 10. Both NESA and the department’s minimum HSIE requirements for government schools is 400 hours, to be studied from Years 7 to 10, including 100 hours each of history and geography in each Stage.

### Mandatory History 7-10

In the syllabus:

* Australian curriculum content, and content that clarifies learning for history, from Kindergarten to Year 10 is included
* content is organised in overviews and depth studies
* there is an inquiry-based approach to learning
* a continuum of both historical concepts and historical skills is included
* related life skills outcomes are included with the Stage 4 and Stage 5 content
* site studies are mandated for both Stage 4 and Stage 5
* Stage statements reflect the intent of the Australian curriculum achievement standards
* learning across the curriculum areas are included.

In addition to general requirements a scope and sequence History Years 7-10 should include:

* how the overview (10% of the total course time) has been addressed separately or integrated into the depth studies
* when the site studies in both Stage 4 and Stage 5 are to be covered.

Students with special education needs can access the History K–10 syllabus outcomes and content in a range of ways, including: under regular course arrangements, with adjustments to teaching, learning or assessment experiences. For some students with special education needs, particularly those with an intellectual disability, life skills outcomes and content can provide a relevant and meaningful program.

#### Stage 4 History

Unit: The ancient world

Duration: 50 hours minimum teaching time.

Overview:The overview is approximately 10% of teaching time of the ancient world. The content from the overview may be used as an overall introduction to depth studies 1–3 or may be integrated with these depth studies.

Table 1: Stage 4 History depth studies 1-3

|  |  |  |
| --- | --- | --- |
| Depth study 1 | Depth study 2 | Depth study 3 |
| **Investigating the ancient past** (including ancient Australia) | **The Mediterranean world**  **one** of the following will be studied:  Egypt  Greece  Rome | **The Asian world**  **one** of the following will be studied:  India  China |

**Unit:** The ancient to the modern world

**Duration:** 50 hours minimum teaching time.

**Overview:** The overview is approximately 10% of teaching time of The ancient to the modern world. The content from the overview may be used as an overall introduction to depth studies 4–6 or may be integrated with these depth studies.

Table 2: Stage 4 History depth studies 4-6

|  |  |  |
| --- | --- | --- |
| Depth study 4 | Depth study 5 | Depth study 6 |
| **The Western and Islamic world**  **one** of the following will be studied:  The Vikings  Medieval Europe  The Ottoman Empire  Renaissance Italy | **The Asia-Pacific world**  **one** of the following will be studied:  Angkor/Khmer empire  Japan under the Shoguns  The Polynesian expansion across the Pacific | **Expanding contacts**  **one** of the following will be studied:  Mongol expansion  The Black Death in Asia, Europe and Africa  The Spanish conquest of the Americas  Aboriginal and Indigenous Peoples, colonisation and contact history |

All students must complete a site study in Stage 4. A virtual site study can be used if appropriate.

#### Stage 5 History

For Stage 5, the two (2) overviews and four (4) of the six (6) depth studies must be studied. Depth study 3 and depth study 4 are core studies, to be studied by all students.

**Unit:** The making of the modern world

**Duration:** 50 hours minimum teaching time.

**Overview:** The overview is approximately 10% of teaching time of The making of the modern world. The content from the overview may be used as an overall introduction to depth studies 1-3 or may be integrated with these depth studies.

Table 3: Stage 5 history depth studies 1-3

|  |  |  |
| --- | --- | --- |
| Depth study 1 | Depth study 2 | Depth study 3 – Core study |
| **Making a better world?**  **one** of the following studied:  The industrial revolution  Movement of peoples  Progressive ideas and movements | **Australia and Asia**  **one** of the following to be studied:  Making a nation  Asia and the world | **Australians at war**  (World Wars I and II)  **Mandatory study** |

**Unit:** The Modern World and Australia

**Duration:** 50 hours minimum teaching time.

**Overview:** The overview is approximately 10% of teaching time of The modern world and Australia unit. The content from the overview may be used as an overall introduction to depth studies 4-6 or may be integrated with these depth studies.

Table 4: Stage 5 History depth studies 4-6

|  |  |  |
| --- | --- | --- |
| Depth study 4 | Depth study 5 | Depth study 6 |
| **Rights and freedoms**  (1945-present)  **Mandatory study** | **The globalising world**  **one** of the following to be studied:  Popular culture  The environment movement  Migration experiences | **School-developed topic**  drawn from either of the overviews, such as:  Australia in the Vietnam War era  The Holocaust  Women’s history  UN peacekeeping  A decade study  The Gulf Wars and the War in Afghanistan |

### Mandatory Geography 7-10

In the syllabus:

* Australian curriculum content and content that clarifies learning for geography from Kindergarten to Year 10 is included.
* content is organised in topics that include outcomes, key inquiry questions, content focus, geographical concepts, skills and tools
* there is an inquiry-based approach to learning through inquiry questions as a focus for each topic
* a continuum of geographical skills is included
* related life skills outcomes are included with the Stage 4 and Stage 5 content
* fieldwork is mandated for both Stage 4 and Stage 5
* Stage statements reflect the intent of the Australian curriculum achievement standards
* learning across the curriculum areas are included.

In addition to general requirements, the scope and sequence should include when fieldwork is to be undertaken in each Stage.

Students with special education needs can access the Geography Years K–10 Syllabus outcomes and content in a range of ways, including: under regular course arrangements, with adjustments to teaching, learning and/or assessment experiences. For some students with special education needs, particularly those with an intellectual disability, life skills outcomes and content can provide a relevant and meaningful program.

#### Stage 4 Geography

**Duration:** 100 hours minimum teaching time.

**Units:**

* Landscapes and landforms
* Place and liveability
* Water in the world
* Interconnections

**Overview:**

Content, including knowledge and understanding, concepts, skills and tools, should be integrated to provide meaningful learning experiences for students. All students must undertake fieldwork in Stage 4.

Where appropriate, students are to be provided with opportunities to investigate a wide range of places and environments from local to global scales

#### Stage 5 Geography

**Duration:** 100 Hours minimum teaching time.

**Units:**

* Sustainable Biomes
* Changing Places
* Environmental Change and Management
* Human Wellbeing

**Overview:**

Content including knowledge and understanding, concepts, skills and tools should be integrated to provide meaningful learning experiences for students. All students must undertake fieldwork in Stage 5.

Where appropriate, students are to be provided with opportunities to investigate a wide range of places and environments from local to global scales.

### Aboriginal Studies 7-10

**Duration:** Students may undertake either 100 or 200 hours of study in Aboriginal studies in Stage 4 or Stage 5. Courses are structured in the following ways:

* A 100-hour course can consist of either:
  + Core 1 **or** Core 2 and a **minimum of three** options
  + Core 1 **and** Core 2 and **two** options
* A 200-hour course
  + Core 1 **and** Core 2 and **six** options

The core study and options may be studied in any order or pattern.

**Note**: Across a 100-hour course or a 200-hour course, students may only study **one** school-developed option.

**Units:**

|  |  |
| --- | --- |
| **Core study** | **Options** |
| Aboriginal identities | Aboriginal enterprises and organisations |
| Aboriginal self-determination and autonomy | Aboriginal Peoples and the visual arts |
|  | Aboriginal Peoples and the performing arts |
|  | Aboriginal Peoples and the media |
|  | Aboriginal Peoples and oral and written expression |
|  | Aboriginal Peoples and film and television |
|  | Aboriginal Peoples and technologies |
|  | Aboriginal Peoples and Sport |
|  | Aboriginal Peoples interaction with legal and political systems |
|  | School-developed option |

**Overview:** Content provides students with opportunities to develop their knowledge, understanding and skills through the study of Aboriginal identities, communities, autonomy, roles and the range of relationships between Aboriginal Peoples and non-Aboriginal peoples.

Opportunities are provided for students to develop a range of consultation and research skills to enable them to engage respectfully and responsibly with Aboriginal communities.

### Commerce 7-10

**Duration:** Students may undertake either 100 or 200 hours of study in commerce in Stage 4 or Stage 5. Courses are structured in the following ways:

* A 100-hour course is structured in the following way:
  + a minimum of **two** core study topics
  + additional study of selected options to meet the 100-hour requirement
* A 200-hour course is structured in the following way:
  + all **four** core study topics
  + additional study of selected options to meet the 200-hour requirement

The core study and options may be studied in any order or pattern.

**Note:** Across a 100-hour course or a 200-hour course, students may only study ONE School-developed Option. The topic selected in this option must not overlap, duplicate significantly or be a preparation for the Business Studies, Economics or Legal Studies Stage 6 syllabuses

**Units**: Commerce 7-10 is comprised of four core topics and eight options

|  |  |
| --- | --- |
| Core study | Options |
| Consumer and Financial Decisions | Our Economy |
| The Economic and Business Environment | Investing |
| Employment and Work Futures | Promoting and Selling |
| Law, Society and Political Involvement | Running a Business |
|  | Law in Action |
|  | Travel |
|  | Towards Independence |
|  | School-developed Option |

**Overview**: Content provides students with the knowledge, understanding, skills and values that form the foundation on which young people make sound decisions about consumer, financial, economic, business, legal, political and employment issues.

Central to the course is the development of an understanding of the relationships between consumers, businesses and governments in the overall economy. Investigation of these relationships, provide students with the opportunity to apply problem-solving strategies which incorporate the skills of analysis and evaluation.

### Geography elective 7-10

**Duration**: Students may undertake either 100 or 200 hours of study in Geography Elective 7-10 in Stage 4 or Stage 5. Courses are structured in the following ways:

* 100 hours with a minimum of three topics
* 200 hours with a minimum of five topics.

**Note**: Across a 100-hour course or a 200-hour course students may only study one school-developed option.

**Units:** Geography Elective 7-10 is comprised of eight topics:

* physical geography
* oceanography
* primary production
* global citizenship
* Australia’s neighbours
* political geography
* interactions and patterns along a transcontinental transect
* school-developed option.

**Overview:** This course focuses on the geographical processes that form and transform environments and communities. Geography Elective 7-10 explores contemporary geographical issues and events, including the roles and responsibilities of individuals, groups and governments, using a range of scales (that is, from local to global).

The course enables young people to develop an interest in, and engagement with, the world. The content provides students with an opportunity to develop an understanding of the discipline of geography, including physical, social, cultural, economic and political influences on people, places and environments, from local to global scales.

### History elective 7-10

**Duration:** Students may undertake either 100 or 200 hours of study in History Elective 7-10 in Stage 4 and or Stage 5.

Courses are structured in the following ways:

* 100 hours – one option from each of topics 1, 2 and 3 must be studied.
* 200 hours – one option from each of topics 1, 2 and 3 and at least two other options from any of the topics.

Topics may be integrated in learning and teaching programs

**Note**: Across a 100-hour course or a 200-hour course, students may only study **one** school-developed option.

**Units:** History Elective 7-10 is comprised of three topics which include a range of options for study. These are shown below, with some possible examples:

* **Topic 1 – history, heritage and archaeology**
  + Local site study (local history integrated with oral history), digital reconstructions of historic sites, portrayals of the past
* **Topic 2 – ancient, medieval and modern studies**
  + An Aboriginal country and or language group in NSW, literature of ancient Greece and Rome, the rise of the British Empire
* **Topic 3 – thematic studies**
  + Personalities of the medieval world – heroes and villains, propaganda through the ages, history through food

**Overview:** History Elective 7-10 is a course that is designed to support students to develop an interest in and enjoyment of exploring the past. It provides opportunities for students to develop deep knowledge and understanding of past societies and historical periods.

Students explore the nature of history, heritage and archaeology, through processes of historical inquiry, analysing sources and sequencing events to demonstrate an understanding of continuity, change and causation. The construction and nature of history and historiography is also examined through options such as oral history, museum or archive studies, historical fiction, media, biography or film.

### Work education 7-10

Duration: Students may undertake either 100 or 200 hours of study in work education in Stage 4 or Stage 5.

Courses are structured in the following ways:

* A 100-hour course may be structured in the following ways:
  + three core study topics and a minimum of four options
  + four or five core study topics and a minimum of three options
  + six core study topics and a minimum of two options.
* A 200-hour course will comprise all six core study topics and a minimum of six options.

The core study and options may be studied in any order or pattern.

Note: Across a 100-hour course or a 200-hour course, students may only study **one** school-developed option.

**Units:** Work Education 7-10 is comprised of six core topics and 9 options

|  |  |
| --- | --- |
| Core study | Options |
| What is work | Exploring post-school pathways |
| Transitions and wellbeing | Managing transitions |
| Communication and collaboration | Workplace environments |
| Technology in the workplace | Enterprise and entrepreneurial behaviours |
| Workplace safety | Preparing for the workplace |
| Workplace rights and responsibilities | Managing finances |
|  | Workplace issues |
|  | Community participation |
|  | School-developed option |

**Overview:** Work education provides students with opportunities to develop knowledge, understanding and skills regarding the world of work. Students develop skills, attributes and entrepreneurial behaviours for effective participation in work and society, including skills related to career development and managing transitions.

Work education provides opportunities for community and work-based learning, enabling students to explore possible future work options and career pathways.

### Years 11 and 12

#### Requirements for all courses

The Higher School Certificate (HSC) credentials received by students report both the school-based assessment and external examination measures of achievement. Typically, HSC results comprise:

* a moderated assessment mark derived from the mark submitted by the school and produced in accordance with NESA requirements for school-based assessment
* an examination mark derived from the HSC external examination
* an HSC mark, which is the average of the moderated assessment mark and the examination mark
* a performance band, determined by the HSC mark

For the HSC, student performance in a Year 12 course is reported against standards on a course report. The course report contains:

* a level of achievement for the performance band descriptors
* an HSC mark located on the performance scale
* a school-based assessment mark
* an examination mark.

Schools are responsible for awarding a grade for each student who completes a Year 11 course (except Life Skills and VET courses) to represent their achievement. These grades are determined by the student’s performance in relation to the Common Grade Scale for Preliminary Courses. Teachers make professional, on-balance judgements about which grade description best matches the standards their students have demonstrated by the end of the course. The grade awarded is reported on the student’s Record of Student Achievement (RoSA), a cumulative credential that allows students to accumulate their academic results until they leave school.

Schools are required to submit a school-based assessment mark for each Year 12 course candidate.

Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student’s achievement measured at several points throughout the course.

The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances. The actual mark should not be revealed to students as it is subject to moderation and may become confusing for students when they receive their results. Students must be informed that they can obtain their Assessment Rank Order Notice from Students Online after the last HSC examination at their centre and within the period of time for appeals.

The school-based assessment marks submitted to NESA for Year 12 must not include measures of outcomes that address values and attitudes or reflect student conduct. Schools may decide to report on these separately to students and parents.

The collection of information for the Year 12 school-based assessment mark must not begin before the completion of the Year 11 course.

#### Evidence of compliance

A school must have in place, and implement, policies and procedures to monitor the compliance of each student with the requirements for eligibility for the award of the HSC.

Content within this section has been developed from the NSW Department of Education [Policy Standards for Curriculum Planning and Programming, Assessing and Reporting to Parents K-12](https://education.nsw.gov.au/policy-library/associated-documents/policystandards161006.pdf) (PDF 201KB) (updated July 2018) [and NSW Education Standards Authority, Registration Process for the NSW Government Schooling System Manual](http://educationstandards.nsw.edu.au/wps/wcm/connect/d7e0a4fe-7123-467d-9331-df7302abad5c/FINAL+Registration+Process+for+the+NSW+government+schooling+system+Manual.PDF?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, September 2019

Documentation or evidence to be maintained by the system and/or by each school includes:

* timetables showing the allocation of time and teachers for each year and class
* the total number of hours allocated to each Year 11 and Year 12 course
* courses of study for each student each year that comply with a pattern of study for Year 11 and 12 as described on the ACE website for candidates for the Higher School Certificate (ACE 8005)
* an overview of the educational program indicating:
  + the scope and sequence of learning units/units of work mapped against the content and outcomes of the relevant NESA syllabus for each course
  + resources and equipment available for each KLA
* assessment policies and procedures which comply with the requirements documented in the [ACE website](https://ace.nesa.nsw.edu.au/) and [NESA Official Notices](https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/official-notices). These policies should include statements of school procedures relating to the allocation of grades in each Preliminary course
* confirmation that the school has policies for disability provisions in accordance with the ACE website
* an overview of the process for reporting student achievement
* for each year and class:
  + teaching programs for each unit of work that correspond to those identified in the scope and sequence of learning/units of work for that year
  + samples of student work that relate to the teaching program for that year
  + records of teacher reflection/evaluation of the effectiveness of teaching and learning activities
  + records of the learning and progressive achievement of students over time and the school’s analysis of student achievement data to inform teaching and learning
* records relating to the quality of the educational program including records of achievement of students, the standard of teaching at the school having regard to the Australian Professional Standards for Teachers and the facilities provided.

The assessment policies must include statements of school procedures relating to:

* organisational details of the school’s assessment program for each course, giving the number and types of assessment tasks, components and weightings, and scheduling of the tasks
* marking, recording and reporting student achievement in assessment tasks
* administrative arrangements regarding absence from an assessment task, late submission of tasks due to illness or misadventure, malpractice and invalid or unreliable tasks
* student appeals against assessment rankings
* ‘N’ determinations
* providing students with written advice about the school’s requirements for assessment in each course.

#### **Adjustments to Assessment for Students with Special Education Needs**

It is a requirement under the [Disability Standards for Education 2005 (PDF 0.2MB)](https://docs.education.gov.au/node/16354) for schools to ensure that students with special education needs can access and participate in education on the same basis as other students. Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. These may include:

* adjustments to the assessment process. (e.g. additional time, rest breaks, the use of a reader and/or scribe or specific technology)
* adjustments to assessment activities. (e.g. rephrasing questions, using simplified language or alternative formats for questions)
* alternative formats for responses. (e.g. writing in point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations)

Schools are responsible for any decisions about adjustments to course work and formal school-based assessment tasks throughout Year 11 and Year 12. Decisions regarding adjustments should be made in the context of collaborative curriculum planning. To access adjustments for the HSC examinations, an application for Disability Provisions must be submitted to NESA. Providing adjustment does not restrict a student’s access to the full range of grades or marks.

## Stage 6 Human Society and Its Environment

Content within this section has been developed from the NSW Education Standards Authority, [Human Society and Its Environment](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie) Stage 6 syllabuses © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

The Stage 6 HSIE syllabuses include the following subjects:

* [Aboriginal Studies](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/aboriginal-studies)
* [Ancient History](https://syllabus.nesa.nsw.edu.au/ancient-history-stage6/)
* Business Studies
* [Economics](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/economics-st6-syl-from2011.pdf)
* [Geography](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/syllabus2000_listg.html)
* [History Extension](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/history-extension-st6-syl-from2010.pdf)
* [Legal Studies](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/legal-studies-syllabus-st6.pdf)
* [Modern History](http://syllabus.nesa.nsw.edu.au/modern-history-stage6/)
* [Society and Culture](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/society-culture-st6-syl-from2010.pdf)
* [Studies of Religion I](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/studies-religion-st6-syl-from2010.pdf)
* [Studies of Religion II](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/studies-religion-st6-syl-from2010.pdf)

### Aboriginal studies

The [Aboriginal Studies Stage 6 Syllabus (2010)](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/aboriginal-studies) includes two 120 hour courses. 120 hours of study to be undertaken in Year 11 and 120 hours of study in Year12.

Table 1: Aboriginal Studies course structure

|  |  |
| --- | --- |
| Year 11 course | Year 12 course |
| Four parts  Part I – Three sub topics (24 indicative hours)  Part II – Four sub topics (36 indicative hours)  Part III ­– Two sub topics: can be integrated into studies undertaken in Parts I and II or taught as discrete comparative study (30 indicative hours)  Part IV – Research and inquiry method: local community case study (30 indicative hours) | Three parts  Part I – Social justice & human rights issues  A: (20 indicative hours)  B: (36 indicative hours)  Part II – One case study from the two provided (24 indicative hours)  Part III – research and inquiry method – major project (36 indicative hours) |

#### **Year 11**

The Year 11 course aims to establish an historical body of knowledge from pre-contact times to the 1960s as background for the Year 12 course. While references will need to be made to contemporary issues, any in-depth study of these issues must only be undertaken in the Year 12 course with the exception of Part IV – Research and inquiry methods.

The local community case study must not overlap significantly with the HSC major project but may be conceptually linked to it. The HSC major project must be discrete in both focus and content.

During the Year 11 course, consultation with the local Aboriginal community or, where there is no identifiable local community, Aboriginal organisations which represent the local community, must be undertaken.

More information regarding course requirements are included in section 10 of the syllabus

##### School-based assessment and reporting requirements

The Year 11 formal school-based assessment program is to reflect the following requirements:

* three assessment tasks
* the minimum weighting for an individual task is 20%
* the maximum weighting for an individual task is 40%
* only one task may be a formal written examination

Table 2: Mandatory components and weightings for Year 11 Aboriginal Studies

|  |  |
| --- | --- |
| Component | Weighting % |
| Knowledge and understanding of course content | 40 |
| Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives | 15 |
| Research and inquiry methods, including aspects of the local community case study | 20 |
| Communication of information, ideas and issues in appropriate forms | 25 |

#### Year 12

The Year 12 course aims to provide an in-depth knowledge of legislation, policy, legal decisions and current events from the 1960s and the ongoing impact of colonialism on Aboriginal and other Indigenous peoples.

The Global Perspective should involve a survey of a range of Indigenous peoples, both Australian and international, to increase understanding of the key concepts of social justice and human rights as they apply internationally. In Comparative Studies, an Australian Indigenous community and an International Indigenous community must be studied. Examples of such comparative studies are included in the syllabus.

The Year 12 Major Project must:

* be discrete in both focus and content from a student’s Year 11 local community case study
* not be commenced before the start of the HSC course, and should be completed by the end of the second term of the HSC course
* consist of the log and the final presentation
* include thorough documentation of community fieldwork undertaken (in the log
* address relevant syllabus outcomes
* relate to an aspect of the Aboriginal Studies HSC course.

The major project may be presented in written, oral or multimodal form.

More information regarding course requirements are included in Section 10 of the syllabus.

##### School-based assessment and reporting requirements

Schools are required to submit a school-based assessment mark for each Year 12 course.

The Year 12 formal school-based assessment program is to reflect the following requirements:

* a maximum of four assessment tasks
* the minimum weighting for an individual task is 10%
* the maximum weighting for an individual task is 40%
* only one task may be a formal written examination with a maximum weighting of 30%
* one task must be the Major Project with a weighting of 40% – inclusive of the allocation of 15% for the log.

Table 3: Mandatory components and weightings for Year 12 Aboriginal Studies

|  |  |
| --- | --- |
| Component | Weighting % |
| Knowledge and understanding of course content | 40 |
| Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives | 25 |
| Research and inquiry methods, including aspects of the Major Project | 20 |
| Communication of information, ideas and issues in appropriate forms | 15 |

### Ancient History

The [Ancient History Stage 6 Syllabus (2017)](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/ancient-history-2017) includes two 120 hour courses. 120 hours of study to be undertaken in Year 11 and 120 hours of study in Year 12

Table 1: Ancient History course structure

|  |  |
| --- | --- |
| Year 11 course | Year 12 course |
| **Three sections**  Section I – Investigating ancient history (60 indicative hours including ‘The nature of ancient history’ and ‘case studies’. (Each case study should be a minimum of 10 indicative hours)  Section II – Features of ancient societies (40 indicative hours) Students study at least **two** ancient societies.  Section III – Historical investigation (20 indicative hours)  **Historical concepts and skills content is to be integrated throughout the course** | **Four sections**  Section I – Core study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)  Section II – One ‘ancient societies’ topic (30 indicative hours)  Section III – One ‘personalities in their times’ topic (30 indicative hours)  Section IV – One ‘Historical Periods’ topic (30 indicative hours  The course requires study from **at least two** of the following areas:  Egypt  Near East  China  Greece  Rome.  **Historical concepts and skills are integrated with the studies undertaken in Year 12.** |

#### Year 11

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past.

Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.

Studies undertaken in the Year 11 course should be selected from a range of societies.

Content may be integrated across the three sections of the course, reflected in a teaching and learning program.

**Studies must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Ancient History or History Extension courses.**

##### Investigating ancient history

Students must undertake at least **one** option from 'The Nature of Ancient History', and **at least two** case studies:

* **one** case study **must** be from Egypt, Greece, Rome or Celtic Europe.
* **one** case study **must** be from Australia, Asia, the Near East or the Americas

Case studies are inquiry-based investigations into historical features, people, places, events and developments of the ancient world. Case studies can provide an historical context within which students learn about relevant methods and issues.

##### Features of ancient societies

Studies of features of ancient societies are concerned with seeking explanations to the ‘how’ and ‘why’ questions of history: how people lived in the past, why they may have lived that way, and how and why their life circumstances changed.

##### Historical investigation

The historical investigation may be undertaken as a standalone study or integrated into any aspect of the Year 11 course and need not be completed as one project. It may be conducted individually or collaboratively.

**The investigation must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Ancient History or History Extension courses.**

##### School-based assessment and reporting requirements

The current Year 11 formal school-based assessment program is to reflect the following requirements:

* three assessment tasks
* the minimum weighting for an individual task is 20%
* the maximum weighting for an individual task is 40%
* only one task may be a formal written examination
* one task must be an Historical Investigation with a weighting of 20–30%.

Table 2: Mandatory components and weightings for Year 11 Ancient History

|  |  |
| --- | --- |
| Component | Weighting % |
| Knowledge and understanding of course content | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 20 |
| Historical inquiry and research | 20 |
| Communication of historical understanding in appropriate forms | 20 |

#### Year 12

The Year 12 course is structured to provide students with opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.

The historical concepts and skills content is to be integrated throughout the course. The topics provide the contexts through which concepts and skills are to be developed. These provide the means by which students are able to engage in historical analysis and argument.

The core study, Cities of Vesuvius – Pompeii and Herculaneum, is a Roman study. Topics in the Year 12 course consist of two sections – ‘Survey’ and ‘Focus of study’. The following time allocations provide guidance to teachers about the depth of study for each section:

* Survey (a maximum of 3 hours)
* Focus of study (a minimum of 27 hours).

##### Ancient History school-based assessment and reporting requirements

Schools are required to submit a school-based assessment mark for each Year 12 course

The current Year 12 formal school-based assessment program is to reflect the following requirements:

* a maximum of four assessment tasks
* the minimum weighting for an individual task is 10%
* the maximum weighting for an individual task is 40%
* only one task may be a formal written examination with a maximum weighting of 30%
* one task must be an Historical Analysis with a weighting of 20–30%.

Table 3: Mandatory components and weightings for Year 12 Ancient History

|  |  |
| --- | --- |
| Component | Weighting % |
| Knowledge and understanding of course content | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 20 |
| Historical inquiry and research | 20 |
| Communication of historical understanding in appropriate forms | 20 |

##### Historical analysis

The Historical Analysis provides students with the opportunity to focus on an historical question, issue or controversy of interest, and to develop a reasoned argument, supported by evidence. It may occur in or across any of the topics selected for study. The Historical Analysis may be presented in written, oral or multimodal form, and must:

* be completed individually
* be a maximum of 1200 words, 6 minutes duration or equivalent in multimodal form
* address relevant syllabus outcomes
* relate to a topic or topics studied in the Ancient History Stage 6 Syllabus.

### Business studies

The [Business Studies Stage 6 Syllabus (2010)](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies) includes two 120 hour courses. 120 hours of study to be undertaken in Year 11 and 120 hours of study in Year 12

Table 1: Business Studies course structure

|  |  |
| --- | --- |
| Year 11 course | Year 12 course |
| **Three sections**  Section I – Nature of business (24 indicative hours)  Section II – Business management (48 indicative hours)  Section III – Business planning (48 indicative hours) | **Four sections**  Section I – Operations (30 indicative hours)  Section II – Marketing (30 indicative hours)  Section III – Finance (30 indicative hours)  Section IV – Human Resources (30 indicative hours) |

Business studies offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses.

#### Year 11

The focuses of the topics are as follows:

* Nature of business - role and nature of business in a changing business environment
* Business management - nature and responsibilities of management in the business environment
* Business planning - processes of establishing and planning a small to medium enterprise.

##### School-based assessment and reporting requirements

The current Year 11 formal school-based assessment program is to reflect the following requirements:

* three assessment tasks
* the minimum weighting for an individual task is 20%
* the maximum weighting for an individual task is 40%
* only one task may be a formal written examination.

Table 2: Mandatory components and weightings for Year 11 Business Studies.

|  |  |
| --- | --- |
| Component | Weighting % |
| Knowledge and understanding of course content | 40 |
| Stimulus-based skills | 20 |
| Inquiry and research | 20 |
| Communication of business information, ideas and issues in appropriate forms | 20 |

#### Year 12

The focuses of the topics are as follows:

* Operations – strategies for effective operations management in large businesses
* Marketing – main elements involved in the development and implementation of successful marketing strategies
* Finance – the role of interpreting financial information in the planning and management of a business
* Human resources – contribution of human resource management to business performance.

##### School-based assessment and reporting requirements

Schools are required to submit a school-based assessment mark for each Year 12 course

The current Year 12 formal school-based assessment program is to reflect the following requirements:

* a maximum of four assessment tasks
* the minimum weighting for an individual task is 10%
* the maximum weighting for an individual task is 40%
* only one task may be a formal written examination with a maximum weighting of 30%

Table 4: Mandatory components and weightings for Year 12 are Business Studies

|  |  |
| --- | --- |
| Component | Weighting % |
| Knowledge and understanding of course content | 40 |
| Stimulus-based skills | 20 |
| Inquiry and research | 20 |
| Communication of business information, ideas and issues in appropriate forms | 20 |

### Economics

The [Economics Stage 6 Syllabus (2009)](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/economics) includes two 120 hour courses. 120 hours of study to be undertaken in Year 11 and 120 hours of study in Year 12

Table 1: Economics course structure

|  |  |
| --- | --- |
| Year 11 course | Year 12 course |
| **Six sections** – essentially microeconomic in nature  Section I – Introduction to economics (12 indicative hours)  Section II – Consumers and business (12 indicative hours)  Section III – Markets (24 indicative hours)  Section IV – Labour markets (24 indicative hours)  Section V – Financial markets (24 indicative hours)  Section VI – Government in the economy (24 indicative hours) | **Four sections** – essentially macroeconomic in nature  Section I – Operations (30 indicative hours)  Section II – Marketing (30 indicative hours)  Section III – Finance (30 indicative hours)  Section IV – Human resources (30 indicative hours) |

#### Year 11

The focuses of the topics are as follows:

* Introduction to economics – the nature of economics and the operation of an economy
* Consumers and business – the role of consumers and business in the economy
* Markets – the role of markets, demand, supply and competition
* Labour markets – the workforce and role of labour in the economy
* Financial markets – the financial market in Australia including the share market
* Government in the economy – the role of government in the Australian economy.

##### School-based assessment and reporting requirements

The current Year 11 formal school-based assessment program is to reflect the following requirements:

* three assessment tasks
* the minimum weighting for an individual task is 20%
* the maximum weighting for an individual task is 40%
* only one task may be a formal written examination.

Table 2: Mandatory components and weightings for Year 11 Economics

|  |  |
| --- | --- |
| Component | Weighting % |
| Knowledge and understanding of course content | 40 |
| Stimulus-based skills | 20 |
| Inquiry and research | 20 |
| Communication of economic information, ideas and issues in appropriate forms | 20 |

#### Year 12

The focuses of the topics are as follows:

* The Global Economy – Features of the global economy and globalisation
* Australia's Place in the Global Economy – Australia's trade and finance
* Economic Issues – issues including growth, unemployment, inflation, wealth and management.
* Economic Policies and Management – the range of policies to manage the economy.

##### School -based assessment and reporting requirements

Schools are required to submit a school-based assessment mark for each year 12 course.

The current Year 12 formal school-based assessment program is to reflect the following requirements:

* a maximum of four assessment tasks
* the minimum weighting for an individual task is 10%
* the maximum weighting for an individual task is 40%
* only one task may be a formal written examination with a maximum weighting of 30%

Table 3: Mandatory components and weightings for Year 12 Economics

|  |  |
| --- | --- |
| Component | Weighting % |
| Knowledge and understanding of course content | 40 |
| Stimulus-based skills | 20 |
| Inquiry and research | 20 |
| Communication of economic information, ideas and issues in appropriate forms | 20 |

### Geography

The [Geography Stage 6 Syllabus (2009)](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/geography) includes two 120 hour courses. 120 hours of study to be undertaken in Year 11 and 120 hours of study in Year 12

Table 1: Geography course structure

|  |  |
| --- | --- |
| Year 11 course | Year 12 course |
| **Three sections**  Section I – Biophysical interactions (54 indicative hours)  Section II – Global challenges (54 indicative hours)  Section III – Senior geography project (12 indicative hours) | **Three sections**  Section I – Ecosystems at risk (40 indicative hours)  Section II – Urban places (40 indicative hours)  Section III – People and economic activity (40 indicative hours) |

In both the Year 11 and Year 12 courses the order of topics is not prescriptive and may be influenced by students’ needs, interests and access to fieldwork sites and/or resources.

#### Year 11

The preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Inquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

Students complete a senior geography project (SGP) in the Year 11 course and should undertake 12 hours of fieldwork in both the Year 11 and Year 12 courses.

The focuses of the topics are as follows:

* Biophysical interactions – how biophysical processes contribute to sustainable management.
* Global challenges – geographical study of issues at a global scale.
* Senior geography project – a geographical study of student's own choosing.

##### Senior Geography Project (SGP)

The SGP provides students with the opportunity to select and research a geographical issue which relates to the Year 11 course. The SGP must:

* include a research focus, active inquiry methodologies, analysis of data, and communication of findings
* address relevant syllabus outcomes.

The SGP may be based in a variety of locations including the environs of the school, college or campus. It may be presented in written, oral or multimodal form.

Further information relating to the SGP is provided within the Senior Geography Project section of the [Geography Stage 6 Syllabus](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/geography).

##### School-based assessment and reporting requirements

The current Year 11 formal school-based assessment program is to reflect the following requirements:

* three assessment tasks
* the minimum weighting for an individual task is 20%
* the maximum weighting for an individual task is 40%
* only one task may be a formal written examination.
* one task must be the Senior Geography Project with a weighting of 30 – 40%.

Table 2: Mandatory components and weightings for Year 11 Geography.

|  |  |
| --- | --- |
| Component | Weighting % |
| Knowledge and understanding of course content | 40 |
| Geographical tools and skills | 20 |
| Geographical inquiry and research including fieldwork | 20 |
| Communication of geographical information, ideas and issues in appropriate forms | 20 |

#### Year 12

The focuses of the topics are as follows:

* Ecosystems at risk – the functioning of ecosystems, their management and protection
* Urban places – study of cities and urban dynamics.
* People and economic activity – geographic study of economic activity in a local and global context.

##### School -based assessment and reporting requirements

Schools are required to submit a school-based assessment mark for each year 12 course.

The current Year 12 formal school-based assessment program is to reflect the following requirements:

* a maximum of four assessment tasks
* the minimum weighting for an individual task is 10%
* the maximum weighting for an individual task is 40%
* only one task may be a formal written examination with a maximum weighting of 30%

Table 3: Mandatory components and weightings for Year 12 Geography.

|  |  |
| --- | --- |
| Component | Weighting % |
| Knowledge and understanding of course content | 40 |
| Geographical tools and skills | 20 |
| Geographical inquiry and research’ including fieldwork | 20 |
| Communication of geographical information, ideas and issues in appropriate forms | 20 |

### History Extension

The [History Extension Stage 6 Syllabus (2017)](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/history-extension-2017) includes one 60 hour course

#### Year 12 Course

Includes:

* Constructing history (minimum 40 indicative hours)
  + key questions
  + case Studies
* History project (maximum 20 indicative hours)

Enrolment and satisfactory completion of Year 11 ancient history or modern history is a prerequisite for entry into Year 12 history extension.

Year 12 ancient history or modern history is a co-requisite for Year 12 history extension

##### Year 12

The course requires students to undertake:

* **one** case study
* the development of **one** history project.

The focuses of the topics are as follows:

##### Constructing history (minimum 40 indicative hours)

**Key questions**

* Who are historians?
* What are the purposes of history?
* How has history been constructed, recorded and presented over time?
* Why have approaches to history changed over time?

**Case studies**

* Students develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study, with reference to THREE identified areas of debate and the key questions.

##### History project (Maximum 20 indicative hours)

Students undertake an individual investigative project, focusing on an area of changing historical interpretation

The history project – Historical process consists of three elements assessed as one formal task:

* proposal
* process log
* annotated sources.

The History Project – Essay comprises an argument in response to a focus question, with supporting evidence.

The essay must:

* be in print form
* not exceed 2500 words
* include a bibliography of the sources used.

Further information relating to the history project is provided within the history project section of the History Extension Stage 6 Syllabus

##### School based-assessment and reporting requirements

Schools are required to submit a school-based assessment mark for each year 12 course.

The current Year 12 formal school-based assessment program is to reflect the following requirements:

* three assessment tasks
* only one task may be a formal written examination with a weighting of 30%
* one task must be the history project – historical process (proposal, process log, annotated sources) with a weighting of 30%
* one task must be the history project – essay with a weighting of 40%

****Table 1: Mandatory components and weightings for Extension History.****

|  |  |
| --- | --- |
| Component | Weighting % |
| Knowledge and understanding significant historical ideas and processes | 40 |
| Skills in designing, undertaking and communicating historical inquiry and analysis | 60 |

### Legal studies

The [Legal Studies Stage 6 Syllabus (2009)](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/legal-studies) includes two 120 hour courses. 120 hours of study to be undertaken in Year 11 and 120 hours of study in Year 12

Table 1: Legal Studies course structure

|  |  |
| --- | --- |
| Year 11 course | Year 12 course |
| **Three sections**  Section I – The legal system (48 indicative hours)  Section II – The individual and the law (36 indicative hours)  Section III – The law in practice (36 indicative hours) | **Four sections**  Section I – Crime (36 indicative hours) Section II – Human rights (24 indicative hours)  Section III – Option 1 (30 indicative hours)  Section IV – Option 2 (30 indicative hours) |

#### Year 11

Year 11 develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform.

The law in practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.

Each topic's themes and challenges should be integrated into the study of the topic.

##### School-based assessment and reporting requirements

Schools are required to submit a school-based assessment mark for each year 12 course.

The current Year 11 formal school-based assessment program is to reflect the following requirements:

* three assessment tasks
* the minimum weighting for an individual task is 20%
* the maximum weighting for an individual task is 40%
* only one task may be a formal written examination.

Table 2: Mandatory components and weightings for Year 11 Legal Studies.

|  |  |
| --- | --- |
| Component | Weighting % |
| Knowledge and understanding of course content | 40 |
| Analysis and evaluation | 20 |
| Inquiry and research | 20 |
| Communication of legal information, ideas and issues in appropriate forms | 20 |

#### Year 12

Year 12 investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform. The compulsory core studies are Crime (30%) and Human rights (20%). The options from which two must be chosen for study (constituting 50% of the Year 12 course) are:

* Consumers
* Global environment and protection
* Family
* Indigenous Peoples
* Shelter
* Workplace
* World order.

Each topic's themes and challenges should be integrated into the study of the topic.

##### School-based assessment and reporting requirements

The current Year 12 formal school-based assessment program is to reflect the following requirements:

* a maximum of four assessment tasks
* the minimum weighting for an individual task is 10%
* the maximum weighting for an individual task is 40%
* only one task may be a formal written examination with a maximum weighting of 30%

Table 3: Mandatory components and weightings for Year 12 Legal Studies.

|  |  |
| --- | --- |
| Component | Weighting % |
| Knowledge and understanding of course content | 40 |
| Analysis and evaluation | 20 |
| Inquiry and research | 20 |
| Communication of legal information, ideas and issues in appropriate forms | 20 |

### Modern History

The [Modern History Stage 6 Syllabus (2017)](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history-2017) includes two 120 hour courses. 120 hours of study to be undertaken in Year 11 and 120 hours of study in Year 12

Table 1: Modern History course structure

|  |  |
| --- | --- |
| Year 11 course | Year 12 course |
| **Three sections**  Section I - Investigating modern history, including ‘The nature of modern history’ and ‘case studies’ (60 indicative hours)  Section II - Historical Investigation (20 indicative hours)  Section III - The shaping of the modern world (40 indicative hours) | **Four sections**  Section I - core study: power and authority in the modern world 1919–1946 (30 indicative hours)  Section II - **one** ‘national studies’ topic (30 indicative hours)  Section III - **one** ‘peace and conflict’ topic (30 indicative hours)  Section IV - **one** ‘change in the modern world’ topic (30 indicative hours) |

#### Year 11

Content may be integrated across the three sections of the course in the development of a teaching and learning program.

The historical concepts and skills content is to be integrated throughout the course. The various studies and topics provide the contexts through which concepts and skills are to be developed. These provide the means by which students are able to engage in historical analysis and argument.

The focuses of the topics are as follows:

##### Investigating Modern History

Students undertake:

* at least **one** option from ‘The Nature of Modern History’, **and**
* at least **two** case studies (each case study should be a minimum of 10 indicative hours)

Case studies are inquiry-based investigations into historical features, individuals, groups, events or concepts in modern history. They are oriented towards the problems and issues of investigating the past.

**one** case study **must** be from Europe, North America or Australia.

**one** case study **must** be from Asia, the Pacific, Africa, the Middle East or Central and South America.

##### The historical investigation

The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation should extend a particular area of individual student or group interest. The investigation may be undertaken as a standalone study or integrated into any aspect of the Year 11 course and need not be completed as one project. It may be conducted individually or collaboratively.

**The investigation must not overlap with or duplicate significantly any topic to be attempted in the Year 12 modern history or history extension courses.**

Further information relating to the historical investigation is provided within the historical investigation section of the Modern History Stage 6 Syllabus

##### The shaping of the modern world

Students investigate forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity.

**One** study from ‘The shaping of the modern world’ is to be undertaken.

**Studies must not overlap with or duplicate significantly any topic to be attempted in the Year 12 modern history or history extension courses.**

##### School-based assessment and reporting requirements

The current Year 11 formal school-based assessment program is to reflect the following requirements:

* three assessment tasks
* the minimum weighting for an individual task is 20%
* the maximum weighting for an individual task is 40%
* only one task may be a formal written examination.
* one task must be an historical investigation with a weighting of 20-30%.

Table 2: Mandatory components and weightings for Year 11 Modern History.

|  |  |
| --- | --- |
| Component | Weighting % |
| Knowledge and understanding of course content | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 20 |
| Historical inquiry and research | 20 |
| Communication of historical understanding in appropriate forms | 20 |

#### Year 12

Historical concepts and skills content is to be integrated throughout the studies undertaken in Year 12

Students are required to study at least one non-European or Western topic, for example: India 1942–1984, Conflict in the Pacific 1937–1951, The cultural revolution to Tiananmen Square 1966–1989.

The course comprises a study of:

* Core study: Power and authority in the modern world 1919–1946
* **one** ‘national studies’ topic
* **one** ‘peace and conflict’ topic
* **one** ‘change in the modern world’ topic.

**Students are required to study at least one non-European or Western topic, selected from the following list:**

**Table 3: Non-European or Western topic options**

|  |  |
| --- | --- |
| Unit | Non-European or Western Topics |
| National studies | China 1927-1949  India 1972-1984  Indonesia 1945-2005  Japan 1904-1937  Iran 1945-1989 |
| Peace and conflict | Conflict in Indochina 1954-1979  Conflict in the Pacific 1937-1951  Conflict in the Gulf 1980-2011  The Arab-Israeli Conflict 1948-1996 |
| Change in the modern world | Pro-democracy Movement in Burma 1945-2010  The Cultural Revolution to Tiananmen Square 1966-1989  Apartheid in South Africa 1960-1994 |

Topics in the Year 12 course consist of two sections – ‘survey’ and ‘focus of study’.

The following indicative time allocations provide guidance to teachers about the depth of study for each section:

* Survey (a maximum of 3 hours)
* Focus of study (a minimum of 27 hours)

##### Information about the historical analysis in Modern History

The historical analysis provides students with the opportunity to focus on an historical question, issue or controversy of interest, and to develop a reasoned argument, supported by evidence. It may occur in or across any of the Year 12 topics selected for study.

The historical analysis may be presented in written, oral or multimodal form, and must:

* be completed individually
* be a maximum of 1200 words, 6 minutes duration or equivalent in multimodal form
* address relevant syllabus outcomes
* relate to a Year 12 topic or topics studied in the Modern History Stage 6 Syllabus.

##### School -based assessment and reporting requirements

Schools are required to submit a school-based assessment mark for each Year 12 course.

The current Year 12 formal school-based assessment program is to reflect the following requirements:

* a maximum of four assessment tasks
* the minimum weighting for an assessment task is 10%
* the maximum weighting for an individual task is 40%
* only one task may be a formal written examination with a maximum weighting of 30%
* one task must be an historical analysis with a weighting of 20–30%.

Table 4: Mandatory components and weightings for Year 12 Modern History.

|  |  |
| --- | --- |
| Component | Weighting % |
| Knowledge and understanding of course content | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 20 |
| Historical inquiry and research | 20 |
| Communication of historical understanding in appropriate forms | 20 |

### Society and culture

The [Society and Culture Stage 6 Syllabus (2013)](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture) includes two 120 hour courses. 120 hours of study to be undertaken in Year 11 and 120 hours of study in Year 12

Table 1: Society and Culture course structure

|  |  |
| --- | --- |
| Year 11 course | Year 12 course |
| **Three sections**  Section I – The social and cultural world (36 indicative hours)  Section II – Personal and social identity (48 indicative hours)  Section III – Intercultural communication (36 indicative hours) | **Three sections**  Section I – Personal interest project (36 indicative hours)  Section II – Social and cultural continuity and change (36 indicative hours)  Section III – **two** depth studies to be chosen from:  Popular culture, Belief systems, Social inclusion and exclusion, Social conformity and nonconformity (48 indicative hours) |

#### Year 11

The focuses of the topics are as follows:

* The social and cultural world – the interactions between persons and groups within societies
* Personal and social identity – socialisation and the development of personal and social identity in a variety of social and cultural settings
* Intercultural communication – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them.

##### School -based assessment and reporting requirements

The current Year 11 formal school-based assessment program is to reflect the following requirements:

* three assessment tasks
* the minimum weighting for an individual task is 20%
* the maximum weighting for an individual task is 40%
* only one task may be a formal written examination.

Table 2: Mandatory components and weightings for Year 11 Society and Culture.

|  |  |
| --- | --- |
| Component | Weighting % |
| Knowledge and understanding of course content | 50 |
| Application and evaluation of social and cultural research methods | 30 |
| Communication of information, ideas and issues in appropriate forms | 20 |

#### Year 12

The focuses of the topics are as follows:

##### Core

* Social and cultural continuity and change – the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study
* The Personal Interest Project (PIP) – an individual research project (The PIP is integrated across the whole HSC course and draws together the interests, research skills and personal experiences of the student.)

##### Depth studies

**Two** studies to be chosen from:

* Popular culture – the interconnection between popular culture, society and the individual
* Belief systems and ideologies – the relationship of belief systems and ideologies to culture and identity
* Social inclusion and exclusion – the nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures
* Social conformity and nonconformity – the nature of conformity and nonconformity and its influences on the formation of peoples’ attitudes and behaviours.

##### Personal interest project (PIP)

Students must each undertake, on an individual basis, a personal interest project. The PIP is worth 40% of the HSC examination mark and requires students to select a suitable topic related to the course, develop and apply appropriate research methods and submit a completed project containing the required components. They are:

* the development of the PIP may commence from the beginning of the Year 12 course
* schools must have procedures in place to ensure the effective supervision of the development of students’ PIPs
* each student is to report their progress at three points during the development of the PIP
* a brief written record of each student’s progress throughout the project must be kept by the teacher
* students will be required to certify that the PIP is their own original work, and that any material drawn from other sources and any outside assistance is acknowledged. Group projects are not permitted
* teachers must certify that the work has been completed under their supervision.

The Personal Interest Project must:

* be a topic of the student’s own choice
* be related to the course
* develop appropriate methods
* include a cross-cultural perspective
* address continuity and/or change.

##### School-based assessment and reporting requirements

Schools are required to submit a school-based assessment mark for each Year 12 course.

The current Year 12 formal school-based assessment program is to reflect the following requirements:

* a maximum of four assessment tasks
* the minimum weighting for an individual task is 10%
* the maximum weighting for an individual task is 40%
* only one task may be a formal written examination with a maximum weighting of 30%.

Table 3: Mandatory components and weightings for Year 12 Society and Culture

|  |  |
| --- | --- |
| Component | Weighting % |
| Knowledge and understanding of course content | 50 |
| Application and evaluation of social and cultural research methods | 30 |
| Communication of information, ideas and issues in appropriate forms | 20 |

### Studies of Religion I

The [Studies of Religion I Stage 6 Syllabus (2009)](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/studies-of-religion-1) includes two 60 hour courses. 60 hours of study to be undertaken in Year 11 and 60 hours of study in Year 12

Table 1: Studies of Religion I course structure

|  |  |
| --- | --- |
| Year 11 course | Year 12 course |
| **Three sections**  Section I – Nature of religion and beliefs (16 indicative hours)  Section II – Religious tradition study 1 (22 indicative hours)  Section III – Religious tradition study 2 (22 indicative hours) | **Three sections**  Section I – Religion and belief systems in Australia post-1945 (16 Indicative hours)  Section II – Religious tradition depth Study 1 (22 indicative hours)  Section III – Religious tradition depth Study 2 (22 indicative hours) |

**Exclusion:** Studies of Religion II

For the purposes of this syllabus the religious traditions are considered to be the five major religions of Buddhism, Christianity, Hinduism, Islam and Judaism.

Studies of religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

#### Year 11

The focuses of the topics are as follows:

* Nature of religion and beliefs – The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
* **Two** religious traditions studies – A study of two of the major religious traditions as living religious systems – selected from Buddhism, Christianity, Hinduism, Islam and Judaism.

For reasons of equity and clarity, the content areas of study for each religious tradition are set out in a similar pattern. Learning experiences are to be appropriate to the distinctive nature of each religious tradition. All aspects are interrelated and the order in which they are listed need not determine the order of study:

* Origins
* Principal beliefs
* Sacred texts and writings
* Core ethical teachings
* Personal devotion, expression of faith and observance.

##### School-based assessment and reporting requirements

The current Year 11 formal school-based assessment program is to reflect the following requirements:

* three assessment tasks
* the minimum weighting for an individual task is 20%
* the maximum weighting for an individual task is 40%
* only one task may be a formal written examination.

Table 2: Mandatory components and weightings for Year 11 Studies of Religion I.

|  |  |
| --- | --- |
| Component | Weighting % |
| Knowledge and understanding of course content | 40 |
| Sourced-based skills | 20 |
| Investigation and research | 20 |
| Communication of information, ideas and issues in appropriate forms | 20 |

#### Year 12

The focuses of the topics are as follows:

* Religion and belief systems in Australia post-1945

Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.

* **Two** religious tradition depth studies from: Buddhism, Christianity, Hinduism, Islam, Judaism

To develop a comprehensive view of religious traditions as living religious systems that link directly with the life of adherents. Elements of a religious tradition raised in the Preliminary course are covered in greater depth in the HSC study. In a religious tradition depth study, the particular focus is on the ways in which a religious tradition, as an integrated belief system, provides a distinctive answer to the enduring questions of human existence.

For reasons of equity and clarity, the content areas of study for each religious tradition are set out in a similar pattern. Learning experiences are to be appropriate to the distinctive nature of each religious tradition. All aspects are interrelated and the order in which they are listed need not determine the order of study:

* Significant people and ideas
* Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics
* Significant practices in the life of adherents.

##### School-based assessment and reporting requirements

Schools are required to submit a school-based assessment mark for each Year 12 course.

The current Year 12 formal school-based assessment program is to reflect the following requirements:

* three assessment tasks
* the minimum weighting for an individual task is 20%
* the maximum weighting for an individual task is 40%
* only one task may be a formal written examination with a maximum weighting of 30%

Table 3: Mandatory components and weightings for Year 12 Studies of Religion I.

|  |  |
| --- | --- |
| Component | Weighting % |
| Knowledge and understanding of course content | 40 |
| Source-based skills | 20 |
| Investigation and research | 20 |
| Communication of information, ideas and issues in appropriate forms | 20 |

### Studies of Religion II

The [Studies of Religion II Stage 6 syllabus (2009)](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/studies-of-religion-2) includes two 120 hour courses.

Table 1: Studies of Religion II course structure

|  |  |
| --- | --- |
| Year 11 course | Year 12 course |
| **Six sections**  Section I – Nature of religion and beliefs (16 indicative hours)  Section II – Religious tradition study 1 (22 indicative hours)  Section III – Religious tradition study 2 (22 indicative hours)  Section IV – Religious tradition study 3 (22 indicative hours)  Section V – Religions of ancient origin (22 indicative hours)  Section VI – Religion in Australia pre-1945 (16 indicative hours) | **Six sections**  Section I – Religion and belief systems in Australia post-1945 (16 Indicative hours)  Section II – Religious tradition depth Study 1 (22 indicative hours)  Section III – Religious tradition depth Study 2 (22 indicative hours)  Section IV – Religious tradition depth study 3 (22 indicative hours)  Section V – Religion and peace (22 indicative hours)  Section VI – Religion and non-religion (16 indicative hours) |

**Exclusion:** Studies of Religion I

For the purposes of this syllabus the religious traditions are considered to be the five major religions of Buddhism, Christianity, Hinduism, Islam and Judaism.

Studies of religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

#### Year 11

The focuses of the topics are as follows

* Nature of religion and beliefs -The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
* Three religious traditions studies – A study of three of the major religious traditions as living religious systems – selected from Buddhism, Christianity, Hinduism, Islam and Judaism.

For reasons of equity and clarity, the content areas of study for each religious tradition are set out in a similar pattern. Learning experiences are to be appropriate to the distinctive nature of each religious tradition. All aspects are interrelated and the order in which they are listed need not determine the order of study:

* Origins
* Principal beliefs
* Sacred texts and writings
* Core ethical teachings
* Personal devotion/expression of faith/observance.
* Religions of ancient origin - the response of religions of ancient origin to the human search for ultimate meaning and purpose.

**Note: The five religious traditions of Buddhism, Christianity, Hinduism, Islam and Judaism are not to be studied.**

Students are to select **two** religions of ancient origin to study from the following:

* Aztec or Inca or Mayan
* Celtic
* Nordic
* Shinto
* Taoism
* an Indigenous religion from outside Australia

Religion in Australia pre-1945 -the arrival, establishment and development of religious traditions in Australia pre-1945.

##### School-based assessment and reporting requirements

The current Year 11 formal school-based assessment program is to reflect the following requirements:

* three assessment tasks
* the minimum weighting for an individual task is 20%
* the maximum weighting for an individual task is 40%
* only one task may be a formal written examination.

Table 2: Mandatory components and weightings for Year 11 Studies of Religion II.

|  |  |
| --- | --- |
| Component | Weighting % |
| Knowledge and understanding of course content | 40 |
| Source-based skills | 20 |
| Investigation and research | 20 |
| Communication of information, ideas and issues in appropriate forms | 20 |

#### Year 12

The focuses of the topics are as follows:

Religion and belief systems in Australia post-1945

* Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
* **Three** religious tradition depth studies from: Buddhism, Christianity, Hinduism, Islam, Judaism.
* A comprehensive view of religious traditions as living religious systems that link directly with the life of adherents. Elements of a religious tradition raised in the Preliminary course are covered in greater depth in the HSC study. In a religious tradition depth study, the particular focus is on the ways in which a religious tradition, as an integrated belief system, provides a distinctive answer to the enduring questions of human existence.

For reasons of equity and clarity, the content areas of study for each religious tradition are set out in a similar pattern. Learning experiences are to be appropriate to the distinctive nature of each religious tradition. All aspects are interrelated and the order in which they are listed need not determine the order of study:

* Significant people and ideas
* Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics
* Significant practices in the life of adherents.
* Significant people and ideas - A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics
* Religion and peace - The distinctive response of religious traditions to the issue of peace. Students learn about the understanding of peace in **two** religious traditions

**Note:** The whole study is to be completed within the same **two** religious traditions

* Religion and non-religion - The human search for meaning through new religious expression, non-religious worldviews and the difference between religious and non-religious worldviews.

##### School-based assessment and reporting requirements

The current Year 12 formal school-based assessment program is to reflect the following requirements:

* a maximum of four assessment tasks
* the minimum weighting for an individual task is 10%
* the maximum weighting for an individual task is 40%
* only one task may be a formal written examination with a maximum weighting of 30%.

Table 3: Mandatory components and weightings for Year 12 Studies of Religion II.

|  |  |
| --- | --- |
| Component | Weighting % |
| Knowledge and understanding of course content | 40 |
| Source-based skills | 20 |
| Investigation and research | 20 |
| Communication of information, ideas and issues in appropriate forms | 20 |

### Work studies

The [Work Studies Stage 6 Syllabus (2012)](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/work-studies) can be delivered as a 60, 120, or 240 hour course.

Table 1: Work Studies course structure

|  |  |  |
| --- | --- | --- |
| 60 hour course | 120 hour course | 240 hour course |
| Core – 30 hours  Modules – 30 hours | Core – 30 hours  Modules – 90 hours | Core – 30 hours  Modules – 210 hours |

Elective modules may be studied:

* for times ranging between 15 and 30 indicative hours
* in any order or pattern, with the exception that some modules require the completion of prerequisite modules. Teachers can determine whether some students, through other learning opportunities or experiences, have completed appropriate prior learning that would allow them to undertake a module without completion of the prerequisite module.

**Core** (30 indicative hours) **This core topic is mandatory for all students**

* My Working Life

**Modules** (15–30 indicative hours each)

1. In the Workplace
2. Preparing Job Applications
3. Workplace Communication
4. Teamwork and Enterprise Skills
5. Managing Work and Life Commitments
6. Personal Finance
7. \* Workplace Issues (the prerequisite module is In the Workplace)
8. \* Self-Employment (the prerequisite module is Managing Work and Life Commitments)
9. \* Team Enterprise Project (the prerequisite module is Teamwork and Enterprise Skills)
10. Experiencing Work (one or two of these modules may be undertaken provided that they do not exceed 50 percent of course time)
11. School-Developed Module (one or two of these modules may be undertaken, provided that they do not exceed 25 percent of course time).

Modules 7, 8 and 9, indicated by an asterisk, require the completion of prerequisite modules or appropriate prior learning.

#### Course themes

The themes, listed below, are integrated through each of the modules. They relate closely to the course outcomes and apply across a variety of employment and life contexts.

**Career planning,** focusing on:

* different work environments, skills for employment, employment options, career management, life planning, and further education and training
* self-management
* influences on people’s working lives
* personal and social influences

**Performing work tasks,** focusing on:

* education, training and skills for different types of work
* self-management
* communicating and using technology
* planning, organising and problem solving
* personal and social influences

**Working with others,** focusing on:

* different types of work
* teamwork
* influences on people’s working lives
* cross-cultural understanding and skills

**Managing change,** focusing on:

* self-management
* teamwork
* planning, organising and problem-solving
* personal and social influences

##### School-based assessment and reporting requirements

Content Endorsed Courses (CEC) may be studied as 1 or 2 units and as Preliminary or HSC courses.

The [Common Grade Scale for Preliminary Courses](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/awarding-grades/monitoring-grades/common-grade-scale) should be used to report student achievement in the Year 11 course in all NSW schools.

There is no external examination (delivered by NESA) for content endorsed courses. Assessment is school-based and teachers award an assessment mark using the performance descriptions for reporting achievement in HSC board endorsed courses.

All content endorsed courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, content endorsed courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).