

Stage 6 HSIE syllabus links

This document is part of the [Stage 6 Literacy in context – Writing](#) resource. It outlines the suggested [Stage 6 HSIE syllabus](#) outcomes linked to the resource activities.

Teachers are strongly advised to always use the syllabus documents on the [NESA website](#). That way teachers are assured of using the most up to date and complete syllabuses for their subject.

Included in the purposes of Stage 6 HSIE syllabuses is:

- developing a solid foundation of literacy and numeracy
- developing the skills in literacy and numeracy needed for further study.

The suggested outcomes provide a starting point for identifying literacy outcomes during planning, analysing and reporting.

Board developed courses are listed first, followed by the board developed life skills courses and contend endorsed course.

Aboriginal Studies

Objective

Students will develop skills to:

- investigate issues and communicate information from a variety of perspectives

Outcomes

A student:

- **P4.1** plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives
- **H4.1** plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives

Ancient History

Literacy is of fundamental importance in the study of Ancient History. Students access historical content through a variety of print, oral, visual, spatial and electronic forms, including inscriptions, reliefs, artefacts, sites, accounts of the past by ancient writers, and photographs, films and archived material. They have opportunities to learn to interpret and extrapolate meaning from a variety of sources for evidence in an historical inquiry and analyse and evaluate texts for authority, reliability, relevance and accuracy. Students have opportunities to create a wide range of texts to communicate, explore, discuss and argue a point of view, selecting and employing text structure and language knowledge to express their thoughts and ideas logically and fluently, supported by evidence. They monitor their own language for accuracy in the use of historical terms, clarity of ideas and explanations, conciseness of expression, and to articulate a position on an historical problem or issue.

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Objectives

Skills

Students:

- communicate an understanding of history, sources and evidence, and historical interpretations.

Year 11 course outcomes

A student:

- **AH11-6** analyses and interprets different types of sources for evidence to support an historical account or argument
- **AH11-7** discusses and evaluates differing interpretations and representations of the past
- **AH11-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- **AH11-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- **AH11-10** discusses contemporary methods and issues involved in the investigation of ancient history

Year 12 course outcomes

A student:

- **AH12-6** analyses and interprets different types of sources for evidence to support an historical account or argument
- **AH12-7** discusses and evaluates differing interpretations and representations of the past
- **AH12-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- **AH12-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- **AH12-10** analyses issues relating to the ownership, custodianship and conservation of the ancient past

Business Studies

Objectives and outcomes

Students will develop knowledge and understanding about:

The nature, role and structure of business

The student:

- **P1** discusses the nature of business, its role in society and types of business structure
- **H1** critically analyses the role of business in Australia and globally

Management strategies and their effectiveness

The student:

- **P5** examines the application of management theories and strategies
- **H5** explains management strategies and their impact on businesses

Students will develop skills to:

Investigate, synthesise and evaluate contemporary business issues and hypothetical and actual business situations

The student:

- **P7** plans and conducts investigations into contemporary business issues
- **P8** evaluates information for actual and hypothetical business situations
- **H7** plans and conducts investigations into contemporary business issues
- **H8** organises and evaluates information for actual and hypothetical business situations

Communicate business information and issues using appropriate formats

The student:

- **P9** communicates business information and issues in appropriate formats
- **H9** communicates business information, issues and concepts in appropriate formats

Economics

Objectives and outcomes

Students will develop knowledge and understanding about:

The economic behaviour of individuals, firms, institutions and governments

A student:

- **P1** demonstrates understanding of economic terms, concepts and relationships
- **H1** demonstrates understanding of economic terms, concepts and relationships

Contemporary economic problems and issues facing individuals, firms and governments

A student:

- **P8** applies appropriate terminology, concepts and theories in economic contexts
- **H8** applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts

Students will develop skills to:

Investigate and engage in effective analysis, synthesis and evaluation of economic information from a variety of sources

A student:

- **P9** selects and organises information from a variety of sources for relevance and reliability
- **H9** selects and organises information from a variety of sources for relevance and reliability

Communicate economic information, ideas and issues in appropriate forms

A student:

- **P10** communicates economic information, ideas and issues in appropriate forms
- **H10** communicates economic information, ideas and issues in appropriate forms

Geography

Objectives and outcomes

Students will develop skills to:

Investigate geographically

The student:

- **P8** selects, organises and analyses relevant geographical information from a variety of sources
- **H8** plans geographical inquiries to analyse and synthesise information from a variety of sources

Communicate geographically

The student:

- **P9** uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries
- **H9** evaluates geographical information and sources for usefulness, validity and reliability
- **P12** communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms
- **H13** communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms

History Extension

Literacy is of fundamental importance to the study of historiography. In History Extension, students explore issues associated with the nature of history and its construction by accessing the works of historians and others who construct history. These works are communicated in a variety of forms including print, oral, visual and digital. They have opportunities to learn to interpret and extrapolate meaning from a range of sources. Students have the opportunity to create complex texts and to discuss, explain and evaluate historiographical issues. They can learn to monitor their own language use for clarity and conciseness, and how to use language to articulate a position.

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Knowledge and understanding outcome

A student:

- **HE12-1** analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations

Skills outcomes

A student:

- **HE12-2** plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
- **HE12-3** communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
- **HE12-4** constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

Legal Studies

Objectives and outcomes

Students will develop knowledge and understanding about:

The nature and institutions of domestic and international law

A student:

- **P1** identifies and applies legal concepts and terminology
- **H1** identifies and applies legal concepts and terminology

Students will develop skills in:

Investigating, analysing and communicating relevant legal information and issues

A student:

- **P8** locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
- **H8** locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
- **P9** communicates legal information using well-structured responses
- **H9** communicates legal information using well-structured and logical arguments
- **P10** accounts for differing perspectives and interpretations of legal information and issues
- **H10** analyses differing perspectives and interpretations of legal information and issues

Modern History

Literacy is of fundamental importance in the study of Modern History. Students access historical content through a variety of print, oral, visual, spatial, aural and electronic forms, including letters, speeches, biographies, photographs, films, artefacts, sites and archived material. They have opportunities to interpret and extrapolate meaning from a variety of sources for evidence in an historical inquiry and they analyse and evaluate texts for authority, reliability, relevance and accuracy. Students have opportunities to create a wide range of texts to communicate, explore, discuss and argue a point of view, selecting and employing text structure and language knowledge to express their thoughts and ideas logically and fluently, supported by evidence. They can monitor their own language for accuracy in the use of historical terms, clarity of ideas and explanations, conciseness of expression, and to articulate a position on an historical problem or issue.

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Outcomes

A student:

- **MH11-6** analyses and interprets different types of sources for evidence to support an historical account or argument
- **MH11-7** discusses and evaluates differing interpretations and representations of the past
- **MH11-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- **MH11-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- **MH11-10** discusses contemporary methods and issues involved in the investigation of modern history
- **MH12-6** analyses and interprets different types of sources for evidence to support an historical account or argument
- **MH12-7** discusses and evaluates differing interpretations and representations of the past
- **MH12-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- **MH12-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Society and Culture

Outcomes

A student:

- **P9** uses appropriate course language and concepts suitable for different audiences and contexts
- **P10** communicates information, ideas and issues using appropriate written, oral and graphic forms
- **H9** applies complex course language and concepts appropriate for a range of audiences and contexts
- **H10** communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Studies of Religion 1

Outcomes

A student:

- **P6** selects and uses relevant information about religion from a variety of sources
- **P7** undertakes effective research about religion, making appropriate use of time and resources
- **P8** uses appropriate terminology related to religion and belief systems
- **P9** effectively communicates information, ideas and issues using appropriate written, oral and graphic forms
- **H6** organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
- **H7** conducts effective research about religion and evaluates the findings from the research
- **H8** applies appropriate terminology and concepts related to religion and belief systems
- **H9** coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Studies of Religion 2

Outcomes

A student:

- **P6** selects and uses relevant information about religion from a variety of sources
- **P7** undertakes effective research about religion, making appropriate use of time and resources
- **P8** uses appropriate terminology related to religion and belief systems
- **P9** effectively communicates information, ideas and issues using appropriate written, oral and graphic forms
- **H6** organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
- **H7** conducts effective research about religion and evaluates the findings from the research
- **H8** applies appropriate terminology and concepts related to religion and belief systems
- **H9** coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Human Society and Its Environment Life Skills

Aim

Students will have the opportunity to develop knowledge, understanding and skills to investigate and to gather, interpret and communicate information.

Aboriginal Studies Life Skills

Objective

Students will develop skills to investigate issues and gather and communicate information from a variety of perspectives.

Outcomes

A student:

- **ALS10** gathers and communicates information from a variety of sources, including Aboriginal people's perspectives
- **ALS11** undertakes community consultation and communicates information effectively from Aboriginal perspectives

Business and Economics Life Skills

Objective

Students will develop knowledge and understanding about the nature, role, functions and processes of businesses.

Outcome

A student:

- **BELS11** explores the functions and processes of businesses

Citizenship and Legal Studies Life Skills

Objective

Students will develop knowledge, understanding and skills in decision-making processes to facilitate access to and participation in society.

Outcome

A student:

- **CLS6** investigates opportunities to participate in and contribute to society

Geography Life Skills

Objective

Students will use geographical tools and develop skills to investigate and communicate geographically.

Outcome

A student:

- **GLS12** uses strategies to gather, investigate and communicate geographical information

Society and Culture Life Skills

Objective

Students will develop knowledge, understanding and skills in social and cultural research

Outcome

A student:

- **SCLS9** uses a research process to investigate an area of interest related to societies and cultures

Studies of Religion I Life Skills

Objective

Students will develop knowledge, understanding and skills about effective gathering and communicating of information about religion and belief systems.

Outcome

A student:

- **SRLS9** uses strategies to gather, investigate and communicate information about religion and belief systems

Studies of Religion II Life Skills

Objective

Students will develop knowledge, understanding and skills about effective gathering and communicating of information about religion and belief systems.

Outcome

A student:

- **SRLS9** uses strategies to gather, investigate and communicate information about religion and belief systems

Ancient History Life Skills

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Outcomes

A student:

- **AHLS6-8** engages with a variety of sources to investigate the past
- **AHLS6-9** engages with differing interpretations and representations of the past
- **AHLS6-10** investigates the past using a variety of strategies to locate, select and organise information
- **AHLS6-11** communicates information about the past using historical terms and concepts
- **AHLS6-12** engages with the investigation of ancient history

Modern History Life Skills

Literacy is of fundamental importance in the study of Modern History. Students access historical content through a variety of print, oral, visual, spatial, aural and electronic forms, including letters, speeches, biographies, photographs, films, artefacts, sites and archived material. They learn about interpreting and extrapolating meaning from a variety of sources to identify evidence. They reflect on texts for authority, reliability, relevance and accuracy. Students have opportunities to create a wide range of texts to communicate, explore, discuss, explain and express their thoughts and ideas, supported by evidence. They are provided with opportunities to learn to monitor their own language for accuracy in the use of historical terms, clarity of ideas and explanations, conciseness of expression, and to articulate a position on an historical problem or issue.

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Outcomes

A student:

- **MHLS6-8** engages with a variety of sources to investigate the past
- **MHLS6-9** engages with differing interpretations and representations of the past
- **MHLS6-10** investigates the past using a variety of strategies to locate, select and organise information
- **MHLS6-11** communicates information about the past using historical terms and concepts
- **MHLS6-12** engages with the investigation of Modern History

Work and the Community Life Skills

The Work and the Community Life Skills syllabus stresses the application of knowledge and understanding, skills, values and attitudes to a range of environments.

Objectives and outcomes

Students will:

Develop knowledge and understanding of the nature, patterns, concepts and variety of work

A student:

- **LS2** identifies different types of work and skills for employment

Participate in practical experiences to gain first-hand knowledge and understanding of being an active member of a workforce and community

A student:

- **LS6** actively participates in practical vocational learning experiences

Develop communication skills for successful participation in work and community settings including the use and application of ICT

A student:

- **LS7** communicates appropriately in a variety of settings
- **LS8** uses a variety of strategies, including ICT, to locate, select, organise and communicate information
- **LS9** identifies causes and effects of conflict and applies conflict resolution strategies in a variety of contexts

Work Studies (CEC)

Objectives

Knowledge, understanding and skills

Students will develop:

- knowledge and understanding of work, the work environment and skills for employment
- knowledge and understanding of employment options, career management, life planning and further education and training
- skills for success in the workplace

Outcomes

A student:

- **2** examines different types of work and skills for employment
- **3** analyses employment options and strategies for career management
- **4** assesses pathways for further education, training and life planning
- **5** communicates and uses technology effectively
- **7** utilises strategies to plan, organise and solve problems