

# SYLLABUS

**STAGE 4**

**STAGE 5**

**STAGE 6**

Depth

Depth

Depth

Content

Content

Content

# Types of HSC Courses

Board Developed Courses	Board Endorsed Courses
HSC examination except for: <ul style="list-style-type: none"><li>• optional examination in English Studies and Mathematics Standard 1 and VET Framework courses</li><li>• All Life Skills courses</li></ul>	No HSC examination – school-based assessment only
May be included in the calculation of a student's Australian Tertiary Admission Rank (ATAR).	Not included in the calculation of a student's Australian Tertiary Admission Rank (ATAR).
Includes some Vocational Education and Training (VET) courses.	Includes some Vocational Education and Training (VET) courses.
Includes Life Skills courses.	

# HSC: All My Own Work

- HSC: All My Own Work is a **mandatory program** designed to help HSC students to follow the principles and practices of good scholarship.
- It consists of five modules:
  - Scholarship Principles and Practices
  - Acknowledging Sources
  - Plagiarism
  - Copyright
  - Working with Others

# Confirmation of Entry

Before signing your Confirmation of Entry each year  
**Check**

- If you are enrolled in the correct courses
- If you are eligible for:
  - Year 10: Record of School Achievement
  - Year 11: Stage 6 Preliminary
  - Year 12: HSC

# Disability Provisions

- Students provide a statement
- Teachers provide a statement
- Learning Support teachers provide a statement
- Doctors provide a medical statement
- NESAs determine provisions based on evidence

# SATISFACTORY COMPLETION OF A COURSE

Students must:

- **follow the course** developed or endorsed by NESAC
  - **apply themselves** with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and
  - **achieve** some or all of the course outcomes
- VET Board Developed Courses require students to complete mandatory work placement

# The Higher School Certificate

- is the culmination of a student's school career
- is the highest educational award that can be achieved at secondary school in New South Wales
- reports student achievement in terms of a **standard** achieved in individual courses
- presents a **profile** of student achievement across a broad range of subjects

# HSC Course Structure

- All courses in the HSC have a **unit value**
- Most courses are **2 units** which equates to **120 hours** of study and an HSC result out of **100**
- Some courses are **1 unit**. This is equivalent to **60 hours** of study and a HSC result out of **50**
- Many 1 unit courses are **extension** courses, enabling 3 or 4 units of a course to be studied



# Requirements for the HSC

- **Both the Year 11 and Year 12 pattern of study must include:**
- 2 units of **compulsory English**
- at least **6 units** of Board Developed Courses
- at least **3 courses** of **2 units** value or greater
- at least **4 subjects** (including English)

# Requirements for the HSC – meeting the minimum standard in literacy and numeracy

From 2020, students need to demonstrate they have met a minimum standard in literacy and numeracy to be eligible for a HSC. Students will show they meet the HSC minimum standard by passing online tests of basic literacy and numeracy skills, which are available for them to sit when they are ready in Year 10, 11 and 12 and after the HSC.

## **About the tests:**

- Reading: 45 multiple choice computer adaptive questions (45 minutes)
- Numeracy: 45 multiple choice computer adaptive questions (45 minutes)
- Writing: answer one question out of a choice of two prompts.

Refer to the [NESA website](#) for more information and resources for parents, students and schools

# Vocational Education & Training (VET) in the HSC

- Package/endorse VET qualifications for HSC unit credit
- Board Developed VET courses
  - Stage 6 Industry Curriculum Frameworks
- Board Endorsed VET courses
  - Stage 6 (Years 11–12)

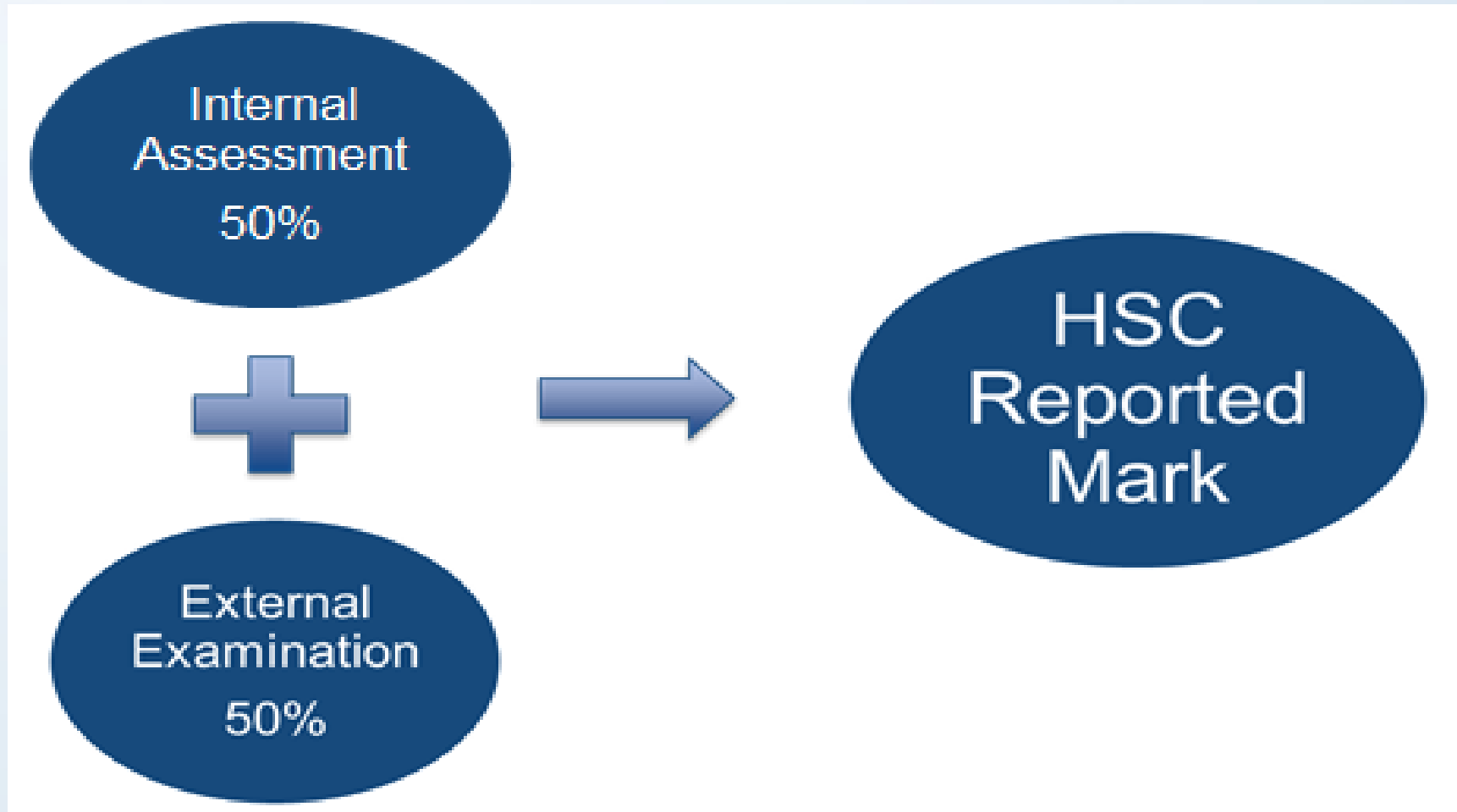
# NAPLAN MINIMUM STANDARDS TEST

- Students who are sitting HSC exams in or after 2020 must sit online reading, writing and numeracy tests when they are ready in Year 10, 11 or 12 or even after the HSC, to receive their HSC
- **Minimum Standard Reading Test** — 45 multiple choice questions
- **Minimum Standard Numeracy Test** – 45 multiple choice questions
- **Minimum Standard Writing Test** – one question based on a visual or text prompt with up to a 500 word-response
- Students will have two opportunities a year in Years 10, 11 or 12 to pass any tests needed. They will also be able to take them for a few years after they leave school

# Industry curriculum framework

- Board Developed HSC VET syllabus
- Based on **nationally** endorsed Training Package(s)
  - lists which qualifications and units of competency have been included in the HSC syllabus
  - describes how units of competency are arranged into HSC VET courses
- Includes HSC outcomes and content
- Has an **optional** HSC examination
  - provides access to ATAR pathway
- Includes a **mandatory** work placement

# How is the HSC Mark Determined?



# The Australian Tertiary Admission Rank (ATAR):

- is for students wishing to gain a place at a university
- is a rank **NOT** a mark
- provides information about how a student performs overall in relation to other students

# **What does ATAR represent?**

This number represents the percentage of students you 'beat'. For example if you scored 90, then you beat 90% of the other people in your age group who sat the HSC.



# ATAR

- **Ranks are important**
- Assessment marks establish ranking
- School assessment marks have no absolute value since different schools do different assessments and we cannot compare marks but we can compare ranks
- HSC is a test of competitiveness
- Students who show the most discipline, hard work and understanding of scaling will succeed

# ***ATAR Facts***

- An ATAR is a number between 0.00 and 99.95
- The ATAR is calculated in increments of 0.05
- The ATAR indicates a student's position relative to all the students who started high school with them in Year 7
- The average ATAR is around 70.00
- It would be around 50.00 if everyone from Year 7 went on to achieve an ATAR

- No subject guarantees a high ATAR or condemns you to a low ATAR.
- If you are in a subject with poorer candidates, ranking needs to be closer to the top of the state.

# How is the ATAR calculated?

Each subject has four marks attributed to it:

- Moderated Assessment Mark
- Examination Mark
- HSC Mark
- Performance Band

# Assessment Mark

- Students complete a program of assessment tasks that are set and marked at their school.
- Your assessment mark for each course is a total of the marks you received for all your assessment tasks during the year.
- Assessments marks show both the rank order of students and the relative gaps between them
- Once these marks are submitted, they undergo a process called moderation to allow a fair comparison of marks in each course across the state.

# Moderation

- Schools use different assessment tasks and mark slightly differently.
- For this reason, all HSC assessment marks that schools submit are adjusted by NESA using a process called moderation.
- This moderation process adjusts all of the school assessment marks using the raw examination marks.
- The assessment marks for each school/course group are moderated according to the same group's examination performance by maintaining both the rank order of students within the school group and the relative gaps between them

# Scaling

- There are 118 written exams in the HSC and over 77000 students.
- To make subjects comparable, (eg Chemistry and Drama), scaling is used.
- Subjects are ranked based on how many students take it and the average of their examination results.
- Each subject is scaled based on multiple combinations which determine scaled marks per unit or an ATAR points per subject
- This is similar to a currency exchange rate but scaling compares marks in different HSC subjects.

# How scaling works

- Scaling adjusts marks based on every student sitting the same exam
- Scaling effectively adjusts scores based on difficulty
- All marks are converted to the same “currency” to enable comparison



# An example for a class of 6 students

<i>Student</i>	<i>School Assessment Mark</i>	<i>Rank</i>		<i>Examination Mark</i>	<i>Rank</i>		<i>Moderated Assessment Mark</i>	<i>Rank</i>
A	90	1		92	1		92	1
B	78	2		72	3		77	2
C	75	3		80	2		74	3
D	58	4		60	4		59	4
E	55	5		50	6		57	5
F	40	6		55	5		50	6
<b>Total:</b>	<b>396</b>			<b>409</b>			<b>409</b>	
<b>Mean:</b>	<b>66</b>			<b>68</b>			<b>68</b>	

# Criteria for entry into courses

MFIS will use a range of data when considering course selections.

This will include:

- **Academic ability (Year 10 assessments and ALLWELL), including minimum requirements as set out by the Subject Coordinators**
- **Interests/Motivation**
- **Syllabus requirements - Practical/Major work components**
- **Subject combinations**



Courses offered at MFIS

# English

## (Only compulsory subject)

You have 3 choices:

- English Advanced students study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

Students may study of Extension 1 /Extension 2

- English Standard course provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators.
- English Studies – is a Board Developed Course, with an optional HSC examination, for those students wanting to enter university. Recommended for students who are struggling with writing.

# ARABIC

Preliminary and HSC Course Core Modules

1- The individual

2- The Arabic-speaking  
communities

3- The changing world.

**Coordinator – Ms Diab**

# VET: Board Developed Courses

- Automotive
- Business Services
- Construction
- Electrotechnology
- Entertainment Industry
- Financial Services
- Hospitality
- Human Services
- Information and Digital Technology
- Metal and Engineering
- Primary Industries
- Retail Services
- Tourism, Travel and Events

# Information and Processes Technology [IPT]

## Modules

### Preliminary Course Core Modules

1. Introduction to Information Skills and Systems
2. Tools for Information Processes
3. Developing Information Systems

### HSC Course Core Modules

1. Project Management
2. Information Systems and Databases
3. Communication Systems
4. Option Strands
  - Transaction Processing Systems
  - Decision Support Systems
  - Automated Manufacturing Systems
  - Multimedia Systems

## Key Tasks:

- ☐ **Design, produce and evaluate** a range of information systems
- ☐ Design produce and evaluate a range of **multimedia products and systems**
- ☐ Develop **algorithms** to test specific information processes criteria
- ☐ **Research and report** on a range of issues relating to information processing systems
- ☐ Demonstrate **project management skills** through project documentation and testing user interfaces



# Engineering Studies

## Preliminary Course Core Modules

### Engineering application module 1

Engineering fundamentals

### Engineering application module 2

Engineered products

### Engineering application module 3

Braking systems

### Engineering focus module 4

Biomedical engineering

## HSC Course Content

### Engineering application module

Civil structures

### Engineering application module

Personal and public transport

### Engineering focus module

Aeronautical engineering

### Engineering focus module

Telecommunications engineering

## Key Tasks:

- ☐ Use **mathematical, scientific and graphical methods** to analyse and solve problems of engineering practice.
- ☐ **Examine the properties and structure of materials** and justifies the selection of materials in engineering applications.
- ☐ **Build models** in response to a given engineering design brief.
- ☐ Examine the **effects of various engineered products** on people's lives.
- ☐ **Major HSC Project: Prepare an engineering report, addressing an identified issue, within a specific context of engineering.**



# Food Technology

## Preliminary Course Core Modules

1. Food Availability and Selection
2. Food Quality
3. Nutrition

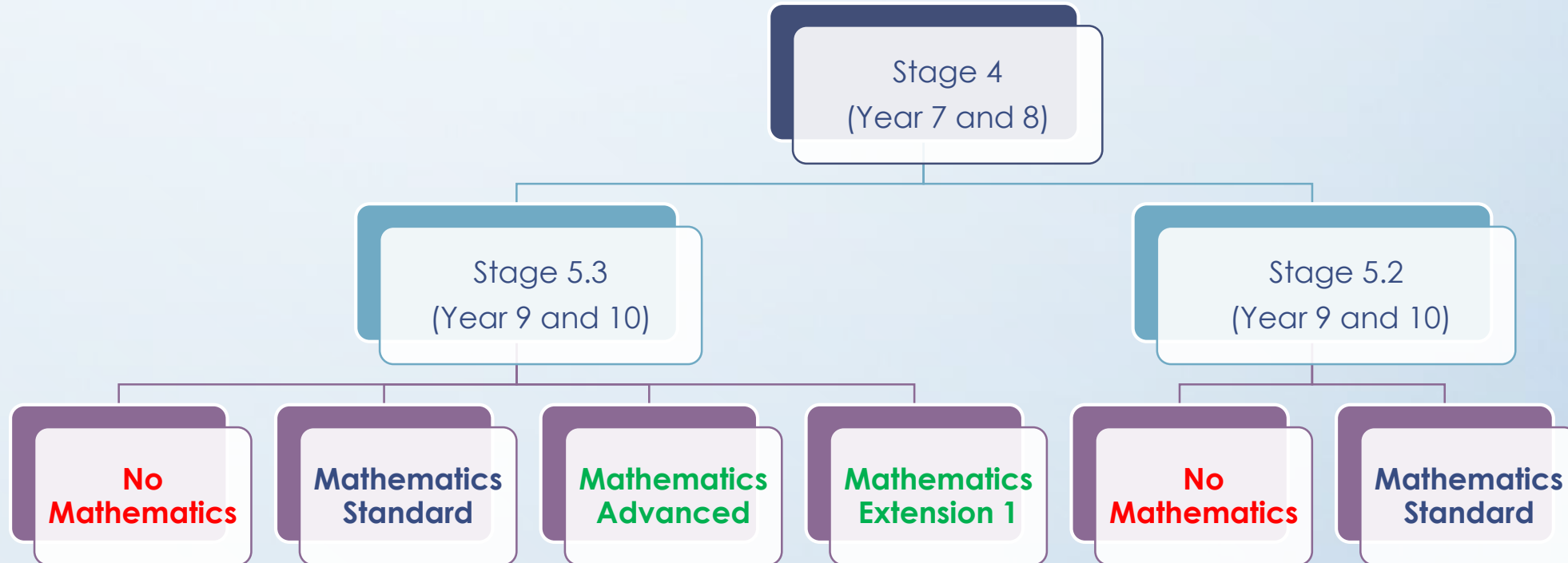
## HSC Course Core Modules

1. The Australian Food Industry
2. Food Manufacture
3. Food Product Development
4. Contemporary Nutrition Issues

## Key Tasks:

- ☐ **Design and Create** a nutritional menu for a specific dietary need
- ☐ **Research and report** on a range of **food related issues**
- ☐ Research and Report on **industry specific food standards**
- ☐ Evaluate the **impact of** the **operation** of an organisation within the **Australian Food Industry** on the **individual, society and environment**
- ☐ **Design, implement and evaluate solutions** to a range of **food situations**

# Mathematics Pathways at MFIS



# Year 11 Mathematics Standard

## **Topic: Algebra**

Formulae and Equations, and Linear Relationships

## **Topic: Measurement**

Applications of Measurement, and Working with Time

## **Topic: Financial Mathematics**

Money Matters

## **Topic: Statistical Analysis**

Data Analysis, and Relative Frequency and Probability

# Year 11 Mathematics Advanced

## **Topic: Functions**

Algebraic techniques, Functions and Relations

## **Topic: Calculus**

Tangents, Calculating Derivatives, The Derivative Function and its Graph

## **Topic: Trigonometry**

Radians, Trigonometric Functions and Identities

## **Topic: Statistical Analysis**

Probability and Discrete Probability Distributions

## **Topic: Exponential and Logarithmic Functions**

Exponential function and Natural Logarithms, Graphs and Applications

# Year 11 Mathematics Extension 1

- **Topic: Functions**

Inverse Functions, Polynomials

- **Topic: Trigonometric Functions**

Inverse Trigonometric Functions and Further Identities

- **Topic: Combinatorics**

Permutations, Combinations and Binomial Expansions

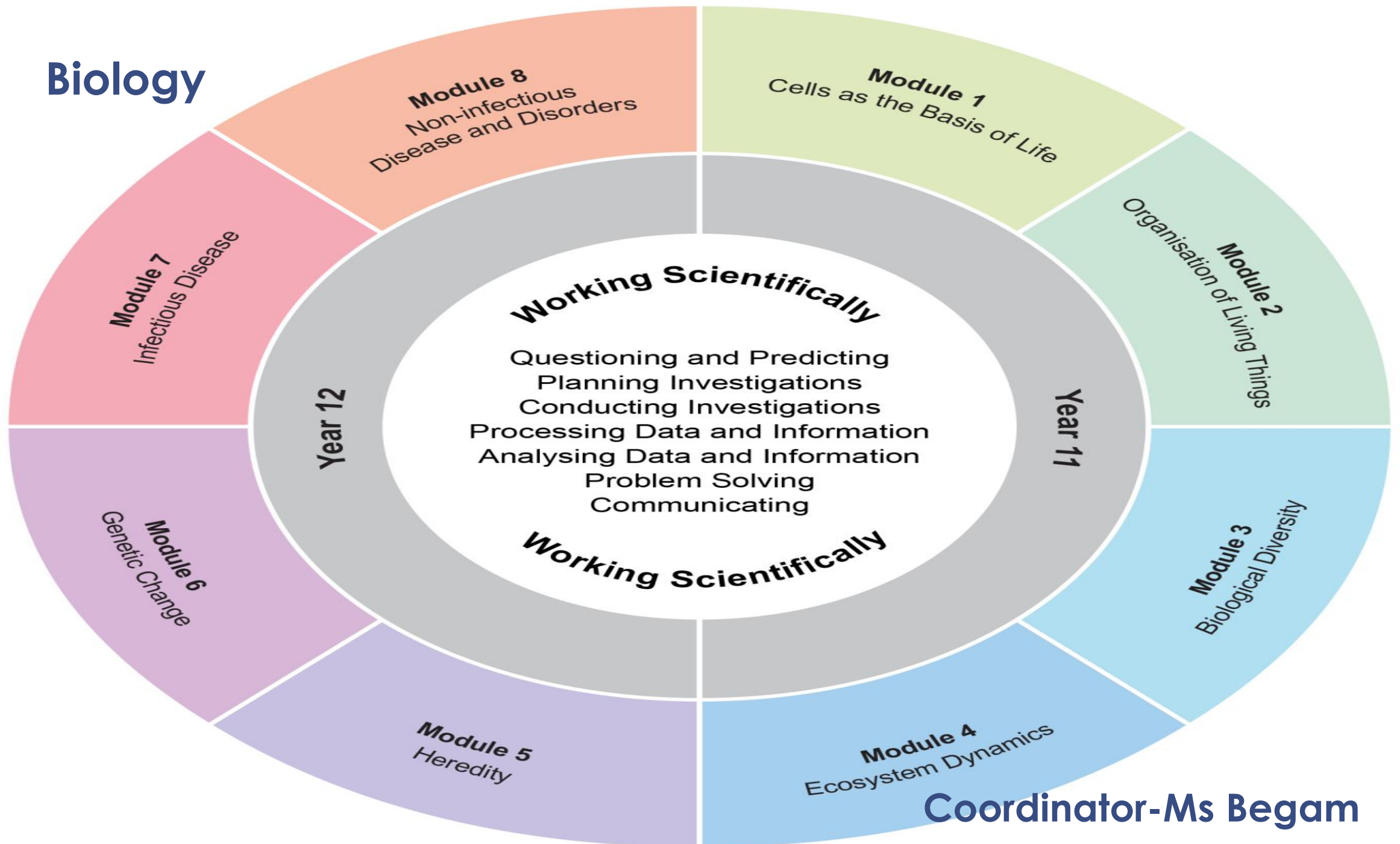
- **Topic: Calculus**

Rates, Exponential Growth and Decay

# CHEMISTRY



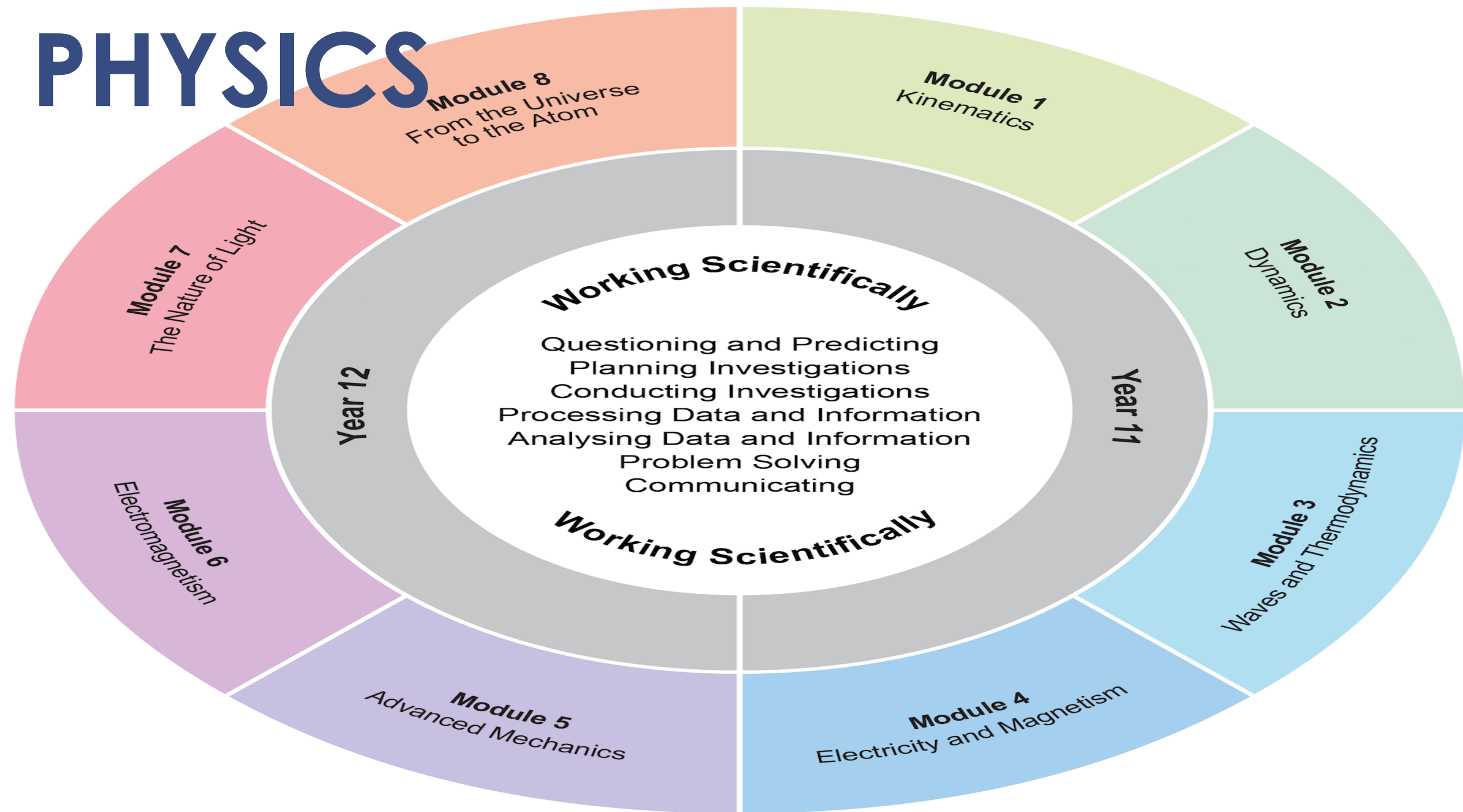
# Biology



Coordinator-Ms Begam



# PHYSICS





# EARTH AND ENVIRONMENTAL SCIENCE

		Modules	Indicative hours	Depth studies
Year 11 course (120 hours)	Working Scientifically Skills	Module 1 Earth's Resources	60	*15 hours in Modules 1–4
		Module 2 Plate Tectonics		
		Module 3 Energy Transformations	60	
		Module 4 Human Impacts		

# **BUSINESS STUDIES**

## **Preliminary Course Core Modules**

- The Nature of Business
- Business Planning
- Business Management

## **HSC Course Content**

- Operations,
- Marketing
- Finance
- Human Resources

# **LEGAL STUDIES**

## **Preliminary Course Core Modules**

- The Legal System
- The Individual and the Law
- Law in Practice

## **HSC Course Content**

- Crime
- Human Rights

## **Two Options from the following:**

- Consumers, Global environmental protection, Family, Indigenous peoples, Shelter, Workplace, World order

# **MODERN HISTORY**

## **Preliminary Course Core Modules**

- Contestability of the Past – Pearl Harbour
- The Fall of the Romanovs
- Arab – Israeli Conflict
- Europe in the early 20<sup>th</sup> Century leading to WW1

## **HSC Course Content**

- Power and Authority – Interwar Period
- Russia & the Soviet Union, 1917-1941
- Conflict in Europe, 1935-1945
- South Africa

# ANCIENT HISTORY

Year 11

The Nature of Ancient History	Case studies	Features of Ancient societies	Historical investigation
<b>The Celts</b>	<ul style="list-style-type: none"> <li>The Roman Games</li> <li>Persepolis</li> </ul>	<ul style="list-style-type: none"> <li>Death and Funerary customs of Old Kingdom Egypt</li> <li>Weapons and Warfare in Assyria</li> </ul>	<ul style="list-style-type: none"> <li>Assessment</li> </ul>

Year 12

Part I: Core study	Part II: Ancient societies	Part III: Personalities in their time	Part IV: Historical period
<b>Cities of Vesuvius: Pompeii and Herculaneum</b>	Spartan society to the battle of Leuctra 371 BC	Hatshepsut	New Kingdom Egypt to the death of Thutmose IV

# GEOGRAPHY

## **Preliminary Course**

Biophysical Interactions  
(45% of course time – 54 hours)

Global Challenges  
(45% of course time – 54 hours)

Senior Geography Project  
(10% of course time – 12 hours)

## **HSC Course**

Ecosystems at Risk  
(33.3% of course time – 40 hours)

Urban Places  
(33.3% of course time – 40 hours)

People and Economic Activity  
(33.3% of course time – 40 hours)

# **STUDIES OF RELIGION – 1 UNIT**

## **Preliminary Course Core Modules**

- Nature of religion and Beliefs
- Christianity
- Islam
- Judaism
- Religions of Ancient Origin
- Religions in Australia Pre-1945

# **STUDIES OF RELIGION – 2 UNIT**

## **Preliminary Course Core Modules**

- Nature of religion and Beliefs, Christianity, Islam, Judaism, Religions of Ancient Origin, Religions in Australia Pre-1945

## **HSC Course Core Modules**

- Religion and Belief Systems in Australia post-1945
- Depth Study Christianity
- Depth Study Islam
- Depth Study Judaism
- Religion and Peace
- Religion and Non-religion



# ECONOMICS

## **Preliminary Course Core Modules**

1. Introduction to Economics
2. Consumers and Business
3. Markets
4. Labour Markets
5. Financial Markets
6. Government in the Economy

## **HSC Course Core Modules**

1. The Global Economy
2. Australia's Place in the Global Economy
3. Economic Issues
4. Economic Policies and Management

# **SOCIETY AND CULTURE**

## **Preliminary Course Core Modules**

- The Social and Cultural World (30% of course time)
- Personal and Social Identity (40% of course time)
- Intercultural Communication (30% of course time)

## **HSC Course Core Modules**

- Core Personal Interest Project (30% of course time)
- Social and Cultural Continuity and Change (30% of course time)
- Depth studies (40% of course time) TWO to be chosen from the following:  
Popular Culture   Belief Systems and Ideologies,   Social Inclusion and Exclusion,  
Social Conformity and Nonconformity

# Personal Development, Health and Physical Education

- It builds on the content and concepts studied in Stage 5 PDHPE and PASS.
- This 2 unit course has the same level of complexity as any other 2 unit course and concludes with a three hour written examination and counts toward a student's ATAR.

**The Preliminary course** examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves.

- Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.

**In the HSC course**, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices.

- Options studied are Sports Medicine and Improving Performance.

# Community & Family Studies (CAFS)

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

## Preliminary Course

- Resource Management Basic concepts of the resource management process **(20% of course time)**.
- Individuals and Groups The individual's roles, relationships and tasks within groups **(40% of course time)**.
- Families and Communities Family structures and functions and the interaction between family and community **(40% of course time)**.

## HSC Course

- Research Methodology Research methodology and skills culminating in the production of an Independent Research Project **(25% of course time)**.
- Groups in Context - The characteristics and needs of specific community groups **(25% of course time)**.
- Parenting and Caring Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society **(25% of course time)**.
- Option Modules - Select one of the following **(25% of course time)**:
  - Family and Societal Interactions
  - Social Impact of Technology
  - Individuals and Work

## Particular Course Requirements

- Students are required to complete an Independent Research Project. The focus should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

# SPORT LEISURE AND RECREATION STUDIES

The Sport, Lifestyle and Recreation Studies content endorsed course develops student's knowledge, understanding and skills needed to adopt active and health-promoting lifestyles.

- 50% of the course is practical 50% of the course is theory
- Practical skills are developed in a variety of settings, some may be required to be taught away from the school environment.
- The course builds upon the learning of PDHPE in years 7 to 10 and suits students who have an interest in sport and physical activity.
- **Note: that it does not contribute to student's ATAR and is not as academically challenging as Stage 6 PDHPE.**

Main Topics Covered:

- Athletics
- Aquatics
- Coaching
- Sports Injuries
- Fitness and Resistance Training
- Team games – Football, Touch, Oz Tag, Volleyball, Cricket, Basketball, Badminton
- Recreational sports – Archery, Lawn Bowls, Stand Up Paddle Boarding, Surfing
- Sports Administration and coaching

**Particular Course Requirements:**

- PE Uniform Assessment: There is no external examination of students in Stage 6 Content Endorsed Courses.
- Internal Assessment 50% - Knowledge and understanding, tests, exams and assignments 50% - Skills practical work

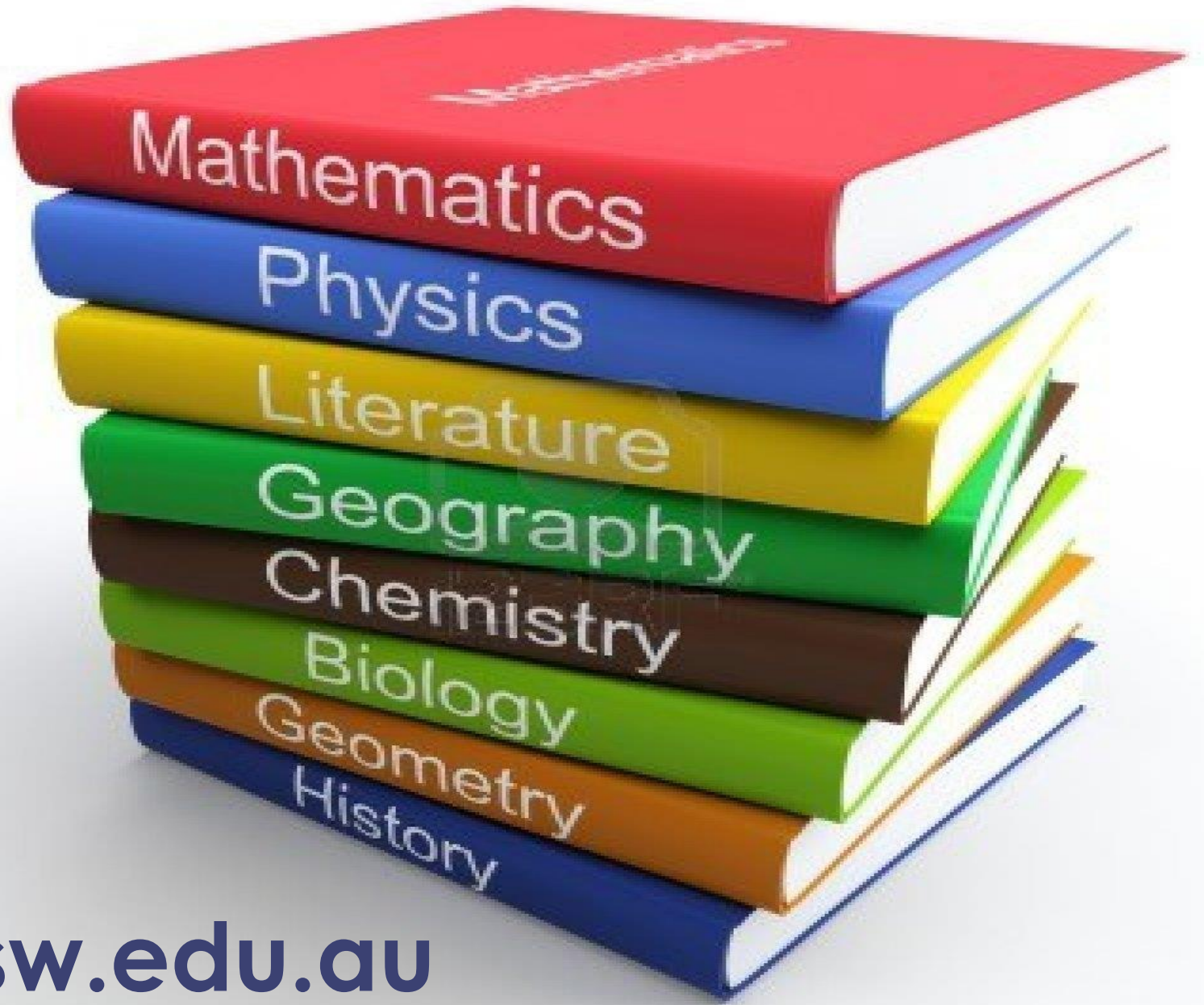
**Employment / University Opportunities:**

- This course provides a sound platform for further study in coaching or in the fitness industry e.g., coaching, gym instructors, personal trainers, sports administration.

**Exclusions:** Students studying Sport, Lifestyle and Recreation Studies cannot study PDHPE modules which duplicate those studied in the Stage 6 PDHPE course.



# Thank You



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