



Curriculum Links for the New South Wales

New South Wales Junior Years

Subject	Relevant outcomes/ key ideas	Level	Section in 'Face the Facts'
English	Respond to and compose a range of texts for understanding, interpretation, critical analysis and pleasure	Stage 4	Case studies can be drawn from all sections
	Respond to and compose increasingly demanding texts for understanding, for critical analysis and for pleasure in increasingly complex ways	Stage 5	<u>Example:</u> How, when and why were Aboriginal and Torres Strait Islander children forcibly removed from their families? How did these removals impact on Indigenous people? (Indigenous Q: 7/4)
	Think critically about information, ideas and arguments to respond to and compose texts	Stage 4	Case studies can be drawn from all sections
	Think critically using information, ideas and increasingly complex argument to respond to and compose texts in a range of contexts	Stage 5	<u>Example:</u> Evaluate the arguments for and against the prolonged mandatory detention of asylum seekers. (Refugee Q: 8)

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Mathematics	<p>Read, interpret and predict from various types of charts, tables and graphs including histograms</p> <p>Recognise some of the ethical issues that may arise from data collection and presentation</p> <p>Solve problems involving the application of percentages, ratios and rates</p>	<p>Stage 3</p> <p>Stage 5</p> <p>Stage 5</p>	<p>Select data from any of the following:</p> <p>Indigenous Q: 2/3/4/5</p> <p>Refugees Q: 4/5/6/8</p> <p>Migration Q: 1/2/3/4/7</p>
Standard Mathematics	<p>Interpret data represented in tables and graphs</p> <p>Draw informal conclusions from data displays and summary statistics</p>	<p>Years 9/10</p>	<p>Select data from any of the following:</p> <p>Indigenous Q: 2/3/4/5</p> <p>Refugees Q: 3/4/5/6/8</p> <p>Migration Q: 1/2/4/7</p>
Intermediate Mathematics	<p>Collect and analyse data, identify and describe graphs of data to see if they are misleading</p>	<p>Years 9/10</p>	<p>Select data from any of the following:</p> <p>Indigenous Q: 2/3/4/5</p> <p>Refugees Q: 3/4/5/8</p> <p>Migration Q: 1/2/4/7</p>

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Advanced Mathematics	Summarise and interpret displays of data including comparison of statistics	Years 9/10	<p><u>Example:</u> Study the table in Question 3 and describe the 'queue' for refugees outside of Australia who wish to apply for a humanitarian visa. (Refugee Q: 3)</p> <p>Select data from any of the following:</p> <p>Indigenous Q: 2/3/4/5</p> <p>Refugees Q: 4/5/8</p> <p>Migration Q: 1/2/4/7</p>
History	<p>Explain the ways in which Indigenous and non-Indigenous peoples have responded to contact with each other</p> <p>Recount some major events in Aboriginal and non-Aboriginal relations</p> <p>Explain the importance of different cultural practices, groups, personalities, events and forces within a specific society or period</p> <p>Identify various marginalised groups who have struggled for rights and freedoms and accounts for how and why these rights and freedoms changed</p>	<p>Stage 4</p> <p>Stage 5</p> <p>Stage 4</p> <p>Stage 5</p>	<p>All of Indigenous section.</p> <p>Indigenous Q: 6/7/8/9/10</p> <p>Case studies can be drawn from each section</p> <p><u>Example:</u> How, when and why were Aboriginal and Torres Strait Islander children forcibly removed from their families? How did these removals impact on Indigenous people? (Indigenous: Q 7/4)</p>

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Geography	Describe differences in life opportunities throughout the world in terms of social, cultural, economic, and physical environments	Stage 4	Case studies can be drawn from all sections
	Explain Australia's links with other countries and its role in the global community	Stage 5	<u>Example:</u> What is the Refugee Convention? How does it define who is a 'refugee'? How does Australia define who is a refugee? (Refugee Q: 1/2/3/8)
			<u>Example:</u> Where do migrants and refugees come from? Why do they come to Australia? (Migration Q: 2 Refugee Q: 3)
	Account for differences between and within Australian communities	Stage 5	Refugees Q: 1/2/3/4/5/8 Migration Q: 1/2/3/6 Indigenous Q: 3/4/5/7
	Identify the causes and consequences of political tensions and conflicts at local, national and global scales	Stage 4	Refugees Q: 6/7/8 Migration Q: 3/4/5/7
	Identify and describe spatial patterns of economic and social wellbeing at a global scale	Stage 4	Case studies can be drawn from all sections
Explain roles and responsibilities of individuals, groups and governments in resolving political tensions and conflicts	Stage 5	<u>Example:</u> What is the reconciliation movement? Why did it emerge? What is needed to achieve reconciliation? (Indigenous Q: 9/4/7)	

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<p>Drama</p>	<p>Relate dramatic events to a contemporary/historical context</p> <p>Explore ideas and situations, expressing them imaginatively in dramatic form</p>	<p>Stage 5</p>	<p>Indigenous Q: 3/4</p> <p>Refugees Q: 6/7/8</p> <p>Migration Q: 5/6</p> <p><u>Example:</u> What was the 'Tampa crisis'? How is it related to the 'Pacific Solution'? (Refugee Q: 7-8)</p> <p><u>Example:</u> Who are refugees? Why do they come to Australia? What is life like for asylum seekers and refugees in Australia? (Refugee Q: 4-8)</p>

NSW Preliminary and HSC

Subject	Objectives	Stage	Section in 'Face the Facts'
History extension	Analyse and evaluate different historical perspectives and the interpretations developed from these perspectives and approaches	HSC	Case studies can be drawn from all sections <u>Example:</u> How has migration changed Australia over the last 50 years? (Migration Q: 1/3/6/9/10)
Legal Studies	Describe the inter-relationship between law, justice and society and the changing nature of law Analyse the inter-relationship between law, justice and society and the changing nature of law Describe the key features of customary law, statutory law, common law and international law Compare similarities and contrast differences in relation to customary law, statutory law, common law and international law	Preliminary HSC Preliminary HSC	<u>Example:</u> What is native title? What are land rights? How has the Australian legal system's understanding of these rights changed over time? (Indigenous Q: 10 & Further Reading) <u>Example:</u> Evaluate the arguments for and against the prolonged mandatory detention of unauthorised asylum seekers (Refugee Q: 9) Indigenous Q: 7/10 Refugees Q: 1/2/3/9/10 Migration Q: 1/2/3 Indigenous Q: 10 Refugees Q: 8

NSW Preliminary and HSC

Subject	Objectives	Stage	Section in 'Face the Facts'
Modern History	<p>Describe the role of key groups, individuals, events and ideas in different 19th and 20th century historical investigations</p> <p>Evaluate the role of key groups, individuals, events and ideas in different 19th and 20th century historical investigations</p> <p>Identify forces that contribute to change and continuity in different 19th and 20th century historical investigations, and describe the significance of these</p> <p>Explain the forces that contribute to change and continuity in different 19th and 20th century historical investigations and describes significance of these</p>	<p>Preliminary</p> <p>HSC</p> <p>Preliminary</p> <p>HSC</p>	<p>Case studies can be drawn from all sections</p> <p><u>Example:</u> How has migration changed Australia over the last 50 years? (Migration Q: 1/3/5/7)</p> <p><u>Example:</u> Who is an Aboriginal or Torres Strait Islander person? Trace the shifts in Indigenous identity over time and the possible reasons for these shifts. (Indigenous Q: All esp. 1/2/7/8)</p> <p><u>Example:</u> How, when and why were Aboriginal and Torres Strait Islander children forcibly removed from their families? How did these removals impact on Indigenous people? (Indigenous: Q 7/4)</p>

NSW Preliminary and HSC

Subject	Objectives	Stage	Section in 'Face the Facts'
Geography	Explain the spatial patterns of economic and social wellbeing at a global scale	Preliminary	Migration Q: 1/4 Refugees Q: 1/3/5/8 Indigenous Q: 2/3/4/7
	Analyse changing demographic processes and patterns	Preliminary	Migration Q: 1-7 Refugees Q: 3/4/8
	Explain geographical patterns, processes and future trends through appropriate case studies and illustrative examples	HSC	Case study material from all sections. <u>Example:</u> Is there an 'ideal' level of migration for Australia? What sort of migrants does Australia accept and why? (Migration Q: 1-7 and Refugee Q: 1-4)
General Mathematics	Apply mathematical knowledge and skills to solving problems within familiar contexts	Preliminary	Case studies can be drawn from all sections <u>Example:</u> Explore data from a variety of sources to describe the health of Indigenous people in Australia (Indigenous Q: 4)
	Integrate mathematical knowledge and skills from different content areas in exploring new situations	HSC	Select and interpret data from any of the following: Indigenous Q: 2/3/4/5; Refugees Q: 4/5/8; Migration Q: 1/2/3/4/7

NSW Preliminary and HSC

Subject	Objectives	Stage	Section in 'Face the Facts'
Standard English	Demonstrate understanding of relationships between composer, responder, text and context	Preliminary	Case studies can be drawn from all sections
	Demonstrate understanding of how relationships between composer, responder, text and context shape meaning	HSC	<u>Example:</u> Investigate Australia's treatment of asylum seekers, considering texts from the media, DIMIA and information in Face the Facts (Refugee: Q 5-8)
	Engage with details of text in order to respond critically and personally	HSC	<u>Example:</u> Evaluate media coverage of 'ethnic crime'. See information in Migration Section (Q:5) and compare with media reports
Advanced English	Describe and explain the relationship between composer, responder, text and context in particular texts	Preliminary	<u>Example:</u> Is the description of asylum seekers as 'illegals' accurate? Compare information in Face the Facts (Refugee Q: 5-8) with DIMIA Fact Sheets
	Explain and evaluate effects of different contexts of responders and composers on texts	HSC	(Refugee Q: 5-8 Further Reading) and media sources

NSW Syllabus documents:

Stages 4 and 5 Syllabuses from the NSW Board of Studies are available online at:

http://www.boardofstudies.nsw.edu.au/syllabus_sc/index.html#4_5

Syllabus documents for preliminary and HSC are available online at: http://www.boardofstudies.nsw.edu.au/syllabus_hsc/syllabus2000_lista.html

English syllabus draft 7-10

http://www.boardofstudies.nsw.edu.au/writing_briefs/index.html#table