

CUMBERLAND HIGH SCHOOL

YEAR 11

ASSESSMENT INFORMATION
AND SCHEDULES



2024

Contents

Contact Information 2024.....	3
Introduction for Year 11 Students	4
Outcomes, Assessment Components, Weightings and Tasks	5
Assessment Procedures	6
Rules for Examinations/Assessment Tasks – Years 10 to 12	12
Disability Provisions	13
Reporting to Parents	14
Assessment Schedules:	15
YEAR 11 ANCIENT HISTORY	16
YEAR 11 BIOLOGY	17
YEAR 11 BUSINESS STUDIES.....	18
YEAR 11 CHEMISTRY	19
YEAR 11 COMMUNITY AND FAMILY STUDIES	20
YEAR 11 DESIGN & TECHNOLOGY	21
YEAR 11 EARTH AND ENVIRONMENTAL SCIENCE	22
YEAR 11 ECONOMICS.....	23
YEAR 11 ENGLISH ADVANCED	24
YEAR 11 ENGLISH AS AND ADDITIONAL LANGUAGE / DIALECT (EAL/D)	25
YEAR 11 ENGLISH – EXTENSION 1	26
YEAR 11 ENGLISH STANDARD.....	27
YEAR 11 ENGLISH STUDIES	28
YEAR 11 FOOD TECHNOLOGY.....	29
YEAR 11 ENTERPRISE COMPUTING	30
YEAR 11 JAPANESE BEGINNERS	31
YEAR 11 LEGAL STUDIES	32
YEAR 11 MATHEMATICS ADVANCED.....	33
YEAR 11 MATHEMATICS - EXTENSION 1.....	34
YEAR 11 MATHEMATICS STANDARD	35
YEAR 11 MODERN HISTORY	36
YEAR 11 MUSIC.....	37
YEAR 11 PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION.....	38
YEAR 11 PHYSICS	39
YEAR 11 SOCIETY AND CULTURE	40
YEAR 11 SOFTWARE ENGINEERING	41
YEAR 11 VISUAL ARTS.....	42
Illness / Misadventure Form	44
Illness / Misadventure Form	46

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KEY PEOPLE

PRINCIPAL.....	Mr Fulwood
DEPUTY PRINCIPAL – Years 7, 9 and 11	Mrs Shadwick
DEPUTY PRINCIPAL – Years 8, 10 and 12	Mrs Ashton

HEAD TEACHERS

ENGLISH	Mr Duhigg
MATHEMATICS.....	Mr Bell
SCIENCE.....	Mr Walford
HSIE (Human Society and Its Environment)	Mr Condell
FACULTY OF THE ARTS.....	Mr Andrews
PDHPE (Personal Development, Health & Physical Education).....	Mr Wilson
TAS (Technology and Applied Studies)	Ms Czislowski
ADMINISTRATION.....	Mr Thomas
LEARNING DESIGN & WELLBEING.....	Ms Bovill
TEACHING AND LEARNING	Mr Lummis
SECONDARY STUDIES	Mr Wilcox

STUDENT ADVISORS

YEAR 7	Mr Chan
YEAR 8	Ms Coster/Mr Duffy
YEAR 9	Mr Kwan
YEAR 10	Ms Isachsen/Ms McCubbin
YEAR 11	Mr Langdon
YEAR 12	Mr Pillay

Introduction for Year 11 Students

- Students usually complete their Year 11 studies in Term 1, 2 and 3. This booklet gives you information on how you will be assessed. You should read this booklet in conjunction with the more detailed assessment task descriptions that your subject teachers will give to you during the year. You should also read the syllabus of any courses that you are studying for Year 11.
- As a senior student, personal organisation is essential to be successful in the Higher School Certificate. The school diary provided to you will assist with this, as it contains information on Time Management, Personal Wellbeing, Research Skills and Study Techniques.
- At the beginning of Term 4 each year, the Principal is required to certify to the NSW Education Standards Authority (NESA), that students have satisfactorily completed Year 11 courses. The Principal makes this determination based on a number of factors, including how well or poorly a student has achieved the course outcomes.
- For each course that you study, your teachers will submit a mark to NESA. The mark will be out of 50 for each 1-unit course, and out of 100 for each 2-unit course. The mark and ranking that you receive makes up your Internal Assessment. The Internal Assessment makes up 50% of your mark in each HSC course. The Internal Assessment, including your mark and rank in the course is not an indicator of your possible HSC performance.
- The formal HSC examination provides the External Assessment component of your final HSC mark. External Assessment makes up 50% of your mark for each course.
- NESA will moderate (adjust) your Internal Assessment mark based on your results in the HSC exams. The process that NESA uses allows them to rank all students across NSW in a particular course.
- **Special Provisions** – NESA make available special considerations for students which may have circumstances that impact on their ability to successfully complete assessment procedures. Through an application, which must be supported by appropriate documentation supporting your claim, the school and NESA will consider whether Special Provisions are granted and the nature of the consideration that will be allowed the student e.g. extra time for breaks. See the school Learning and Wellbeing Team or Ms Bovill for more information.

This booklet, your course syllabi and the detailed assessment task descriptions that you get before each assessment, will help you prepare your assessments to the best of your ability.

Outcomes, Assessment Components, Weightings and Tasks

The NSW Education Standards Authority (NESA) have a number of technical terms that you should be aware of. The terms Syllabus, Outcomes, Assessment Components, Weightings and Tasks are technical terms that you should understand.

- Each course has a SYLLABUS that sets out the contents of the course. The syllabus is used by teachers to prepare their teaching lessons. It is essential that you have the syllabi of each course that you study. All NSW syllabi are available on the Internet at <https://syllabus.nesa.nsw.edu.au/stage-6/>. In each course syllabus are the OUTCOMES that should be achieved by students studying the course. The outcomes describe skills and knowledge that a student should be able to demonstrate.
- Each syllabus describes what will be assessed in the course. This section shows what will be assessed, the assessment COMPONENTS, and how much weight will be given to the particular component, the WEIGHTINGS. Weightings are expressed as percentages of the total assessment program.
- The syllabus does not give you the details of the actual ASSESSMENT TASKS that you complete during your HSC year. Assessment tasks are developed by your teachers and are used to assess how well students have achieved the course outcomes. Assessment tasks are designed using the outcomes and weightings from the syllabus. The tasks take place as you study the course and assess course outcomes. 2-Unit courses have a maximum of four (4) tasks. The actual form of the assessment task will vary from subject to subject. You may have tests, projects, presentations or reports to prepare. Before each assessment task, you will receive a **notification at least 2 weeks** before the task is due this should include a description of the task. The descriptions will vary from subject to subject but you will find such information as what needs to be done, deadlines, format of the test, length of required answers and how the task will be marked. This booklet explains how many ASSESSMENT TASKS you will have for the HSC courses and the mark that each task will contribute to your internal assessment.

HSC assessment tasks will:

- help you learn, expand your knowledge and encourage you to challenge yourself
- show how much you have learnt and where you need to improve
- demonstrate that you have satisfactorily completed a course
- contribute to your final HSC mark.

Advice to Students

Year 11 and 12 assessment tasks such as independent research projects and major works are likely to be the most challenging learning you will undertake during your time at Cumberland High School.

There is a very important booklet that you should read called '*Rules and Procedures for Higher School Certificate Candidates*'. NESA publishes this booklet and it is on the NESA website. Cumberland High School follows NESA Rules and Procedures and a summary follows.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>

Cumberland High School follows NESA Rules and Procedures and a summary follows.

Assessment Procedures

Assessment Task Notification

At least 2 weeks prior to an assessment task, students will be provided with a written assessment notice containing information on the task, the outcomes to be assessed and a marking criteria.

Assessment Deadlines and Attendance

Students need to manage their time to meet assessment deadlines.

When an assessment task takes the form of research or a practical, which is to be completed at home and submitted on or before a set date, it must be submitted at the start of the lesson unless otherwise at the time stated in the notification.

When an assessment task is during class time, students must attend school for all lessons on that day. (i.e. a student cannot miss lessons to prepare for their assessment task).

Where assessment deadlines are not met and the Illness or Misadventure policy does not apply, students will receive a zero mark and an N-Award letter will be sent home notifying parents and guardians.

Electronic Submission of Assessment Tasks

You are not to assume that you may submit assessment tasks by email or by other digital media. However, on some occasions the Head Teacher or Teacher may allow you to submit electronically. Head Teachers/ Subject Teachers may also require you to hand in a printed copy of the task. Any such instructions will be made clear to you on the assessment task notification.

- When this is required or permitted, your task may be submitted on USB or by email. When electronic submission does occur, the following rules will apply:
 1. The school will not be responsible for unreadable, unusable or virus infected files or media.
 2. The school will only accept assessment tasks which are written in applications to which school staff have ready access, and in a format which can be read by most school computers.
 3. The assessment task should be readily identifiable.
- An assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied.
- The school will not be responsible for not receiving emails. If submitting work by email, you must request that the teacher let you know that he/she has received your work. Teachers will acknowledge receipt as soon as possible. Only receipts generated by the school's email system will be considered valid. If you do not receive a receipt within a reasonable time, it will mean that the teacher did not receive your work.

Illness or Misadventure

Students who are absent from school on the day of an assessment task, examination or the day a hand-in task is due, must supply acceptable documentation:

- A Doctor's Certificate for illness
- A completed and signed [Illness / Misadventure Form](#) (copy attached at the back of this book). You may print this directly or ask for a blank copy from the relevant Head Teacher.

These two documents must be returned to the relevant Head Teacher/Deputy on their first day back at school.

Once this documentation has been received by the relevant Head Teacher, they will then determine the appropriate action. This may involve the student sitting the task on the same day or an alternate date will be confirmed.

If the required medical and misadventure documentation is not provided and this process is not followed, the student will receive a zero mark and an N-Award NESAs warning letter will be sent home notifying parents or guardians.

Students can also be issued N-Awards for non-serious attempts in tasks and assignments in accordance with NESAs guidelines and policies.

Assessment Absence due to Suspension

All assessment tasks must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to suspension will NOT be entitled to apply for an extension or assessment reschedule.

At the time of suspension, the Deputy Principal will notify the relevant teachers of the student's suspension. The following procedures will then apply:

- hand-in assessment tasks – the student is responsible for ensuring that all hand-in tasks received prior to the suspension being imposed which are due during the period of suspension are submitted on time, either by delivery to the school by a third party, or online, whichever is applicable;
- in-class assessment tasks / examinations – the relevant faculty head teacher and/or class teacher will reschedule an alternative date for the task, which will be communicated to the student.

The consequences of not following these procedures may result in a zero mark being awarded.

Non-School Sport and Other Activities – Procedures for Students to Follow

Cumberland High School supports students who participate in both school-based and non-school-based sporting and other activities.

Generally, school-based sporting or other activities do not impact on the distribution/sitting/handling of assessment tasks since school routines and calendars accommodate and communicate this information in advance.

The following guidelines apply for students who participate in non-school-based sporting or other activities where there is the potential to impact upon the distribution/sitting/handling of assessment tasks:

1. Student provides teacher with notice of the activity occurring prior to the scheduled assessment. This must include a letter from the parent/caregiver that lists the date, timing, event and location of the activity.
2. Teacher informs Head Teacher.
3. Depending on the nature of the task, a decision is made to provide an alternative option for the student.
4. Student is informed as soon as convenient of the arrangements.

Non-Serious Attempts

A teacher or Head Teacher can issue N Awards for Non-Serious Attempts.

*Students must make a serious attempt at all tasks. HSC students who do not make a serious attempt may not receive an award in the course concerned. This may render some students ineligible for the award of the Higher School Certificate. **Non-serious attempts** include frivolous or objectionable material.*

'Non-attempts include those where only multiple-choice questions are attempted'.

NESA 1 April 2019

Appeals Procedures

If a student feels there is a problem with the marking or administration of an assessment task, he or she should discuss the matter with the relevant Faculty Head Teacher. If the issue is not resolved, the student should discuss the issue with the Deputy Principal of their year group.

Student Rights and Responsibilities

Students have the **right** to:

- be informed of the assessment policies of your school and NESAs.
- receive clear guidelines relating to the requirements of each assessment task including a minimum of a 2-week written notification on all assessment tasks (incl. formal examinations).
- be told in advance of the due date for each assessment task with a minimum 2-week notification.
- calmly discuss any concerns regarding the marking of the task on return of the task.

Students have the **responsibility** to:

- ensure that **all work is their own** and avoid behaviour that could be considered malpractice/cheating, including plagiarism.
- become familiar with and follow the assessment requirements set by the school.
- complete all set tasks on-time, or talk to their teacher about what is required if they can't meet a deadline.
- follow up any concerns they have with tasks at the time they are marked and returned.

Ethical Practice

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an assessment task and examination means, but there are other types of behaviour that are also considered cheating.

Here are some examples of behaviour considered to be cheating:

- copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as your own.
- using material directly from books, journals, or the internet without acknowledging the source.
- producing work that has been memorised and contains a large contribution from another person, such as a parent, coach or subject expert that is not acknowledged.
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.

Cumberland High School and NESA treat cheating in all assessment tasks including written examinations and practical works very seriously.

Depending on the circumstances of the case, one or more of the following may apply:

- zero marks may be awarded for part or all of the assessment.
- you may be required to have an interview with the assessment and reporting panel at school and/or NESA, along with your name being added to the NESA Register for cheating.
- you may damage your ability to apply for entry to TAFE or university courses or scholarships.

It is important to have support from teachers, parents and friends when you are working on your assessments, but you must not let them do your work for you.

Remember that doing your own work is not only about learning, it adds to your overall sense of achievement.

Students cannot be enrolled or registered on the NESA database unless they have successfully completed the **HSC: All My Own Work** Program, that is, you will not be eligible for the award of the Preliminary HSC nor the HSC.

At Cumberland High School, all students will complete the 'All My Own Work' requirement in Year 10, prior to the commencement of the Preliminary Course in Year 11. New students arriving during Year 11, who have not completed All My Own Work, will be required to do so as soon as possible. Please see the school librarian to organise this.

All My Own Work?

All My Own Work is a program designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

The HSC: All My Own Work consists of five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

How will students be certified for satisfactory completion of the program?

Completion of the All My Own Work program will be certified on the HSC *Confirmation of Entry - Principal's Certification Form* that principals sign and submit in conjunction with the confirmed HSC entries from their school.

The criteria for satisfactory completion of HSC: All My Own Work are similar to the criteria for satisfactory completion of the HSC. A student is considered to have satisfactorily completed the HSC: All My Own Work Program if, in the principal's view, there is sufficient evidence that the student has:

- a. systematically addressed the content covered by the program; and
- b. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the program by the school; and
- c. achieved some or all of the program outcomes.

Further help

If you are not sure about anything you have read here, ask a teacher or your year advisor for help. The HSC Rules and Procedures booklet is available on the NESAs website.

There are many internet sources of advice on how to avoid plagiarism and manage your studies. For example, university websites often have good general advice on these topics that can also apply to your HSC coursework and projects.

Rules for Examinations/Assessment Tasks – Years 10 to 12

General Rules (which apply to ALL examinations and assessment tasks)

Exam conditions shall apply from when the first student enters the examination hall/venue until the last student leaves the examination hall/venue. Consistent consequences will apply for students found to be breaching the examination rules.

BEFORE ENTERING THE EXAMINATION HALL / CLASSROOM/ LIBRARY:

- Candidates should plan to arrive at least 20 minutes prior to the commencement of all examinations. Lateness is unacceptable.
- Full school uniform must be worn to all examinations.
- NO electronic devices, except NESA approved calculators, may be brought into the examination hall. NESA approved calculators must have the memory cleared before entry to the examination hall. This includes watches.
- Candidates must ensure that their **mobile phone(s) is turned off**, (or preferably secured at home or the front office) and not with them while sitting an **examination** nor an **in-class assessment task**.

ON ENTERING THE EXAMINATION HALL AND DURING THE EXAMINATION

- Candidates must enter the examination hall silently.
Complete silence MUST be adhered to whilst candidates are in the examination hall.
- Bags, containing notes/mobile phones/watches, are to be left in an orderly fashion at the back of the examination hall, or at the front of a classroom for an in-class assessment task.
- Candidates are to remove their watches as these are no longer permitted – these must be secured elsewhere.
- Only clear, plastic pencil cases may be taken to examination desks.
- Candidates MUST sit facing the front and are NOT to turn around or look at any other candidates' paper.
- Candidates are NOT to communicate with any other candidates in any way.
- Candidates must remain for the entire duration of every exam.
- Candidates must avoid the need to go to the toilet as best as possible. No candidates will be permitted to go to the toilet in the first hour or last half hour of the examination.
- Food and drink are NOT permitted in the exam hall. Water, in a clear plastic bottle is permitted.
- Candidates MUST obey all reasonable instructions given by supervisors.
- Borrowing is NOT permitted.
- Candidates must NOT pick up their writing implements until reading time has ceased and writing time has started.
- Caps, beanies, hoods and other such head wear are not permitted to be worn in the examination hall.
- All enquiries are to be addressed to supervising staff by candidates raising their hand and waiting patiently.
- Codes of Conduct/School Rules apply during ALL exams.

ON LEAVING THE EXAMINATION HALL AND AFTER THE EXAMINATION

- NO exam papers or the writing paper provided is to be removed from the examination hall by a student.
- For shorter length exams, classes will quietly depart the hall when dismissed by the supervising teachers.

IMPORTANT FOR SENIOR STUDENTS:

If a candidate is absent from an examination or an in-class assessment task, they MUST bring a Doctor's Certificate to the Head Teacher of the subject, with a completed Illness / Misadventure Form (copy attached at the back of this booklet).

For an in-class assessment task a Doctor's Certificate is to be presented to the Faculty Head Teacher on the first day back at school after missing an in-class assessment task or due date for a submitted task.

Disability Provisions

You may be granted disability provisions if you have:

- visual or auditory difficulties
- learning difficulties
- fine motor difficulties
- illnesses such as diabetes
- ongoing injuries that will impact on your ability to complete an assessment task
- psychological difficulties

(Your parents/guardians are responsible for providing all documentation and informing the school of your disability)

Successful applicants will be granted provisions that are appropriate as determined by the Board of Studies or the School. These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing (in exceptional circumstances), large print examination papers or examinations printed on coloured paper.

In circumstances where you have a temporary condition, such as an injury, which may affect school assessments or examinations but is not relevant for consideration by the Board of Studies you may apply to the Deputy Principal for the temporary approval for appropriate disability provisions. Medical or other appropriate evidence will be required.

Administration of Disability Provisions within the School

Some Disability Provisions, such as the provision of a Writer and/or Reader, require resources which may, at times, be difficult for the school to provide. To ensure that we support you as best we can, the following procedures should be followed:

1. For extra time for assessment tasks (such as in-class tests) you should notify your teacher as soon as you receive your assessment notification. It will be the responsibility of the teacher to liaise with the Head Teacher to accommodate extra time. Separate supervision will not be provided.
2. For the use of a personal computer, he/she will ensure that no inappropriate material/software is available on the computer. The following rules will apply:
 - a. You may not use functions such as spell checking or grammar checking, or other computer functions which may give you an advantage over others sitting a pen and paper examination.
 - b. You are not to format your work beyond simple paragraphing and other conventions which would be accessible to a student sitting a pen and paper examination.
 - c. A computer calculator is not an approved calculator for the purposes of Board of Studies Examinations.
 - d. Simple drawing programs are permitted where you are required to draw diagrams etc. for an assessment task.
 - e. For the purposes of ensuring compliance with these rules, you may be closely supervised when using personal computers.

Reporting to Parents

FORMAL SCHOOL REPORTS

The school formally reports on student progress twice each year: a Semester 1 report (Half-Yearly Report) for Years 7-12 and a Semester 2 report (Yearly Report) for Years 7, 8, 9 and 10, issued at the end of Term 4.

Half-Yearly and Yearly Reports will provide information concerning your progress within each course. For Years 7-10, Grades (A to E) will reflect your achievement within the subject. The following additional information will be provided for each course:

- A number of statements indicating the degree to which you are succeeding in your study of the subject
- A learning profile reflecting your commitment and attitude towards learning
- Extra-curricular involvement will also be reported. (Extra-curricular activities are the things you do other than normal school work e.g. Debating, SRC etc.)

It is the responsibility of the Head Teacher to ensure that, as far as possible, final grades are an accurate reflection of each student's achievement of the course outcomes. Hence the Head Teacher may exercise appropriate professional judgment in finalising marks to ensure that this requirement is met and that marks reflect an appropriate pattern of grades.

All students will participate in a Report Conference after receiving a report. During this conference students will evaluate their progress during the semester and set learning goals for the next semester.

Meaning of Grades	
For half-yearly and yearly reports, Head Teachers give you a grade to reflect your academic achievement within each course. The meaning of grades allocated to you is explained as follows:	
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Assessment Schedules:



Year 11 Ancient History

Syllabus Components	Task 1	Task 2	Task 3	Weighting %
	In-Class Research Essay	Source Analysis	Yearly Exam	
	Historical Investigation: Essay	Case Studies	Investigating Ancient History: Features of Ancient Societies	
	Term 2 Week 1	Term 2 Week 9	Term 3 Week 6	
	Outcomes assessed: AH 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-9, 11-10	Outcomes assessed: AH11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-9	Outcomes assessed: AH11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-9, 11-10	
Knowledge and understanding	10	10	20	40
Historical skills	-	10	10	20
Historical inquiry and research	10	10	-	20
Communication	10	-	10	20
Total %	30	30	40	100

Ancient History HSC Syllabus Outcomes:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/ancient-history-2017>

Year 11 Biology

Syllabus Components	Task 1	Task 2	Task 3	Weighting %
	Depth Study	Working Scientifically Task	Yearly Examination	
	Term 1 Weeks 6-9	Term 2 Week 8	Term 3 Week 8	
	Outcomes assessed: BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-10 BIO 11-11	Outcomes assessed: BIO11/12-2 BIO11/12-3 BIO 11/12-4 BIO 11/12-5 BIO11/12-7 BIO11-8	Outcomes assessed: BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	
Skills in Working Scientifically	20	15	25	60
Knowledge and understanding	15	10	15	40
Total %	35	25	40	100

Biology HSC Syllabus Outcomes:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/biology-2017>

Year 11 Business Studies

Syllabus Components	Task 1	Task 2	Task 3	Weighting %
	Business Report and Short Answer	Business Extended Response	Yearly Examination	
	Term 1 Week 8	Term 2 Week 8	Term 3 Week 6	
	Outcomes assessed: P1, P2 P3, P7, P8, P9, P10	Outcomes assessed: P4, P5 P6, P7, P8, P9,	Outcomes assessed: P4, P5 P6, P10	
Knowledge and understanding	15	10	15	40
Stimulus based skills	5	5	10	20
Inquiry and research	5	10	5	20
Communication of business information, ideas and issues in appropriate forms	5	10	5	20
Total %	30	35	35	100

Business Studies HSC Syllabus Outcomes:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies>

Year 11 Chemistry

Syllabus Components	Task 1	Task 2	Task 3	Weighting %
	Depth Study	Practical Investigation and knowledge and understanding task	Yearly Examination	
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8	
	Outcomes assessed: CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-9	Outcomes assessed: CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-7 CH11-8	Outcomes assessed: CH11/12-1 to CH11/12-7 And CH11-8 to CH11-11	
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
Total %	30	30	40	100

Chemistry HSC Syllabus Outcomes:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/chemistry-2017>

Year 11 Community and Family Studies

Syllabus Components	Task 1	Task 2	Task 3	Weighting %
	Values Survey	Research Task	Yearly Examination	
	Module A: Resource Management	Module B: Individuals and Groups	Module A: Resource Management Module B: Individuals and Groups Module C: Families and Communities	
	Term 1 Week 8	Term 2 Week 7	Term 3 Week 6	
	Outcomes assessed: P1.1, P1.2, P2.3, P4.1, P4.2, P5.1, P6.1, P6.2	Outcomes assessed: P2.1, P2.3, P4.2	Outcomes assessed: P1.1, P2.1, P2.3, 2.4, P3.1, P3.2, P4.2, P5.1, P6.1, P6.2	
Knowledge and understanding of course content	10	15	15	40
Skill in critical thinking, research methodology, analyzing and communicating.	20	20	20	60
Total %	30	35	35	100

Community and Family Studies (CAFS) HSC Outcomes:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhp/community-family-studies-syllabus>

Year 11 Design & Technology

Syllabus Components	Task 1	Task 2	Task 3	Weighting %
	Minor Project	Major Project	Yearly Examination	
	Head Teacher Checkpoint Term1, Wk 5	Head Teacher Checkpoint Term 2, Wk 4		
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 6	
	Outcomes assessed: P1.1, P3.1, P4.1, P4.2, P4.3, P5.2, P5.3	Outcomes assessed: P2.2, P4.1, P4.2, P5.1, P5.2, P5.3, P6.1, P6.2	Outcomes assessed: P1.1, P2.1, P2.2, P5.2, P6.2	
Knowledge and understanding of course content	10	10	20	40
Designing, managing, producing and evaluating	20	30	10	60
Total %	30	40	30	100

Design and Technology HSC Syllabus Outcomes:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/design-and-technology-syllabus>

Head Teacher Checkpoints

Checkpoints will be conducted for each of the projects at the halfway point to ensure students are progressing on schedule with both practical and portfolio work. This checkpoint is a formal process, allowing teachers to provide written and verbal feedback to students and guide their progress. During this process student will need to provide evidence of ongoing documentation of their project development.

Year 11 Earth and Environmental Science

Syllabus Components	Task 1	Task 2	Task 3	Weighting %
	Working Scientifically Investigation	Depth Study Presentation	Yearly Examination	
	Earth's Resources	Modules 1, 2, 3 & 4	Modules 1, 2, 3 & 4	
	Term 1 Week 8	Term 2 Weeks 6-9	Term 3 Week 8	
	Outcomes assessed:	Outcomes assessed:	Outcomes assessed:	
	EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES11-8	EES11/12-1 EES 11/12-2 EES 11/12-3 EES 11/12-4 EES 11/12-5 EES 11/12-6 EES 11/12-7 EES 11-11	EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES11-8 EES11-9 EES11-10 EES11-11	
Skills in Working Scientifically	15	20	25	60
Knowledge and understanding	10	15	15	40
Total %	25	35	40	100

EES Syllabus Outcomes:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/earth-and-environmental-science-2017>

Year 11 Economics

Syllabus Components	Task 1	Task 2	Task 3	Weighting %
	Skills Test	Research task and in class extended response	Yearly Examination	
	Term 1 Week 9	Term 2 Week 7	Term 3 Week 6/7	
	Outcomes assessed: P1, P2, P5, P8, P11	Outcomes assessed: P5, P6, P7, P9, P10, P12	Outcomes assessed: P1, P2, P3, P4, P6, P7, P8, P10, P11	
Knowledge and understanding of course content	10	10	20	40
Stimulus-based skills	5	5	10	20
Inquiry and Research	10	10	-	20
Communication of economic information, ideas and issues in appropriate formats	5	5	10	20
Total %	30	30	40	100

Economics HSC Syllabus Outcomes:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/economics>

Year 11 English Advanced

Syllabus Components	Task 1	Task 2	Task 3	Weighting %
	Imaginative Composition with Reflection	Multimodal Presentation	Yearly Examination	
	Common Module: Reading to Write	Module A: Narratives that Shape Our World	Module B: Critical Study of Literature	
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 6/7	
	Outcomes assessed: EA11-2, EA11-3, EA11-5, EA11-9	Outcomes assessed: EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9	Outcomes assessed: EA11-1, EA11-3, EA11-5, EA11-6, EA11-8	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

English Advanced HSC Syllabus Outcomes:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017>

Year 11 English as and Additional Language / Dialect (EAL/D)

Syllabus Components	Task 1	Task 2	Task 3	Weighting %
	Extended Response	Multimodal Presentation (including Listening)	Yearly Examination	
	Languages, Texts and Context	Close Study of Text	All modules	
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 6/7	
	Outcomes assessed: EAL11-1A, EAL11-3, EAL11-6, EAL11-7, EAL11-8	Outcomes assessed: EAL11-1B, EAL11-3, EAL11-4, EAL11-5, EAL11-7	Outcomes assessed: EAL11-1B, EAL11-2, EAL11-7, EAL11-9	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

English EAL/D HSC Syllabus Outcomes:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-eald-2017>

Year 11 English – Extension 1

Syllabus Components	Task 1	Task 2	Task 3	Weighting %
	COMPONENT: Text, Culture and Values			
	Creative Response + Reflection	Critical Response	Multimodal Assessment (Independent Research Project)	
	Term 1 Week 10	Term 3 Week 2	Term 3 Week 8	
	Outcomes assessed: EE11-1, EE11-2, EE11-3	Outcomes assessed: EE11-1, EE11-2, EE11-3, EE11-5	Outcomes assessed: EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	
Knowledge and understanding of complex texts and of how and why they are valued	15	15	20	50
Skills in: <ul style="list-style-type: none"> • Complex analysis • Sustained composition • Independent investigation 	20	15	15	50
Total %	35	30	35	100

English Extension HSC Syllabus Outcomes:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017>

Year 11 English Standard

Syllabus Components	Task 1	Task 2	Task 3	Weighting %
	Imaginative Composition with Reflection	Multimodal Presentation	Yearly Examination	
	Common Module: Reading to Write	Module A: Contemporary Possibilities	Common Module, Module A and Module B	
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 6/7	
	Outcomes assessed: EN11-2, EN11-3, EN11-5, EN11-9	Outcomes assessed: EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	Outcomes assessed: EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

English Standard HSC Syllabus Outcomes:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017>

Year 11 English Studies

Syllabus Components	Task 1	Task 2	Task 3	Weighting %
	Job Application – Multimodal Presentation	Travel Writing Portfolio	Yearly Examination	
	Achieving through English	On the Road	All Modules	
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 6/7	
	Outcomes assessed: ES11-3, ES11-4, ES11-6, ES11-7	Outcomes assessed: ES11-1, ES11-2, ES11-4, ES11-5, ES11-7, ES11-9	Outcomes assessed: ES11-1, ES11-2, ES11-4, ES11-6, ES11-7, ES11-8, ES11-9	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

English Studies HSC Syllabus Outcomes:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017>

Year 11 Food Technology

Syllabus Components	Task1	Task 2	Task 3	Weighting %
	Research Assignment	Food Styling and Photography Portfolio	Yearly Exam	
	Term 1 Week 9	Term 2 Week 8	Term 3 Week 6	
	Outcomes Assessed: P1.1, P1.2	Outcomes Assessed: P2.2, P3.2, P4.1, P4.4	Outcomes Assessed: P1.1, P1.2, P4.2, P2.2, P3.2, P4.1, P4.4, P2.1, P3.1, P3.2, P4.3, P5.1	
Knowledge and understanding of food technology	20	-	-	20
Skills in researching, analysing and communicating food issues	20	15	-	35
Skills in experimenting with and preparing food by applying theoretical concepts	-	15	15	30
Skills in designing, implementing and evaluating solutions to food situation	-	-	15	15
Total %	40	30	30	100

Food Technology HSC Syllabus Outcomes:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/food-technology-syllabus>

Year 11 Enterprise Computing

Syllabus Components	Task 1	Task2	Task 3	Weighting %
	Design Interactive Media and the User Experience	Project Networking Systems and Social computing	Yearly Examination	
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 6/7	
	EC-11-04 EC-11-08 EC-11-09 EC-11-11	EC-11-01 EC-11-03 EC-11-04 EC-11-06 EC-11-07 EC-11-09	EC-11-02 EC-11-04 EC-11-05	
Knowledge and understanding of course content	20	10	20	50
Knowledge and skills in the practical application of the content	10	25	15	50
Total %	30	35	35	100

Enterprise Computing HSC Syllabus Outcomes:

<https://curriculum.nsw.edu.au/learning-areas/tas/enterprise-computing-11-12-2022/overview>

Year 11 Japanese Beginners

Syllabus Components	Task 1	Task 2	Task 3	Weighting %
	Response to spoken texts Oral presentation	Response to written texts Text composition	Yearly Examination	
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 6	
	Outcomes assessed: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Outcomes assessed: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	Outcomes assessed: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Listening	20	-	10	30
Reading	-	20	10	30
Speaking	10	-	10	20
Writing	-	10	10	20
Total %	30	30	40	100

Japanese Beginners HSC Syllabus Outcomes:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/beginners/japanese-beginners-syllabus>

Year 11 Legal Studies

Syllabus Components	Task 1	Task 2	Task 3	Weighting %
	Research & class presentation (Law in Practice) Contemporary law reform issue	Media File & Essay	Yearly Examination	
	Term 1 Week 6	Term 2 Week 6	Term 3 Week 6	
	Outcomes assessed: P1, P3, P7, P8, P10	Outcomes assessed: P2, P4, P5, P6, P7, P8, P9, P10	Outcomes assessed: P1, P2, P3, P4, P5, P6, P7, P9	
Knowledge and understanding of course content	5	10	25	40
Analysis and evaluation	5	10	5	20
Inquiry and research	5	15	-	20
Communication of legal information, issues and ideas in appropriate forms.	5	5	10	20
Total %	20	40	40	100

Legal Studies HSC Syllabus Outcomes:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/legal-studies>

Year 11 Mathematics Advanced

Syllabus Components	Task 1	Task 2	Task 3	Weighting %
	Investigation Task	In-Class Test	Yearly Examination (All topics)	
	Term 1 Week 8	Term 2 Week 8	Term 3 Week 6	
	Outcomes assessed: MA11-1, MA11-2, MA11-8, MA11-9	Outcomes assessed: MA11-1, MA11-2, MA11-3, MA11-6, MA11-9	Outcomes assessed: MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
Understanding fluency and communication	15	15	20	50
Problem Solving, reasoning and justification	15	15	20	50
Total %	30	30	40	100

Mathematics Advanced HSC Syllabus Outcomes:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-advanced-2017>

**** Note: For all assessment tasks, only NESA Approved Calculators may be used ****

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>

Year 11 Mathematics - Extension 1

Syllabus Components	Task 1	Task 2	Task 3	Weighting %
	Investigation Task	In-Class Test	Yearly Examination (All topics)	
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 6	
	Outcomes assessed: ME11-1, ME11-2, ME11-6, ME11-7	Outcomes assessed: ME11-1, ME11-2, ME11-4, ME11-5, ME11-6, ME11-7	Outcomes assessed: ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Mathematics Extension 1 HSC Syllabus Outcomes:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-1-2017>

**** Note: For all assessment tasks, only NESA Approved Calculators may be used ****

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>

Year 11 Mathematics Standard

Syllabus Components	Task 1	Task 2	Task 3	Weighting %
	Investigation Task	In-Class Test	Yearly Examination (All topics)	
	Term 1 Week 8	Term 2 Week 8	Term 3 Week 6	
	Outcomes assessed: MS11-1, MS11-2, MS11-3, MS11-4, MS11-6, MS11-9, MS11-10	Outcomes assessed: MS11-5, MS 11-5, MS 11-6, MA11-7, MA11-8, MS 11-10	Outcomes assessed: MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
Understanding, fluency and communication	15	15	20	50
Problem Solving, reasoning and justification	15	15	20	50
Total %	30	30	40	100

Mathematics Standard HSC Syllabus Outcomes:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017>

**** Note: For all assessment tasks, only NESA Approved Calculators may be used ****

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>

Year 11 Modern History

Syllabus Components	Task 1	Task 2	Task 3	Weighting %
	Slavery Source Analysis	JFK Historical Investigation & Research Essay	Yearly Examination	
	Term 1 Week 7	Term 2 Week 2	Term 3 Week 6	
	Outcomes assessed: 11.1 11.2 11.4 11.5 11.6 11.9	Outcomes assessed: 1.1, 1.2, 3.2, 3.3, 3.4, 3.5, 4.2	Outcomes assessed: 1.1, 2.1, 3.4, 4.1, 4.2	
Knowledge and understanding of course content	20	-	20	40
Historical skills in the analysis and evaluation of sources and interpretations	10	-	10	20
Historical inquiry and research	-	20	-	20
Communication of historical understanding in appropriate forms	-	10	10	20
Total %	30	30	40	100

Modern History HSC Syllabus Outcomes:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history-2017>

Year 11 Music

Syllabus Components	Task 1	Task 2	Task 3	Weighting %
	Composition & Performance	Viva Voce and Aural Analysis	Yearly Examination (Practical & Written)	
	Term 2 Week 1	Term 2 Week 9	Term 3 Week 6	
	Outcomes assessed: P1, P3, P5, P7, P11	Outcomes assessed: P2, P4, P6, P8, P10	Outcomes assessed: P1, P4, P6, P9	
Aural	-	5	20	25
Performance	10	-	15	25
Musicology	-	25	-	25
Composition	25	-	-	25
Total %	35	30	35	100

Music HSC Syllabus Outcomes:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-1-syllabus>

Year 11 Personal Development, Health and Physical Education

Syllabus Components	Task 1	Task 2	Task 3	Weighting %
	Research Task Written	Written Analysis	Yearly Examination (All topics)	
	Module A Core 1: Better Health for Individuals	Module B Core 2: The Body in Motion	Modules A, B, C, D (See List Below)	
	Term 1 Week 10	Term 2 Week 7	Term 3 Week 6	
	Outcomes assessed: P1 - P6, P15 - P16	Outcomes assessed: P7 - P11, P16 - P17	Outcomes assessed: P1 - P12, P15 - P17	
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research and analysis	20	20	20	60
Total %	30	35	35	100

Course Content Key:

- A – Core 1: Better Health for Individuals
- B – Core 2: The Body in Motion
- C – Option 1: First Aid
- D – Option 3: Fitness Choices

PDHPE HSC Syllabus Outcomes:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/pdhpe-syllabus>

Year 11 Physics

Syllabus Components	Task 1	Task 2	Task 3	Weighting %
	Kinematics and Vectors Topic Test	Depth Study	Yearly Examination	
	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8	
	Outcomes assessed: PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8	Outcomes assessed: PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-7 PH11-10	Outcomes Assessed: PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-9 PH11-10 PH11-11	
Skills in Working Scientifically	20	30	10	60
Knowledge and Understanding	10	10	20	40
Total %	30	40	30	100

Physics HSC Syllabus Outcomes:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/physics>

Year 11 Society and Culture

Syllabus Components	Task 1	Task 2	Task 3	Weighting %
	Secondary Research Task	Primary Research Task	Yearly Examination (All topics)	
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 6	
	Outcomes assessed: P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	Outcomes assessed: P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	Outcomes assessed: P1, P2, P3, P4, P5, P6, P7, P9, P10	
Knowledge and understanding of course content	15	15	20	50
Application and evaluation of social and cultural research methods	10	10	10	30
Communication of information, ideas and issues in appropriate forms	5	5	10	20
Total %	30	30	40	100

Society and Culture HSC Syllabus Outcomes:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture>

Year 11 Software Engineering

Syllabus Components	Task 1	Task 2	Task 3	Weighting %
	Programming methodology and planning	Programming portfolio and research task	Yearly Examination	
	Term 2, Week 2	Term 3, Week 4	Term 3, Week 6/7	
	Outcomes Assessed: SE-11-01 SE-11-02 SE-11-06 SE-11-07 SE-11-08 SE-11-09	Outcomes Assessed: SE-11-02 SE-11-03 SE-11-04 SE-11-05 SE-11-08	Outcomes Assessed: SE-11-01 SE-11-02 SE-11-03 SE-11-04 SE-11-06 SE-11-08	
Knowledge and Understanding of the course content.	15	15	20	50
Knowledge and skills in the design and development of software solutions	20	15	15	50
Total %	35	30	35	100

Software Engineering HSC Syllabus Outcomes:

<https://curriculum.nsw.edu.au/learning-areas/tas/software-engineering-11-12-2022/overview>

Year 11 Visual Arts

Syllabus Components	Task 1	Task 2	Task 3	Weighting %
	Frames analysis, artwork and accompanying documentation in VAPD	Identity Body of Work and documented VAPD	Yearly Examination Art Criticism & Art History	
	Term 1 Week 10	Term 3 Week 1	Term 3 Week 6	
	Outcomes assessed: P1, P3, P4, P5, P6 P7, P9	Outcomes assessed: P1, P2, P3, P4, P5, P6	Outcomes assessed: P8, P9, P10	
Art Making	15	35	-	50
Historical and Critical Studies	15	-	35	50
Total %	30	35	35	100

Visual Arts HSC Syllabus Outcomes:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-syllabus>



Cumberland High School

Illness / Misadventure Form

Student Name: Date:
Subject: Teacher:
Task Number/Title: Date of task:

REASON FOR NON-SUBMISSION <i>(please circle)</i>		
Illness	Approved Leave	Approved School Activity
Misadventure	COVID - Related	Other

Explanation:

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.....
.....

You must attach supporting documentation.
Illness must be accompanied by a Medical Certificate.

Student Signature: Date:

Parent Signature: Date:

Approved

Not Approved

Classroom Teacher Signature: Date:

Faculty Head Teacher Signature: Date:

Comments:

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.....
.....



Cumberland High School

Illness / Misadventure Form

Student Name: Date:

Subject: Teacher:

Task Number/Title: Date of task:

REASON FOR NON-SUBMISSION <i>(please circle)</i>		
Illness	Approved Leave	Approved School Activity
Misadventure	COVID - Related	Other

Explanation:

.....
.....
.....

You must attach supporting documentation.

Illness must be accompanied by a Medical Certificate.

Student Signature: Date:

Parent Signature: Date:

Approved	<input type="checkbox"/>
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Not Approved	<input type="checkbox"/>
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Classroom Teacher Signature: Date:

Faculty Head Teacher Signature: Date:

Comments:

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