

CUMBERLAND HIGH SCHOOL

YEAR 12

ASSESSMENT INFORMATION
AND SCHEDULES



2024

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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

Commented [SD1]: Added to all booklets as requested

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 Senior Students

- Students doing HSC courses complete their studies in Term 3 (weeks 7-10) and Term 4 of Year 11 and Terms 1, 2 and 3 of Year 12. This booklet gives you information on how you will be assessed. You should read this booklet and the more detailed assessment task descriptions that your subject teachers will give to you. You should also read the syllabus of any course that you are studying for the HSC.
- As an HSC student, personal organisation is essential to be successful. 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 HSC courses. The Principal makes this determination based on a number of factors, including how well or poorly a student has achieved the outcomes described in the course syllabus.
- 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 formal HSC examination that you sit provides the External Assessment component of your final HSC mark. The External Assessment component makes up 50% of your mark for each HSC 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 the marks for all students across NSW that have completed a particular course. It is in your best interest to prepare for all of your tasks, both internal and external, to the best of your ability.
- **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 Design and Wellbeing faculty for further detail.

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

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. Each syllabus is used by teachers to prepare their lessons. It is essential that you have the syllabus of each course that you study. They are available at –

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

In the front of each course syllabus are the OUTCOMES that must be achieved by students studying the course. The outcomes describe skills and knowledge that a student should be able to demonstrate once the course has been completed.

- Towards the end of each syllabus is a section describing 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 all outcomes other than those related to attitudes and values. All subjects have a maximum of 4 tasks. The actual form of the assessment task will vary from subject to subject. You may have an examination, projects, presentations or reports to prepare. Before each assessment task, you will receive a **notification at least 2 weeks** before the task is due, that will include a description of the task. The descriptions will vary from subject to subject but you will find information such 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 (3 tasks in Year 11, 4 tasks in Year 12) 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.
- Assessment tasks allow you to show what you know, understand and can do in ways that cannot always be demonstrated in a written examination.

Advice to Students

Higher School Certificate 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

<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 the marking criteria.

Attendance During Assessment Tasks

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).

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 to the relevant teacher by 3pm on the due date.

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 and Misadventure Form](#) (copy attached at the back of this book). You may print this directly from the Cumberland High School [website](#) (Year Group Information / General Forms, 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.

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'.

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 when students know they will miss an assessment task.

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/handing-in 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/handing in 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.

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. Students may be asked to use “Turn It In” in the preparation and submission of their assessment.
- become familiar with and follow the assessment requirements set by the school.
- complete all set tasks on-time, or talk to your 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 NESAs 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 NESAs, along with your name being added to the NESAs Register for cheating.
- you may lose the award of the HSC in one or more courses.
- 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 in completing the HSC.

Students cannot be enrolled or registered on the NESAs 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. Students are responsible for their time, conduct and possessions throughout the examination event and should manage themselves according to the guidelines below.

Consistent consequences will apply for students found to be breaching the examination rules.

BEFORE ENTERING THE EXAMINATION HALL / CLASSROOM/ LIBRARY

Successful participation in the examination or assessment event requires candidates to have read and be prepared to comply with all the points in this list. They should read through and prepare for the examination or assessment task using the following checklist.

- Candidates should plan to arrive at least 20 minutes prior to the commencement of all examinations and assessment tasks. Where the exam taking place within the school timetable students should arrive within 5 minutes of the bell. Lateness is unacceptable.
- When an assessment task is during class time, students must attend school for all lessons on that day.
- Full school uniform must be worn to all examinations.
- Caps, beanies, hoods and other such head wear are not permitted to be worn in the examination hall. These should be left at home or placed in your bag prior to attendance at the exam
- 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**.
- Food and drink are NOT permitted in the exam hall. Water, in a clear plastic bottle is permitted. Unfinished food and drink may be disposed of.
- Only clear, plastic pencil cases may be taken to examination desks.

ON ENTERING THE EXAMINATION HALL / CLASSROOM/ LIBRARY

- 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.
- Candidates must enter the examination hall silently.
- Candidates are NOT to communicate with any other candidates in any way.
- 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.
- Caps, beanies, hoods and other such head wear are not permitted to be worn 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 MUST sit facing the front and are NOT to turn around or look at any other candidates' paper.

DURING THE EXAMINATION

- Codes of Conduct/School Rules apply during ALL exams.
- Complete silence MUST be adhered to whilst candidates are in the examination hall.
- Candidates MUST obey all reasonable instructions given by supervisors.
- Candidates MUST sit facing the front and are NOT to turn around or look at any other candidates' paper.
- Candidates must NOT pick up their writing implements until reading time has ceased and writing time has started.
- All enquiries are to be addressed to supervising staff by candidates raising their hand and waiting patiently.
- 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.
- Borrowing is NOT permitted.
- Candidates must remain for the entire duration of every exam.

ON LEAVING THE EXAMINATION HALL / CLASSROOM/ LIBRARY

- Complete silence MUST be adhered to whilst candidates are in the examination hall.
- Candidates MUST obey all reasonable instructions given by supervisors.
- 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 REMINDER FOR SENIOR STUDENTS:

If a candidate is absent from an **examination** or misses an **assessment task**, they MUST provide a completed and signed Illness/Misadventure Form and a **Doctor's Certificate** to the Head Teacher of the subject.

Glossary of Key Terms

Account, Account for:	State reasons for, report on, give an account of, narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value, quality, outcomes, results or size
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusion about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

It is important to note that exam questions for the HSC will also continue to use self-explanatory terms such as 'how' or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in exam papers.

Key words and levels of response

Along with the mark value and space provided in exam booklets, the key words can help a student to judge how much an answer needs to cover.

The table below provides a general guide to the kind of response required by each of the key words. The table is not intended to be prescriptive, and you will notice that some key words appear in more than one row.

Groupings of syllabus knowledge, skills and understanding	Groupings of key words
Skills in analysis and critical thinking	Analyse, distinguish, examine, explain, extract, investigate
Skills in application and performance	Demonstrate, discuss, apply, calculate, construct
Knowledge, recall and understanding	Define, describe, explain, give an account, identify, outline, recall, recount
Skills in evaluation	Appreciate, assess, discuss, evaluate, justify, predict, account for
Skills in problem-solving	Apply, calculate, clarify, compare, contrast, construct, deduce, demonstrate, investigate, predict, propose, recommend
Skills in synthesis and creative thinking	Classify, extrapolate, interpret, summarise, synthesise

The left-hand column in the table is a grouping of the knowledge, skills and understanding typically found in Stage 6 syllabuses.

The key words from the glossary are grouped in the right-hand column alongside the groupings of knowledge, skills and understanding.

The terms in the right-hand column such as 'describe', 'identify' and 'outline' are typically used in questions requiring recall of knowledge. Questions using these terms generally require less depth and are worth fewer marks than questions using terms such as 'assess', 'evaluate' and 'justify' which call for higher-order thinking. The latter generally require an answer of greater depth and usually attract higher marks.

Other terms such as 'explain' and 'discuss' can vary considerably in the mark value and depth of response.

Assessment Schedules:



ENGLISH STUDIES

Syllabus Components:	Task 1	Task 2	Task 3	Task 4	Weighting %
	Multimodal presentation with related material Mandatory module: Texts and Human Experiences	Research task Elective module: We are Australians	Collection of classwork All Modules	Formal Examination Mandatory module and Elective – The Big Screen	
Timing:	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 5	
Outcomes assessed:	ES12.1 ES12.4 ES12.5 ES12.6 ES12.8	ES12.3 ES12.5 ES12.7 ES12.8 ES12.9	ES12.1 ES12.4 ES12.5 ES12.7 ES12.10	ES12.2 ES12.3 ES12.4 ES12.5 ES12.9	
Knowledge and understanding of course content	15	10	15	10	
Skills in: - Comprehending texts - Communicating ideas - Using language accurately, appropriately and effectively	10	15	15	10	50
TOTAL	25	25	30	20	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>

ENGLISH EAL/D

	Task 1	Task 2	Task 3	Task 4	
Syllabus Components:	Module A: Texts and Human Experiences Reading and Writing task based on unseen material, prescribed text and related text (15%)	Module B: Language, Identity and Culture Multimodal Presentation using related text and prescribed text (20%) Listening Task (5%)	Module D: Focus on Writing Feature Article (15%) and Creative Writing (15%)	Trial HSC Examination Module A (5%) Module B (5%) Module C (10%) Module D (5%) Listening (5%)	Weighting %
Timing:	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 4-5	
Outcomes assessed:	EAL12-1A EAL12-1B EAL12-3 EAL12-5 EAL12-6 EAL12-7	EAL12-1A EAL12-3 EAL12-5 EAL12-6, EAL12-7 EAL12-8	EAL12-2 EAL12-3 EAL12-5 EAL12-6 EAL12-7 EAL12-9	EAL12-1A EAL12-3 EAL12-5 EAL12-7 EAL12-8	
Knowledge and understanding of course content	5	10	20	15	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50
TOTAL	15	25	30	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>

ENGLISH STANDARD

	Task 1	Task 2	Task 3	Task 4	
Syllabus Components:	Common Module: Texts and Human Experiences Multimodal Presentation (25%)	Module B: Close Study of Literature Analytical Response (25%)	Module C: Craft of Writing Imaginative response (10%) with Reflection statement (10%)	Trial HSC Examination Common Module including unseen texts (5%) and Analytical Response (5%) Module A (10%) Module B (5%) Module C (5%)	Weighting %
Timing:	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 4–5	
Outcomes assessed:	EN12-1 EN12-3 EN12-5 EN12-6	EN12-1 EN12-3 EN12-5 EN12-7 EN12-8 EN12-9	EN12-1 EN12-2 EN12-3 EN12-4 EN12-5 EN12-9	EN12-1 EN12-3 EN12-4 EN12-5 EN12-6 EN12-7	
Knowledge & understanding of course content	15	10	10	15	50
Skills in responding to texts & communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50
TOTAL	25	25	20	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>

ENGLISH ADVANCED

	Task 1	Task 2	Task 3	Task 4	
Syllabus Components:	Common Module: Texts and Human Experiences (25%) Multimodal presentation using prescribed text and related material	Module A: Textual Conversations (25%) Analytical Extended Response	Module C: Craft of Writing (20%) Imaginative Response and Reflection	Trial HSC Examination Common Module (5%) Module A (5%) Module B (15%) Module C (5%)	Weighting %
Timing:	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 4–5	
Outcomes assessed:	EA12-1 EA12-2 EA12-3 EA12-5 EA12-6 EA12-7	EA12-1 EA12-3 EA12-5 EA12-6 EA12-8	EA12-2 EA12-3 EA12-4 EA12-5 EA12-7 EA12-9	EA12-3 EA12-4 EA12-5 EA12-6 EA12-8	
Knowledge & understanding of course content	15	10	10	15	50
Skills in responding to texts & communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50
TOTAL	25	25	20	30	100%

English Advanced HSC Syllabus Outcomes

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

ENGLISH - Extension 1

Syllabus Components:	Task 1	Task 2	Task 3	Weighting %
	Imaginative response and reflection	Critical response with related text	Trial HSC Examination	
Timing:	Term 1 Week 4	Term 2 Week 5	Term 3 Weeks 4-5	
Outcomes assessed:	EE12-1 EE12-3 EE12-5	EE12-1 EE12-2 EE12-3 EE12-4	EE12-2 EE12-4 EE12-5	
Knowledge and Understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	20	15	15	50
TOTAL	35	35	30	100%

English Extension 1 HSC Syllabus Outcomes

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

ENGLISH - Extension 2

Syllabus Components:	Task 1	Task 2	Task 3	Weighting %
	Viva Voce	Literature Review	Critique of the Creative Process	
Timing:	Term 4 Week 10	Term 2 Week 1	Term 2 Week 10	
Outcomes assessed:	EEX12.1 EEX12.4 EEX12.5	EEX12.1 EEX12.2 EEX12.3 EEX12.4	EEX12.2 EEX12.3 EEX12.5	
Skills in extensive independent research	15	20	15	50
Skills in sustained composition	15	20	15	50
TOTAL	30	40	30	100%

English Extension 2 HSC Syllabus Outcomes

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

MATHEMATICS STANDARD 1

Syllabus Components:	Task 1	Task 2	Task 3	Task 4	Weighting %
	Investigation Task 1	Investigation Task 2	Investigation Task 3	Trial HSC Examination	
Timing:	Term 4 Week 9	Term 1 Week 8	Term 2 Week 9	Term 3 Week 4/5	
Outcomes assessed:	MS1_12-3 MS1_12-8 MS1_12-9 MS1_12-10	MS1_12-3 MS1_12-4 MS1_12-5 MS1_12-9 MS1_12-10	MS1_12-1 MS1_12-5 MS1_12-6 MS1_12-9 MS1_12-10	MS_11-1 to MS_11-10 and MS1_12-1 to MS1_12-10	
Understanding, fluency and communication	13	13	13	11	50
Problem Solving, reasoning and justification	13	13	13	11	50
TOTAL	26	26	26	22	100%

Mathematics Standard 1 HSC Syllabus Outcomes

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

Note: Only NESA Approved Calculators may be used

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

MATHEMATICS STANDARD 2

Syllabus Components:	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-class test	In-class test	Test from given questions	Trial HSC Examination	
Timing:	Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4/5	
Outcomes assessed:	MS2_12-3 MS2_12-4 MS2_12-8 MS2_12-9 MS2_12-10	MS2_12-3 MS2_12-4 MS2_12-5 MS2_12-9 MS2_12-10	MS2_12-1, to MS2_12-10	MS11-1 to MS11-10 and MS2_12-1 to MS2_12-10	
Understanding fluency and communication	10	10	15	15	
Problem Solving, reasoning and justification	10	10	15	15	50
TOTAL	20	20	30	30	100%

Mathematics Standard 2 HSC Syllabus Outcomes

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

Note: Only NESA Approved Calculators may be used

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

MATHEMATICS ADVANCED

Syllabus Components:	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-class test	In-class test	Test from given questions	Trial HSC Examination	
Timing:	Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4/5	
Outcomes assessed:	MA12-1 MA12-4 MA12-9 MA12-10	MA12-1 MA12-3 MA12-6 MA12-9 MA12-10	MA12-1 to MA12-10	MA11-1 to MA11-9 and MA12-1 to MA12-10	
Concepts, skills and techniques	10	10	15	15	50
Reasoning and communication	10	10	15	15	50
TOTAL	20	20	30	30	100%

Mathematics HSC Syllabus Outcomes

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

Note: Only NESA Approved Calculators may be used

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

MATHEMATICS - Extension 1

Syllabus Components:	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-class test	In-class test	Test from given questions	Trial HSC Examination	
Timing:	Term 4 Week 10	Term 1 Week 8	Term 2 Week 10	Term 3 Week 4/5	
Outcomes assessed:	ME12-1 ME12-2 ME12-6 ME12-7	ME12-1 ME12-3 ME12-4 ME12-6 ME12-7	ME12-1 to ME12-7	ME11-1 to ME11-7 and ME12-1 to ME12-7	
Concepts, skills and techniques	10	10	15	15	50
Reasoning and communication	10	10	15	15	50
TOTAL	20	20	30	30	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/outcomes>

Note: Only NESA Approved Calculators may be used

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

MATHEMATICS - Extension 2

Syllabus Components:	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-class test	In-class test	Test from given questions	Trial HSC Examination	
Timing:	Term 4 Week 9	Term 1 Week 7	Term 2 Week 9	Term 3 Week 4/5	
Outcomes assessed:	MEX12-1 MEX12-2 MEX12-4 MEX12-7 MEX12-8	MEX12-1 MEX12-3 MEX12-4 MEX12-7 MEX12-8	MEX12-1 to MEX12-8	MEX12-1 to MEX12-8	
Concepts, skills and techniques	10	10	15	15	50
Reasoning and communication	10	10	15	15	50
TOTAL	20	20	30	30	100%

Mathematics Extension 2 HSC Syllabus Outcomes

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-2-2017/outcomes>

Note: Only NESAs Approved Calculators may be used

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

Ancient History

Syllabus Components:	Task 1	Task 2	Task 3	Task 4	Weighting %
	Source analysis	Short & extended responses	In-class essay	Trial HSC Examination	
Timing:	Term 4 Week 7	Term 1 Week 7	Term 2 Week 8	Term 3 Week 4/5	
Outcomes assessed:	AH12-5 AH12-6 AH12-7 AH12-9 AH12-10	AH12-1 AH 12-3 AH12-5 AH12-6 AH12-9	AH12-2 AH12-3 AH12-5 AH12-8 AH12-9	AH12-2 AH12-3 AH12-4 AH12-5 AH12-6 AH12-9	
Knowledge and understanding	5	10	5	20	
Historical skills	5	5	5	5	20
Historical inquiry and research	5	5	10	-	20
Communication	5	5	5	5	20
TOTAL	20	25	25	30	100%

Ancient History HSC Syllabus Outcomes

<https://educationstandards.nsw.edu.au/wps/wcm/connect/fbe035bd-fbb3-45dc-a47a-4f93ce9e164c/ancient-history-stage-6-syllabus-2017.pdf?MOD=AJPERES&CVID=>

Biology

Syllabus Components:	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task	Working Scientifically Task	Depth Study	Trial HSC Examination	
Timing:	Term 4 Week 9	Term 1 Week 8	Term 2 Week 9	Term 3 Week 4/5	
Outcomes assessed:	11/12-4 11/12-5 11/12-6 11/12-7 12-12	11/12-2 11/12-3 11/12-4 11/12-5 11/12-7 12-12 12-13	11/12-1 11/12-2 11/12-3 11/12-4 11/12-5 11/12-6 11/12-7 12-14	11/12-1 11/12-2 11/12-4 11/12-5 11/12-6 12-12 12-13 12-14 12-15	
Skills in Working Scientifically	10	15	20	15	60
Knowledge and understanding	10	5	10	15	40
TOTAL	20	20	30	30	100%

Biology HSC Syllabus Outcomes

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

Business Studies

Syllabus Components:	Task 1	Task 2	Task 3	Task 4	Weighting %
	Operations Essay report completed in class	Business Report & Short Answer: Marketing and Operations	Finance & Marketing- Short Answer & Essay completed in class	Trial HSC Examination	
Timing:	Term 4 Week 7	Term 1 Week 7	Term 2 Week 8	Term 3 Week 4/5	
Outcomes assessed:	H2 H5 H6 H7 H8 H9	H1 H2 H3 H4 H5 H6 H9	H4 H5 H6 H7 H8 H9 H10	H1 H2 H3 H4 H5 H6 H8 H9 H10	
Knowledge and understanding	5	10	10	15	40
Stimulus based skills	-	10	-	10	20
Inquiry and research	10	-	10	-	20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
TOTAL	20	25	25	30	100%

Business Studies HSC Syllabus Outcomes

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

Chemistry

Syllabus Components:	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Task	Depth Study	Research Task AND Test	Trial HSC Examination	
Timing:	Term 4 Week 9	Term 1 Week 8	Term 2 Week 9	Term 3 Week 4/5	
Outcomes assessed:	CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-7 CH12-12 CH12-13 CH12-14	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11/12-6 CH11/12-7 CH12-13 CH12-14	CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-14 CH12-15	CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15	
Skills in Working Scientifically	15	15	15	15	60
Knowledge and Understanding	10	10	5	15	40
TOTAL	25	25	20	30	100%

Chemistry HSC Syllabus Outcomes

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

Community and Family Studies

Syllabus Components:	Task 1	Task 2	Task 3	Task 4	Weighting %
	IRP	Investigation	Scenarios	Trial HSC Examination	
Course Content:	A	B	C	A, B, C, D	
Timing:	Term 4 Week 10	Term 1 Week 7	Term 2 Week 8	Term 3 Week 4/5	
Outcomes assessed:	H4.1 H4.2	H2.2 H2.3 H3.3 H4.2	H2.1 H2.2 H3.4 H5.2	H1.1 to H6.2	
Knowledge and understanding of course content	5	10	10	15	40
Skill in critical thinking, research methodology, analyzing and communicating	15	15	15	15	60
TOTAL	20	25	25	30	100%

Course Content Key:

- A – Research Methodology
- B – Groups in Context
- C – Parenting and Caring
- D – Individuals and Work

Community and Family Studies (CAFS) HSC Outcomes:

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

Design & Technology

Syllabus Components:	Task 1	Task 2	Task 3	Task 4	Weighting %
	Project Proposal	Innovation Case Study	Project Report	Trial HSC Examination	
Timing:	Term 4 Week 7	Term 1 Week 6	Term 3 Week 2	Term 3 Week 4/5	
Outcomes assessed:	H1.1 H1.2 H3.2 H4.1 H4.3 H5.1 H5.2	H1.1 H2.1 H2.2 H3.1 H6.2	H1.1 H3.2 H4.1 H4.2 H4.3 H5.1 H5.2 H6.1	H1.1 H2.1 H2.2 H3.1 H3.2 H5.2 H6.1 H6.2	
Knowledge and understanding of course content	-	5	-	15	20
Innovation & Emerging Technologies– Case Studies	-	15	-	5	20
Designing, Managing, Producing and Evaluating	30	-	20	10	60
TOTAL	30	20	20	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>

Major Design Project (MDP) Proposal	Innovation & Emerging Technologies– Case Study	Major Design Project (MDP)	
A presentation following the completion of the design and planning, assesses a student’s knowledge, understanding and skills at a key point in time.	The Design and Technology syllabus requires students to complete a Case Study of an Innovation.	<p>Design and Technology includes a major work that is worth 40% of the External Mark. The HSC exam is worth 60% of the External Mark.</p> <p>This work needs to be certified as student’s own work. For this to occur students need to:</p> <ul style="list-style-type: none"> • provide evidence of ongoing documentation of major work • meet the following deadlines: 	
Project Proposal Checkpoint 2023 Term 4 Week 5 Submit to Head Teacher Task 1	Case Study Checkpoint 2024 Term 1 Week 4 Submit to Head Teacher Task 2	MDP Project Checkpoint 2024 Term 1 Week 9 Submit to Head Teacher	Project Report Checkpoint 2024 Term 2 Week 10 Submit to Head Teacher Task 3

Earth and Environmental Science

Syllabus Components:	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task	Working Scientifically Investigation	Depth Study	Trial HSC Examination	
Timing:	Term 4 Week 8	Term 1 Week 8	Term 2 Week 10	Term 3 Week 4/5	
Outcomes assessed:	11/12-4 11/12-5 11/12-6 11/12-7 12-12	11/12-2 11/12-3 11/12-4 11/12-5 11/12-7 12-12 12-13	11/12-1 11/12-2 11/12-3 11/12-4 11/12-5 11/12-6 11/12-7 12-15	11/12-4 11/12-5 11/12-6 11/12-7 12-12 12-13 12-14 12-15	
Skills in Working Scientifically	10	15	20	15	60
Knowledge and understanding	5	10	10	15	40
TOTAL	15	25	30	30	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>

Economics

Syllabus Components:	Task 1	Task 2	Task 3	Task 4	Weighting %
	Stimulus Response	Case Study and Extended Response	Media File Extended Response	Trial HSC Examination	
Timing:	Term 4 Week 6	Term 1 Week 5	Term 2 Week 6	Term 3 Week 4/5	
Outcomes assessed:	H5 H6 H7 H8 H9 H10	H6 H7 H9 H10 H12	H1 H2 H3 H10 H11 H12	H1 H2 H3 H4 H5 H6 H7 H8 H11	
Knowledge and understanding of course content	10	10	5	15	40
Stimulus-based skills	-	10	5	5	20
Inquiry and Research	5	-	15	-	20
Communication of economic information, ideas and issues in appropriate formats	5	-	5	10	20
TOTAL	20	20	30	30	100%

Economics HSC Syllabus Outcomes

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

Food Technology

Syllabus Components:	Task1	Task 2	Task 3	Task 4	Weighting %
	“Business Proposal” Research Task	“Enzyme Activity” Observation & Report	“Design a Confectionary Product” Practical, Report & Sales Pitch	Trial HSC Examination	
Timing:	Term 4 Week 8	Term 1 Week 7	Term 2 Week 8	Term 3 Week 4/5	
Outcomes assessed:	H1.2 H1.4 H3.1	H4.1 H4.2 H5.1	H1.1 H1.3 H2.1	H1.2 H1.3 H3.2	
Knowledge and understanding of food technology	10	-	-	5	15
Skills in researching, analysing and communicating food issues	10	10	10	5	35
Skills in experimenting with and preparing food by applying theoretical concepts	-	10	10	5	25
Skills in designing, implementing and evaluating solutions to food situation	10	-	10	5	25
TOTAL	30	20	30	20	100%

Food Technology HSC Syllabus Outcomes

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

History Extension

Syllabus Components:	Task 1	Task 2	Task 3	Weighting %
	History Project Historical Processes (proposal, process log, annotated sources)	Essay History Project	Trial HSC Examination	
Timing:	Term 1 Week 7	Term 3 Week 1	Term 3 Week 4/5	
Outcomes assessed:	HE12-1 HE12-2 HE12-4	HE12-1 HE12-2 HE12-3 HE12-4	HE12-1 HE12-3 HE12-4	
Knowledge and understanding of significant historiographical ideas and processes	10	10	20	40
Skills in designing, undertaking and communicating historical inquiry and analysis	20	30	10	60
TOTAL	30	40	30	100%

History Extension HSC Syllabus Outcomes

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

Information Processes and Technology

Syllabus Components:	Task 1	Task 2	Task 3	Task 4	Weighting %
	Topic test	Database Project	Multimedia Project	Trial HSC Examination	
Timing:	Term 4 Week 9	Term 1 Week 8	Term 2 Week 9	Term 3 Week 4/5	
Outcomes assessed:	H1.1 H1.2 H2.1 H3.1 H3.2 H6.1	H1.1 H1.2 H2.2 H5.1 H6.2 H7.1 H7.2	H1.2 H2.2 H3.2 H5.1 H6.2 H7.1 H7.2	H1.1 H1.2 H2.1 H3.1 H4.1 H5.1 H5.2 H6.1 H6.2 H7.1	
Knowledge and understanding of course content	15	15	10	20	60
Knowledge and skills in the design and development of information systems	5	15	10	10	40
TOTAL	20	30	20	30	100%

Information Processes and Technology HSC Syllabus Outcomes

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

Japanese Beginners

	Task 1	Task 2	Task 3	Task 4		
Syllabus Components:	Written response in Japanese based on aural stimulus in Japanese Friends, Recreation and Pastimes	Written responses in English based on written information in Japanese Holidays, Travels and Tourism	Group Conversation: Future Plans and Aspirations	Trial HSC Examination	Weighting %	
Timing:	Term 4 Week 8	Term 1 Week 7	Term 2 Week 8	Term 3 Week 4		
Outcomes assessed:	2.1 2.2 2.3 2.4 2.5 2.6 3.1 3.2 3.3 3.4	2.1 2.2 2.3 2.4 2.5 2.6	1.1 1.2 1.3 1.4 2.1 2.2 2.3 2.4 2.5 2.6	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	5	-	15	10		30
Reading	-	20	-	10		30
Writing	15	-	-	5		20
Speaking	-	-	15	5		20
TOTAL	20	20	30	30		100%

Japanese Beginners HSC Syllabus Outcomes

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

Legal Studies

Syllabus Components:	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-class essay (Crime)	Media File (All units) And Questions (HR & Family)	In-class essay (Consumers)	Trial HSC Examination (All units)	
Timing:	Term 4 Week 7	Term 2 Weeks 2 & 4	Term 2 Week 10	Term 3 Week 4/5	
Outcomes assessed:	H1 H3 H4 H5 H7	H1 H4 H7 H8 H9 H10	H1 H2 H3 H4 H6 H9	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10	
Knowledge and understanding of course content	10	-	15	15	40
Analysis and evaluation	-	5	5	10	20
Inquiry and research	-	20	-	-	20
Communication of legal information, issues and ideas in appropriate forms	5	5	5	5	20
TOTAL	15	30	25	30	100%

Legal Studies HSC Syllabus Outcomes

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/legal-studies>
(page 8 of the Legal Studies Stage 6 syllabus)

Modern History

Syllabus Components:	Task 1	Task 2	Task 3	Task 4	Weighting %
	In class essay	Source analysis	Source analysis and essay	Trial HSC Examination	
Timing:	Term 4 Week 7	Term 1 Week 7	Term 2 Week 7	Term 3 Week 4/5	
Outcomes assessed:	MH12.1 MH12.2 MH12.5 MH12.9	MH12.3 MH12.4 MH12.7	MH12.1 MH12.6 MH12.8	MH12.3 MH12.4 MH12.5 MH12.6 MH12.9	
Knowledge and understanding	10	10	10	10	40
Source based Skills	-	10	5	5	20
Historical Inquiry and Research	5	5	5	5	20
Communication	5	-	5	10	20
TOTAL	25	20	25	30	100%

Modern History HSC Syllabus Outcomes

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

Music

Syllabus Components:	Task 1	Task 2	Task 3	Task 4	Weighting %
	Viva/ Musicology and Aural Analysis	Composition and Elective 1	Core Performance and Electives 2 + 3	Trial HSC Examination Aural Skills	
Timing:	Term 4 Week 8	Term 2 Week 9	Term 3 Week 1	Term 3 Week 4	
Outcomes assessed:	H4 H5 H6	H1-8*	H1-8*	H4	
Performance	-	-	10	-	10
Composition	-	10	-	-	10
Musicology	10	-	-	-	10
Aural	10	-	-	15	25
Elective 1	-	15	-	-	15
Elective 2	-	-	15	-	15
Elective 3	-	-	15	-	15
TOTAL	20	25	40	15	100%

* Teachers will select appropriate outcomes based on Elective options selected by each student.

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>

Personal Development, Health and Physical Education

Syllabus Components:	Task 1	Task 2	Task 3	Task 4	Weighting %
	Injury Analysis	Extended Response	Research Report	Trial HSC Examination	
Course Content:	C	B	A	A, B, C, D	
Timing:	Term 4 Week 7	Term 1 Week 7	Term 2 Week 9	Term 3 Week 4/5	
Outcomes assessed:	H8 H13 H17	H7 H8 H11 H16 H17	H2 H3 H5 H14 H15	H1-H5 H7-9 H13-H17	
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research and analysis	10	15	15	20	60
TOTAL	20	25	25	30	100%

Course Content Key:

- A – Core 1: Health Priorities in Australia
- B – Core 2: Factors Affecting Performance
- C – Option 3: Sports Medicine
- D – Option 5: Equity and Health

PDHPE HSC Syllabus Outcomes:

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

Physics

Syllabus Components:	Task 1	Task 2	Task 3	Task 4	Weighting %
	Topic Test	Practical	Depth Study	Trial HSC Examination	
	Advanced Mechanics	Research Task	Secondary Research Report		
Timing:	Term 4 Week 9	Term 1 Week 8	Term 2 Week 10	Term 3 Week 4/5	
Outcomes assessed:	PH12-1 PH12-5 PH12-6 PH12-7 PH12-12	PH12-1 PH12-2 PH12-3 PH12-4 PH12-5 PH12-6 PH12-7 PH12-12 PH12-13 PH12-14 PH12-15	PH12-1 PH12-3 PH12-4 PH12-5 PH12-7 PH12-15	PH12-2 PH12-4 PH12-5 PH12-6 PH12-12 PH12-13 PH12-14 PH12-15	
Knowledge and Understanding	15	5	10	10	40
Skills in Working Scientifically	5	20	15	20	60
TOTAL	20	25	25	30	100%

Physics HSC Syllabus Outcomes

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

Science Extension

Syllabus Components:	Task 1	Task 2	Task 3	Weighting %
	Research Proposal	Statistics and Ethics Task	Scientific Research Report	
Timing:	Term 4 Week 9	Term 2 Week 1	Term 3 Week 3	
Outcomes assessed:	SE-1 SE-3 SE-5 SE-6 SE-7	SE-1 SE-2 SE-4 SE-5 SE-6	SE-1 SE-2 SE-3 SE-4 SE-5 SE-6 SE-7	
Communicating Scientifically	15	5	10	30
Gathering, recording, analysing and evaluating data	5	15	10	30
Application of research skills	10	10	20	40
TOTAL	30	30	40	100%

Science Extension HSC Syllabus Outcomes

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

Society and Culture

Syllabus Components:	Task 1	Task 2	Task 3	Task 4	Weighting %
	Portfolio 1	Portfolio 2	Portfolio 3	Trial HSC Examination	
Timing:	Term 4 Week 8	Term 1 Week 7	Term 2 Week 6	Term 3 Week 4/5	
Outcomes assessed:	H1 H2 H3 H6 H7 H8	H1 to H10	H1 H2 H3 H4 H5 H9 H10	H1 H2 H3 H4 H5 H9 H10	
Knowledge and understanding of course content	10	15	15	10	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	5	5	20
TOTAL	25	30	30	15	100%

Society and Culture HSC Syllabus Outcomes:

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

Personal Interest Project (PIP)

Society and Culture includes a major work that is worth 40% of the External Mark. The HSC exam is worth 60% of the External Mark.

This work needs to be certified as a reflective process. For this to occur students need to:

- maintain a PIP diary.
- arrange and meet with their supervising teacher regularly to discuss their progress. These meetings should take place outside of class time. They should bring evidence of their progress including their PIP diary to these meetings.
- meet the following deadlines.

2023 Term 4 Week 8 Submit to Head Teacher	2024 Term 1 Week 8 Submit to Head Teacher	2024 Term 2 Week 6 Submit to Head Teacher	2024 Term 3 Week 2 Submit to Head Teacher
PIP Proposal	Annotated Reference List and Primary Research Findings.	A complete draft of the students PIP (meeting NESAs presentation criteria)	Finished PIP for submission to NESAs.

Software Design and Development

Syllabus Components:	Task 1	Task 2	Task 3	Task 4	Weighting %
	Software Solution/ Case Study	Topic Test Software Solutions	Project	Trial HSC Examination	
Timing:	Term 4 Week 9	Term 1 Week 8	Term 3 Week 1	Term 3 Week 4/5	
Outcomes assessed:	H1.1 H2.2 H5.1 H5.2	H1.1 H1.3 H3.1 H4.1 H5.2	H3.2 H4.2 H4.3 H5.1 H5.2 H5.3 H6.3	H1.2 H1.3 H3.1 H5.2 H6.1 H6.4	
Knowledge and Understanding of the course content	10	10	10	20	50
Knowledge and skills in the design and development of software solutions	10	10	20	10	50
TOTAL	20	20	30	30	100%

Software Design and Development HSC Syllabus Outcomes:

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

Visual Arts

Syllabus Components:	Task 1	Task 2	Task 3	Task 4	Weighting %
	Written Research Task: Artist's Practice	Development of Body of Work	Trial HSC Examination	Body of Work Submission	
Timing:	Term 4 Week 7	Term 1 Week 7	Term 3 Week 4/5	Term 3 Week 2	
Outcomes assessed:	H7 H8	H1 H2 H4 H5	H7 H8 H9 H10	H1 H2 H3 H4 H5 H6	
Art Making	-	20	-	30	50
Art Criticism and History	20	-	30	-	50
TOTAL	20	20	30	30	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 <input type="checkbox"/>	Not Approved <input type="checkbox"/>
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Classroom Teacher Signature: Date:

Faculty Head Teacher Signature: Date:

Comments:

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.....
.....



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Comments:

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