



Year 11

Assessment Booklet 2025



Section 1

Eligibility requirements for the award of a Higher School Certificate

To be eligible for the award of the Higher School Certificate (HSC) you must have:

- gained the Record of School Achievement or such other qualifications as the NESA considers satisfactory.
- attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- completed *HSC: All My Own Work*;
- demonstrated a minimum standard of literacy and numeracy;
- satisfactorily completed courses that comprise the pattern of study required by the NESA for the Award of the Higher School Certificate;
- sat for and made a serious attempt at the required Higher School Certificate examinations

Pattern of Study

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and
- at least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate, a student may count up to six units of Science in Year 11 and seven units of Science in Year 12.

Satisfactory Completion of a Course/Course Completion Criteria

Students studying an HSC course must make a genuine attempt to complete the course requirements. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete the requirements.

For **courses where school-based assessment marks are submitted**, students must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 percent is not sufficient; tasks worth in excess of 50 percent must be attempted. Furthermore, the student must fulfil the **course completion criteria**. A course will not be listed on the RoSA unless both of these conditions are met.

In the case of **competency-based courses**, where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine.

Where students are studying **an HSC course that includes a requisite examination**, students must sit for and make a genuine attempt at the examination.

If it is determined that a student has not made a genuine attempt to complete the course requirements, the Principal must indicate on the appropriate documentation that the course has not been satisfactorily completed.

Students studying **VET Industry Curriculum Framework courses** must complete the mandatory work placement hours in order to be deemed satisfactory.

Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least **12 units of Preliminary courses** and **10 units of HSC** courses that satisfy NESA's pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate.

The following **course completion criteria** refer to both Preliminary and HSC courses.

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- **followed the course developed** or endorsed by NESA; and
- **applied themselves with diligence and sustained effort** to the set tasks and experiences provided in the course by the school; and
- **achieved some or all of the course outcomes.**

Attendance

While NESA does not stipulate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

Change of Subjects/Courses

Year 11

Year 11 changes of subjects must be completed by Week 4 of Term 1. Under exceptional circumstances, changes of courses may occur with the Principal's support. This decision is at the Principal's discretion and must not be assumed as a right by students.

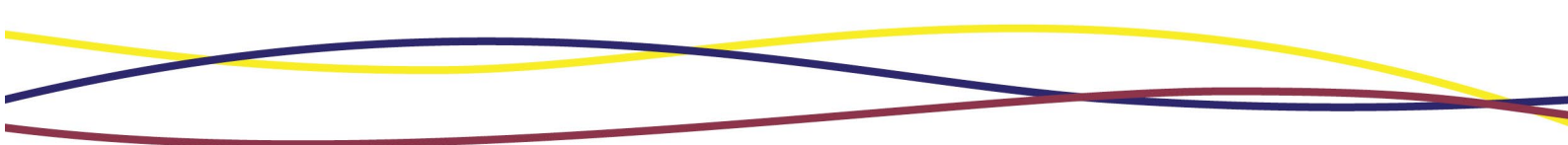
Year 12

Students wanting to drop a course and restrict themselves to 10 units for their HSC, cannot drop a course until after the final Year 11 reports have been received and the "Year 11 Dropping a Subject Form" (obtained from Head Teacher Administration) has been completed and returned. Until the students Sentral timetable has been adjusted and their name no longer appears on the proposed dropped subjects roll, the student must remain in that class and complete work to the best of their ability.

However, students looking to pick up **an extension course** which may be offered in: English, Mathematics, History, Music, Science, some languages and VET courses, will be able to do begin this extension course and drop another course at the beginning of Term 4.

Pathways

Students may change from a full-time pattern of study to a part-time (Pathways) pattern with the Principal's and Deputy Principal's approval. Other course changes will not be permitted.



Section 2

Assessment in Stage 6

For year 11, tasks may commence at any stage in Term 1 of the year they start their Year 11 courses. For Year 12, tasks may commence in Term 4 of the same year that students began their Year 11 courses. A breakdown of when these assessments will take place are further explained in this booklet.

The “HSC Assessment Schedule Overview” published in this Assessment Booklet

The “HSC Assessment Schedule Overview” indicates the approximate week that assessment tasks will take place for each subject. This will assist students to manage their time appropriately and provides students a warning well in advance of when tasks could be due.

Students should note that the assessment schedule overview is a guideline and may alter due to unforeseen circumstances. For these scenarios the time may differ by a single week. It may also be subject to alteration for a specific reason e.g. Pandemics, teacher absence, widespread student illness etc. Under such circumstances any change (date, weighting, style, etc) would be established as approved by the Deputy Principal/Principal, and students notified by a new “Assessment Notification”, treating the task as a new one with all the requirements attached.

Protected Learning Time

In order to help students achieve their personal best, the following conditions will be in place during the **two (2) weeks prior** to formal examination periods:

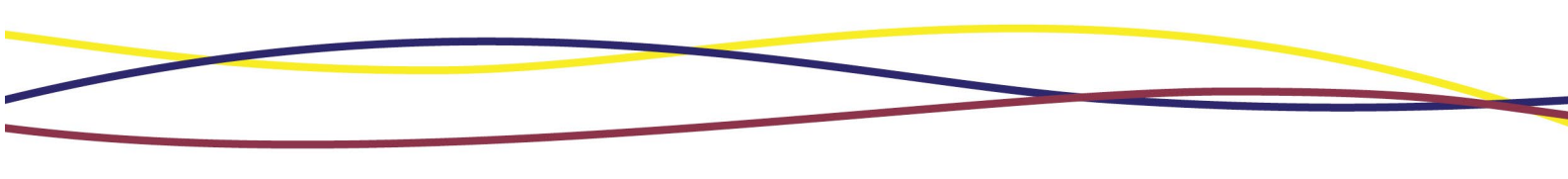
- No assessment task will be held or due.
- No Variation to Routine will be permitted to be undertaken by Stage 6 students, unless prior approval is sought from Senior Executive, who will assess the relevance of the variation to the senior students.

Assessment Notification, Submission and Feedback

Students will receive an Assessment Notification at least **two weeks** prior to the due date for a task. The notification will provide information on:

- task number;
- task weighting;
- timing;
- outcomes assessed;
- description of the nature of the task;
- marking criteria;
- feedback to be provided.
- Component Weighting – from Assessment Schedule

Students will be required to sign acknowledging the following (Excluding Trial exams which will replicate the HSC Exams process with a timetable given to the students at least **two weeks** prior) Note: If task submitted electronically, timestamp used and signing will be completed at next available opportunity:

- Assessment Notification – to be signed on the day the student receives the Assessment Notification
 - Assessment Submission – to be signed on the day the student submits their task
 - Assessment Returned – to be signed when the student receives their submitted task back
- 

Assessment Tasks

Assessment Tasks, which include Formal Examinations, are an ongoing process which takes place in Year 12. Component marks for various tasks accumulate to provide a final mark (per subject). While assessment tasks provide a substantial element, there are many other aspects taken into account, which cannot be readily measured in either internal examinations or a single external examination. These vary from subject to subject and include:

- Aural (listening) skills;
- Communication skills;
- Understanding of concepts;
- Research skills;
- Practical skills etc.

The marks that are awarded for each assessment task provide the student with feedback for that assessment. This is used to generate a rank within the course for each task. As each task is attempted and marked, students will be able to see how they are going in comparison to the other students in the course via their cumulative assessment rankings. It should be noted that some tasks have different weightings and as such, alter the contribution that each task attributes to the overall result. Once all the tasks have been completed, each student will be able to receive a final ranking for the course; however, their final mark will not be disclosed. This final school assessment mark is sent to NESA, where they [moderate](#) them and [align them to the achievement standards](#).

Non-Serious Attempt

When a student hands in a task that is deemed to be a non-serious attempt by their teacher, zero will be awarded for that task and parents notified. If the student would like to appeal this decision, they are able to follow the misadventure process.

The task needs to be resubmitted to satisfy the minimum requirements to clear the associated N Warning.

Assessment Task Hand in Time

When a hand-in assessment task has been set for a particular day, the time that assessment task is due is 9.00 am unless other arrangements have been made by the teacher and notified to all students.

Request for Extension of Time

These applications are to be submitted to the class teacher on a Misadventure/Illness appeal form **prior to the day of the assessment**. They will be judged by the Head Teacher in conjunction with the class teacher. Students must not assume that an application for an extension of time will be automatically accepted and therefore should submit such applications as early as possible. (NB Failure of computer hardware or software will not normally be considered as valid reason for extension of time to be granted).

Factors Influencing the Quality of Tasks Submitted

In the marking of Assessment Tasks, schools are not permitted to compensate for factors such as extended illness, misadventure or domestic problems etc, which may have affected a student's performance, unless a student has applied for consideration of illness or misadventure. Teachers will award a mark or grade for what is actually submitted.

Student Sick on Day of Assessment Task

If a student is sick on the day of an Assessment Task, they should:

- notify school via phone;
- obtain a medical certificate;
- provide a reason, if no medical certificate is provided. It is at the Principal's discretion whether this reason is acceptable and if the appeal will be considered.
- complete an Illness/Misadventure Appeal Form, available on the school website. The Appeal form must be presented to the Head Teacher with supporting material **within 48 hours** of return to school.

Late Assessment Task

Tasks submitted late will receive zero. Students are asked to follow the misadventure process if needed.



Collusion/Plagiarism

Where it is evident that students have colluded to prepare a submitted task i.e. two or more students have together prepared and shared a submission for an assessment task, or the student has copied the material presented as the assessment task from another source, a reduced award will be given as determined by the Head Teacher and Principal.

The Head Teacher, with approval from the Principal, may recommend either of the following options:

- a zero award for all students involved;
- a reduced mark penalty will be awarded or
- students re-submit the task with a mark penalty applied.

Special Provisions

Special provisions may be provided to assist students with assessment tasks and examinations if the student has a special need that would prevent him or her from:

- reading and interpreting school-based assessments including tests.
- communicating their responses.

Special provisions are granted so that specific syllabus outcomes may be assessed accurately without students with special needs being disadvantaged. Students who wish to apply for special provisions must contact the Head Teacher Welfare, LAST or the School Counsellor.

Invalid tasks/parts of tasks or non-discriminating tasks

If the class teacher has a concern that an assessment task has not functioned as required, or there are problems in the task's administration, they are to notify their Head Teacher immediately. The Head Teacher, with approval of the Principal, will determine a suitable resolution in consultation with all involved. In extreme cases, an invalid task may need to be discarded completely and a replacement task may be organised. Students will be notified of the decision and given two school days to appeal the decision in writing to the Principal, before it is implemented.

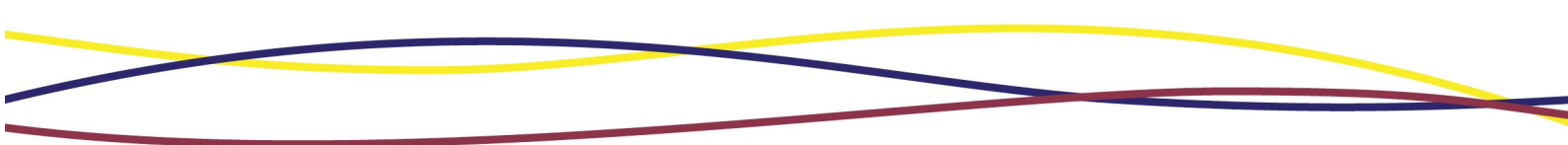
Assessment in VET courses (Competency Based)

In a competency-based course, assessment of competencies is standards-referenced. This means that a participant's performance is judged against a prescribed standard contained in each unit of competency, not against the performance of other participants.

The purpose of assessment is to judge competence on the basis of the performance criteria set out under each element of competency. A participant is judged either 'competent' or 'not yet competent'. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

Competency-based assessment focuses on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply knowledge and skills in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

It is not necessary, nor is it desirable, for individual performance criteria to be demonstrated separately for assessment purposes. Rather, assessors should adopt an integrated or holistic approach to assessment. This means that a number of elements of competency or even several units of competency are assessed together. This method of assessment is strongly recommended because the concept of competence involves the integration of a wide range of skills, knowledge and attitudes.



For students entered for the **HSC examination in a 240-hour VET Industry Curriculum Framework** course, the examination is reported as a separate entry on the HSC Record of Achievement. The HSC Record of Achievement shows:

- an examination mark derived from the HSC external examination
- an HSC mark, equal to the examination mark
- a performance band, determined by the HSC mark.

The HSC examination is independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for AQF VET qualifications.

The **examinable outcomes and content**, including a list of the examinable units of competency that the examination is based on, are contained in the syllabus for the [VET Industry Curriculum Frameworks Course Information](#).

The **HSC examination specifications**, which describe the format of the external HSC examination, are contained in the assessment and reporting document for the Industry Curriculum Framework.

The VET Industry Curriculum Framework HSC examination is **reported** as a separate entry on the HSC Record of Achievement. The mark achieved by the student in the examination is reported on the HSC Record of Achievement. The mark may be used by the Universities Admissions Centre (UAC) to contribute to the student's **ATAR**.

Students who complete a VET Industry Curriculum Framework HSC examination and are leaving school without completing the Higher School Certificate will have their VET Industry Curriculum Framework examination reported on the Record of School Achievement (RoSA) or the Transcript of Study (for students ineligible for the RoSA). As with all HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the course completion criteria.

The HSC course requirements in a VET course are defined by:

- the HSC indicative hour requirements of the course
- the HSC course structure
- mandatory work placement requirements (where applicable)
- the HSC Requirements and Advice for examinable units of competency in Industry Curriculum Frameworks

The course requirements for HSC VET courses can be found in the syllabus for [Industry Curriculum Framework](#) courses or in the [course description](#) for VET Board Endorsed Courses.

The requirement to complete work placement in a VET framework course is also stated in **the student declaration** on the **Confirmation of Entry**. This is to be signed by the student and retained by the school. If a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with a **non-completion** ('N') **determination**.

Teachers with Family Members and/or Close Friends

Wherever practical, teachers will avoid teaching or being involved in educational decisions involving family members or close friends. Where it is not practical to avoid such situations completely, another member of staff will make any significant decisions relating to the student's assessments and have those endorsed by a supervisor. The management processes and systems in these circumstances will be approved by the Principal prior to the commencement of the course and monitored through existing line management support.

Section 3

Appeals Process (Misadventure/Illness)

As the examination marks are intended to be a measure of a student's actual examination performance, applications must relate to illness or misadventure suffered immediately before or during the examination(s) that has affected the student's examination performance. Applications may be in respect of:

- a. illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination(s) (e.g. influenza, an asthma attack, a cut hand);
- b. misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in the examination(s) (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

Unacceptable grounds for appeal

The application process does **NOT** cover:

- attendance at a sporting, cultural event, family holiday or extra curricula event that prevents the student sitting the task on the set/due date - **if Head Teacher or teacher is not informed beforehand and given approval**
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities. (There may be cases involving the interruption to the completion of an HSC submitted work or loss of materials prepared by the student which NESA will consider, e.g. major works stolen or destroyed by vandals.)
- disabilities for which NESA has already granted disability provisions, unless an unforeseen episode occurs during the examination (e.g. A hypoglycemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the presiding officer. *Note: A student who has suffered an injury, such as a broken writing arm immediately before the examinations will require careful consideration as the student generally will not have had sufficient time to practice with the provision(s) granted.*
- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition immediately before or during the examination(s) (Chronic sickness is not in itself an acceptable basis for appeal)
- long term family situations
- matters avoidable by the student (e.g. misreading of timetable; misinterpretation of examination paper).
- matters relating to the loss of time towards the end of tasks preparation period
- matters relating to failure to perform at usual standard in assessment tasks other than exams
- computer failure or malfunction generally will not be grounds for appeal.

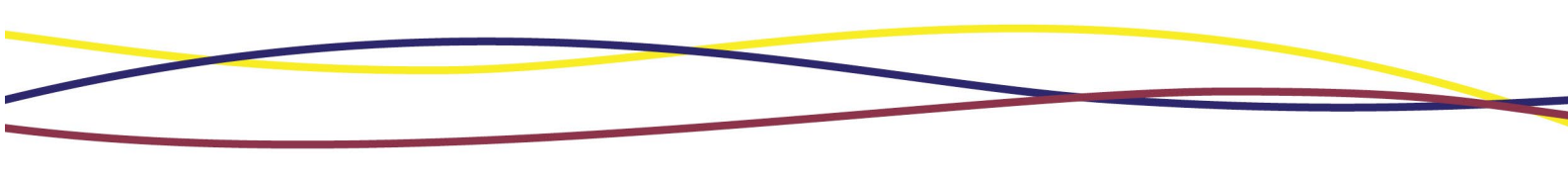
Students need to refer to the flowchart for information on grounds for appeal, how to lodge an appeal and the appeals process. Students need to be aware what the provision of the appeals process does not cover.

Appeals Timeframe

Misadventure/Illness appeals must be submitted:

- prior to the due date for requests for extension of time
- prior or on the due date for "failure to submit task" or "failure to sit for school set exam"
- if appeal is based on illness, appeal must be presented within 48 hours of return to school.

Students are advised that appeals for late submission, misadventure or illness will be strengthened if they contact the school by phone, on or before the due date, and submit medical certificates, if applicable.



Misadventure/Illness Flow Chart

Phone Call

Student or your parent/caregiver should notify the school (Teacher or Head Teacher) on the day of the missed assessment task before 9am on (02)49923022
Note: This step is only required if it is for illness on the day of the assessment

1

Complete Illness/Misadventure Form

Illness or Injury

Is something that directly affects the students performance in the assessment on the day

Misadventure

Any event beyond the student's control which affects the student's performance

Obtain a copy of the Illness/Misadventure form (Either from school website, photocopy from Assessment Booklet or from Deputy Principal) and complete. Evidence will need to be attached to this form including but not limited to things like Medical Certificates. The form must be handed in prior to the day of the assessment task for requests of extension and within 2 days of the student being back at school for Illness.

2

Head Teacher/Teacher Decision

After a decision is reached, the student will be informed of this decision and a copy of the original form will be given to the student.

3

Appealing Decision

This section will only need to be completed if the student would like to appeal the decision from the previous step. At this point the completed paperwork should be handed to the Deputy Principal and a Review Committee (Consisting of the Principal, Deputy Principal, and a Head Teacher **where possible**) will preside over the issue. When a decision is reached the student will be informed of this decision and a copy of this decision will be given to the student. **The final decision ultimately rests with the principal.**

4

NOTE: There are no grounds for an appeal regarding the mark awarded to a completed assessment task. If a candidate becomes ill during the course of an assessment and/or examination an Illness/Misadventure Appeal must be lodged as per this policy.

Appeals Process (VET Courses only)

Students have access to an appeals process if they feel in any way dissatisfied with the assessment process.

Difficulties over assessment should be approached informally at first with a view to resolving them through discussion between student and assessor(s). If not resolved by discussion, between teacher and student, the teacher's direct supervisor will convene and mediate a further informal meeting.

However, if the informal approach fails to resolve the concerns, a formal appeals process should be initiated. Formal appeals need to be based on identified problems with the assessment process rather than an unsuccessful assessment result. The student lodges a formal appeal in writing to the Principal clearly stating their grounds for appeal (see the Principal).

The school must record all appeal submissions. At the request of the school an appeals panel is convened to review the assessment process and to decide whether there are justifiable grounds for appeal. The panel may call for the student and the assessor to present their views in person before reaching a decision.

The panel will comprise of a qualified VET teacher from another school an RTO (registered Training Organisation) representative and a community representative.

If the student's appeal is upheld, the RTO arranges a re-assessment process with the student. The student should have the right to request that different assessor(s) be involved in the alternative assessment to avoid any fears of recrimination.

If the appeal is rejected, the student has the right to lodge a further appeal with DOE Maitland Office. When this next course of action is taken, all assessment records and details of the appeal process need to be made available to the training authority to assist their deliberations.



Section 4

Assessment and Examination Rules for Senior Students

As senior examinations are an important component of the final assessment mark, the importance of adhering to the examination rules cannot be stressed too highly.

These rules are:

- no student will leave the school grounds during the period of examination unless prior arrangements have been made with the Exam Co-ordinator. At the completion of the examination students may leave the school grounds.
- only authorised equipment or material shall be used by students during examinations or assessment tasks. The subject department responsible for the paper/task will specify authorised equipment etc.
- no borrowing of equipment from other students will be permitted during the examination.
- writing paper is issued by the school. No other paper is to be in a student's possession unless authorised by the faculty area conducting the exam.
- students' bags, folders etc. are to be left outside in area designated by exam supervisor.
- leaving the examination room early is not permitted.
- late arrivals will be treated in the same manner as in the HSC. That is, generally no additional time will be allowed except in major emergencies affecting several candidates, e.g. floods, transport strikes, etc.
- students will sit in places determined by the supervisor.
- **no eating** of foodstuffs in the examination room. An exception may be made for medicinal substances, such as throat lozenges, but permission must be obtained from the examination supervisors. Clear bottles of water are permitted.
- students will remain seated at the end of the examination until all examination material is collected and then will leave the room under the directions of the supervisors.
- students will only be allowed to visit the toilet after obtaining permission from the supervisor and will be accompanied by a supervisor to the toilet area.
- **no talking** is permitted in the examination room once the exam has commenced and until all papers are collected.
- students must **NOT** bring any of the following into the examination room:
 - Mobile phone or smartwatch (Can be left at front of exam centre for security reasons)
 - Any electronic device (except a calculator where permitted). This includes communication devices, organisers, tablets (e.g. iPads, etc), music players or electronic dictionaries
 - Paper or any printed or written material (including your examination timetable)
 - Dictionaries, except where permitted in Languages examinations
 - Correction fluid or correction tape
- it is each student's responsibility to ensure:
 - their name is placed on each page.
 - that all pages are handed in at the conclusion of the examination. Any work inadvertently taken from the room will not be accepted for marking.
 - that all pages handed in are securely fastened together.

Students are required to wear school uniform as per Dungog High School uniform policy. Students who become sick during the examination and are unable to continue, are to notify the supervisor and then report to the front office. Students who leave the exam room sick cannot re-enter and recommence this exam.

Malpractice occurs if a student is in possession of unauthorised information or device during a test, examination, or assessment task. Malpractice can result in the award of zero for the examination or task. Students should note that the following factors are not relevant in instances of malpractice:

- the quantity or quality of the information
- the motives or intent of the student
- establishing that the information was used by the student

It is therefore extremely important that all students should check to see that they have not inadvertently taken information into the examination room e.g. notes used for study. Such notes would constitute malpractice unless given to the supervisor before the examination commences.

Web Addresses

NSW Department of Education

<https://education.nsw.gov.au/>

NSW Education Standards Authority (NESA)

<http://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>

NESA Students Online

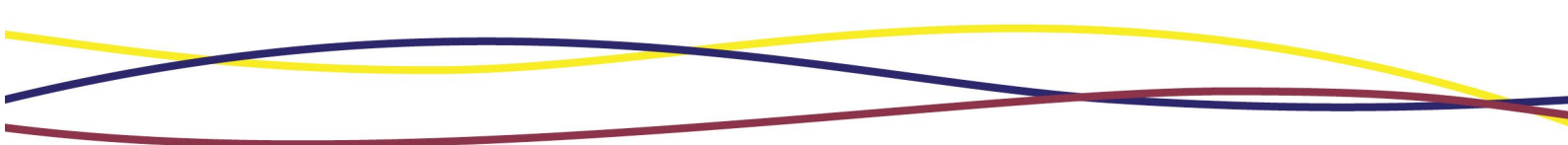
<https://studentsonline.nesa.nsw.edu.au/>

Universities Admission Centre

<https://www.uac.edu.au/>

TAFE New South Wales

<https://www.tafensw.edu.au/>



Appendix 1: Illness / Misadventure Form

STUDENT SECTION
<p>Student Name: _____ Year: _____ Subject: _____</p> <p>Task: _____ Date of Task: _____</p> <p>Reason extension / estimate / new date (<i>please circle</i>) is required: (documentary evidence from parent/doctor must be provided if you are claiming illness – in line with NESAs requirements)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>I hereby request an extension of time / new date / forward date to complete the task</p> <p>Student signature: _____ Date: ____/____/____</p> <p>Parent signature: _____ Date: ____/____/____</p>
HEAD TEACHER SECTION
<p>After consultation with the classroom teacher I have / have not granted the student:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Classroom Teacher signature: _____ Date: ____/____/____</p> <p>Head Teacher signature: _____ Date: ____/____/____</p>
REVIEW COMMITTEE SECTION (only completed if Head Teacher decision is appealed)
<p>Based on the above recommendation I have / have not granted the student:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Principal / Deputy signature: _____ Date: ____/____/____</p>
DECISION NOTIFICATION (Parent only notified if students application denied)
<p>Student Notified: Date: ____/____/____ Time: _____ Copy given: Y N</p> <p>Parent Notified (phone): Date: ____/____/____ Time: _____</p>

HSC illness/misadventure applications – grounds for appeal

As the examination marks are intended to be a measure of a student's actual examination performance, applications must relate to illness or misadventure suffered immediately before or during the examination(s) that has affected the student's examination performance. Applications may be in respect of:

- a. illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination(s) (e.g. influenza, an asthma attack, a cut hand);
- b. misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in the examination(s) (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

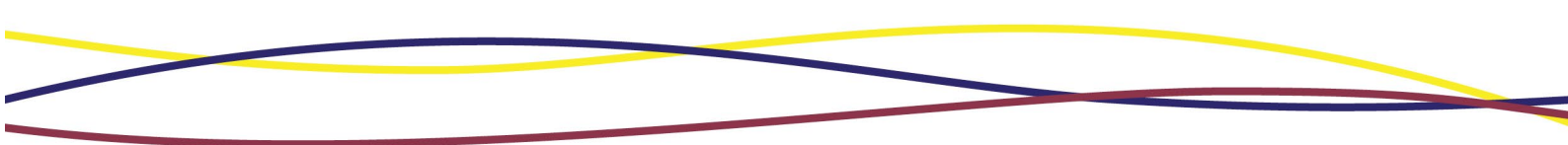
Unacceptable grounds for appeal (Specifically for the HSC exams)

The application process does **not** cover:

- attendance at a sporting or cultural event, or family holiday
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities. (There may be cases involving the interruption to the completion of an HSC submitted work or loss of materials prepared by the student which NESAs will consider, e.g. major works stolen or destroyed by vandals.)
- disabilities for which NESAs has already granted disability provisions, unless an unforeseen episode occurs during the examination (e.g. a hypoglycemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the presiding officer.

Note: A student who has suffered an injury such as a broken writing arm immediately before the examinations will require careful consideration as the student generally will not have had sufficient time to practise with the provision(s) granted.

- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition immediately before or during the examination(s)
- matters avoidable by the student (e.g. misreading of timetable; misinterpretation of examination paper).



Appendix 2: Official Warning Letter: Non-completion of HSC course

DUNGOG HIGH SCHOOL
 Eloiza Street, Dungog 2420
 (PO Box 147)
 Tel: (02) 49 923022 Fax: (02) 49 923125

Date _____

Dear _____

Re: OFFICIAL WARNING - Non-completion of a Higher School Certificate Course

I am writing to advise that _____ is in danger of not meeting the Course
 (Student Name)

Completion Criteria for the Higher School Certificate Course _____
 (Course)

The NESA requires schools to issue students with official warnings to give them the opportunity to redeem themselves. Please regard this letter as the 1st, 2nd (*Circle*) **official warning** we have issued concerning

 (Course name)

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

Course Completion Criteria

In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, your child has not satisfactorily met section _____ of the Course Completion Criteria*.
 (Indicate a), b) or c)

*Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) **followed** the course developed or endorsed by the NESA; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved some or all of the course outcomes.**

- - - -



The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for your child to satisfy the Course Completion Criteria, the following tasks, requirements, or outcomes need to be satisfactorily completed:

<i>Task Name/Course Requirement/Course Outcome</i>	<i>Date Task Initially Due (if applicable)</i>	<i>Action Required by student</i>	<i>Date to be completed by (if applicable)</i>

Please contact the school if further information or clarification is needed.

Yours sincerely

Class Teacher _____

Head Teacher _____

Principal _____



Appendix 3: Assessment Task template

COURSE	
TASK NUMBER	
TASK WEIGHT	%
DATE OF NOTIFICATION	
DUE DATE AND TIME	
COMPONENT WEIGHTING	
OUTCOMES ASSESSED	
TASK DESCRIPTION (NATURE)	
TASK INSTRUCTIONS	
MARKING CRITERIA	
FEEDBACK TO BE PROVIDED	

Teacher’s signature: _____ Head Teacher’s signature: _____



Stage 6 – HSC Subjects

Scopes & Sequences

Assessment Schedules

Subject List	
CAPA	Music 1
	Visual Arts
English	Advanced
	Standard
	Studies
	Drama
HSIE	Ancient History
	Business Studies
	Legal Studies
	Modern History
Mathematics	Advanced
	Standard
	Numeracy
	Extension 1
PDHPE	Community & Family
	Health and Movement Science
	Sports Lifestyle Recreation
Science	Biology
	Chemistry
	Investigating Science
	Physics
	Industrial Technology - Timber

Subject - Music 1 Course
Scope & Sequence – 2025

	Week	Topics Covered
Term 1 2025	1	This week has no days with students in attendance
	2	Methods of Notating Music
	3	
	4	
	5	
	6	
	7	
	8	Task 1: Composition Portfolio
	9	
	10	
	11	
Term 2 2025	1	Instrument and its Repertoire
	2	
	3	
	4	
	5	
	6	
	7	Task 2: Performance and Viva Voce
	8	
	9	
	10	
Term 3 2025	1	Popular Music
	2	
	3	
	4	
	5	
	6	
	7	
	8	Performance and Aural Examination
	9	Year 11 Yearly Exams
	10	
Term 4 2025	1	Year 11 Completion and Year 12 Preparation (During this time students are required to maintain at least 12 units)
	2	
	3	
	4	

Music 1 Assessment Schedule – 2025				
	Task 1	Task 2	Task 3	Weighting (%)
Component	Composition Portfolio	Performance and Viva Voce	Performance and Aural Examination	
	Submission of composition portfolio with three compositional activities and three related listening excerpts reflecting Topic 1.	Performance of composition or arrangement and in class viva voce using performance repertoire demonstrating an understanding of compositional techniques and features of the topic	Solo or ensemble performance and summary demonstrating the relevance of the performance repertoire within the topic. Formal Examination	
	Term 1 Week 8	Term 2 Week 7	Term 3 Week 9 and 10	
	P2, P3, P5, P8	P1, P2, P4, P6	P1-11	
Performance	5	5	15	25%
Composition	15	10		25%
Musicology		20	5	25%
Aural	10		15	25%
Weighting (%)	30%	35%	35%	100%

Outcomes: A student:	
P1	performs music that is characteristic of the topics studied
P2	observes, reads, interprets and discusses simple musical scores characteristic of topics studied
P3	improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
P4	recognises and identifies the concepts of music and discusses their use in a variety of musical styles
P5	comments on and constructively discusses performances and compositions
P6	observes and discusses concepts of music in works representative of the topics studied
P7	understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
P8	identifies, recognises, experiments with and discusses the use of technology in music
P9	performs as a means of self-expression and communication
P10	demonstrates a willingness to participate in performance, composition, musicology and aural activities
P11	demonstrates a willingness to accept and use constructive criticism

Subject - Visual Arts
Scope & Sequence – 2025

Term	Week	Topics Covered
Term 1 2025	1	This week has no days with students in attendance
	2	Critical and Historical Studies The Forms of Art Artmaking Practice 2D and 3D. The Conceptual Framework The relationships between the artwork, world and audience. Frames Cultural and Subjective.
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
		Assessment Task 1
Term 2 2025	1	Critical and Historical Studies The Styles of Art Artmaking practice 2D, 3D and 4D. The Conceptual Framework The relationships between the artist, artwork, world and audience. Frames Cultural, Structural and Postmodernism.
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
		Assessment Task 2
Term 3 2025	1	Critical and Historical Studies The Frames of Art Artmaking practice 2D, 3D and 4D. The Conceptual Framework The relationships between the artwork, world and audience. Frames Cultural, Structural and Subjective.
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
		Assessment Task 3
Term 4 2025	1	Completion of Year 11 content
	2	
	3	
	4	

Year 11 Visual Arts Assessment Schedule – 2025				
	Task 1	Task 2	Task 3	Weighting (%)
Component	The Forms of Art	The Styles of Art	The Frames of Art	
	1A: Artmaking - development of a body of work 1B: Art Criticism and Art History – written responses to 3 questions, each addressing 1 area of content (practice, conceptual framework, frames)	2A Artmaking - development of a body of work 2B art criticism and art history – extended written response addressing the conceptual framework	3A Artmaking - development of a body of work. 3B art criticism and art history – formal written examination.	
Due Date	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9-10	
Outcomes	P1-P4 P7-P9	P1-P6 P7-P9	P1-P6 P7 - P10	
Artmaking	30%	10%	10%	50%
Critical & History	10%	15%	25%	50%
Weighting (%)	40%	25%	35%	100%

Outcomes: A student:	
P1	explores the conventions of practice in artmaking
P2	explores the roles and relationships between the concepts of artist, artwork, world and audience
P3	identifies the frames as the basis of understanding expressive representation through the making of art
P4	investigates subject matter and forms as representations in artmaking
P5	investigates ways of developing coherence and layers of meaning in the making of art
P6	explores a range of material techniques in ways that support artistic intentions
P7	explores the conventions of practice in art criticism and art history
P8	explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
P9	identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
P10	explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

Subject - Advanced English

Scope & Sequence – 2025

	Week	Topic Covered
Term 1 2025	1	This week has no days with students in attendance
	2	Common Module: Reading to Write Transition to Senior English
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Task 1: Writing Portfolio and Reflection
Term 2 2025	1	Module A Narratives that Shape Our World The Language of Love: Shakespeare's <u>Romeo and Juliet</u> and <u>Westside Story</u>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Task 2: Multimodal Presentation
Term 3 2025	1	Module B Critical Study: W.H Auden
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	Exam
	10	
Term 4 2025	1	Conflict: How Texts Work Literary techniques
	2	
	3	
	4	

Year 11 Advanced English Assessment Schedule - 2025				
	Task 1	Task 2	Task 3	Weighting %
Component	Reading to Write	Narratives That Shape Our World	Exam	
	Writing Portfolio	Multimodal Presentation		
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9/10	
	EA11-1, EA11-3, EA11-7, EA11-9	EA11-2, EA11-4, EA11-5, EA11-6	EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8, EA11-9	
Knowledge and understanding of course content	20	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	50
Weighting %	40	30	30	100

Outcomes – A student:	
EA11-1	responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EA11-2	uses and evaluates processes, skills and knowledge required to effectively respond to and complex texts in different modes, media and technologies
EA11-3	analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences, contexts and evaluates their effects on meaning
EA11-4	strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
EA11-5	thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA11-6	investigates and evaluates the relationships between texts.
EA11-7	evaluates the diverse ways texts can represent personal and public worlds and recognizes how they are valued
EA11-8	explains and evaluates cultural assumptions and values in texts and their effects on meaning
EA11-9	reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

Subject - Standard English

Scope & Sequence – 2025

	Week	Topic Covered
Term 1 2025	1	This week has no days with students in attendance
	2	Common Module: Reading to Write: Transition to Senior English
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Assessment Task 1: Writing Portfolio with reflection
Term 2 2025	1	Module A: Contemporary Possibilities “Can Crime Do The Time?”
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Assessment 2: Multimodal Presentation
Term 3 2025	1	Module B: Close Study of Literature “The Simple Gift” Prose Fiction
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Assessment 3: Examination
Term 4 2025	1	Communication: How Texts Work Recap of Language Techniques
	2	
	3	
	4	

Year 11 Standard English Assessment Schedule - 2025

Component	Task 1	Task 2	Task 3	Weighting %
	Common Module: Reading To Write	Module A Contemporary Possibilities	Examination	
	Writing Portfolio with Reflection Statement	Multimodal Presentation		
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9/10	
	EN11-1, EN11-3, EN11-5, EN11-9	EN11-2, EN11-4, EN11-6, EN11-8	E11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-6, EN12-7, EN11-8, EN11-9	
Knowledge and understanding of course content	20	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	50
Weighting %	40	30	30	100

Outcomes – A student:

EN11-1	Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
EN11-2	uses, evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EN11-3	analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
EN11-4	applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
EN11-5	thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
EN11-6	investigates and explains the relationships between texts
EN11-7	understands and explains the diverse ways texts can represent personal and public worlds
EN11-8	Identifies and explains cultural assumptions in texts and their effects on meaning
EN11-9	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

Subject - English Studies

Scope & Sequence – 2025

	Week	Topic Covered
Term 1 2025	1	This week has no days with students in attendance
	2	Mandatory Module Achieving Through English: English In Education, Work and Community
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Assessment 1: Ready To Work Presentation
Term 2 2025	1	Module A: On the Road: English and the Experience of Travel
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Assessment 2: Multimodal Presentation
Term 3 2025	1	Module B: The Big Screen: English and Film Making
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Assessment 3: Collection of Classwork
Term 4 2025	1	Communication Skills: How Texts Create Meaning Language devices
	2	
	3	
	4	

Year 11 English Studies Assessment Schedule - 2025

Component	Task 1	Task 2	Task 3	Weighting %
	Mandatory Module	On the Road	All topics	
	Ready to Work Presentation	Multimodal Presentation	Collection of Classwork	
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	
	ES11-1, ES11-5, ES11-8, ES11-9	ES11-2, ES11-3, ES11-6, ES11-7	ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-7, ES11-8, ES11-9, ES11-10	
Knowledge and understanding of course content	15	20	15	50
Skills in: <ul style="list-style-type: none"> Comprehending texts Communicating ideas Using language accurately, appropriately, and effectively 	15	20	15	50
Weighting	30	40	30	100

Outcomes – A student:

ES11-1	comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
ES11-2	identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
ES11-3	analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
ES11-4	composes a range of texts with increasing accuracy and clarity in different forms
ES11-5	develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
ES11-6	uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts, and purposes
ES11-7	represents own ideas in critical, interpretive and imaginative texts
ES11-8	identifies and describes relationships between texts
ES11-9	identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
ES11-10	monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

Drama

Scope & Sequence – 2025

	Week	Topic Covered
Term 1 2025	1	This week has no days with students in attendance
	2	Topic One Improvisation, Playbuilding, Acting: An Actor Prepares
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	Assessment Task 1: Group Performance
Term 2 2025	1	Topic Two: Elements of Production in Performance: Exit Stage Right, Melodrama and Vaudeville
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Assessment 2: Design Portfolio and Duologue
Term 3 2025	1	Topic Three: Theatrical Traditions and Performance Styles: Commedia
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Assessment 3: Examination
Term 4 2025	1	Topic Four Elements of Production in Performance: On Stage
	2	
	3	
	4	

Year 11 Drama Assessment Schedule - 2025				
	Task 1	Task 2	Task 3	Weighting %
Component	Improvisation, Playbuilding, Acting: An Actor Prepares	Elements of Production in Performance: Exit Stage Right, Melodrama and Vaudeville Performance	Examination	
	Group Performance	Design Portfolio and Duologue		
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9/10	
	P1.1, P1.2, P1.3, P1.4, P1.5, P2.1, P2.5, P3.1	P1.3, P1.6, P2.4, P2.2, P3.2, P3.3	P1.3, P1.4, P1.6, P2.1, P2.2, P2.3, P2.4, P3.2, P3.4	
Making	20	20	0	40
Performing	10	10	10	30
Critically Studying	5	5	20	30
Weighting %	35	35	30	100

Outcomes – A student:	
P1.1	develops acting skills in order to adopt and sustain a variety of characters and roles
P1.2	explores ideas and situations, expressing them imaginatively in dramatic form
P1.3	demonstrates performance skills appropriate to a variety of styles and media
P1.4	understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
P1.5	understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
P1.6	demonstrates directorial and acting skills to communicate meaning through dramatic action
P1.7	understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
P1.8	recognizes the value of individual contributions to the artistic effectiveness of the whole
P2.1	understands the dynamics of actor-audience relationship
P2.2	understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
P2.3	demonstrates directional and acting skills to communicate meaning through dramatic action

Subject - Ancient History

Scope & Sequence – 2025

	Week	Topics Covered
Term 1 2025	1	This week has no days with students in attendance
	2	Introduction to Ancient History
	3	Investigating Ancient History – The Nature of Ancient History: The Treatment and Display of Human Remains Assessment 1: Source analysis
	4	
	5	
	6	
	7	
	8	
	9	Investigating Ancient History – Case Studies – A7 – The Roman Games
	10	
	11	
Term 2 2025	1	The Roman Games (Continued)
	2	Historical Investigation Assessment 2: Research Essay Historical Investigation
	3	
	4	
	5	
	6	
	7	Investigating Ancient History – Case Studies - B8 - Teotihuacan
	8	
	9	
	10	
Term 3 2025	1	Features of Ancient Societies: Women – Ancient Greece and Rome
	2	
	3	
	4	
	5	Features of Ancient Societies: Weapons and Warfare – Assyria
	6	
	7	
	8	
	9	Year 11 Yearly Exams Assessment 3: End of course examination
	10	
Term 4 2025	1	Year 11 Completion and Year 12 Preparation (During this time students are required to maintain at least 12 units)
	2	
	3	
	4	

Ancient History Assessment Schedule – 2025				
Component	Task 1	Task 2	Task 3	Weighting (%)
	Source Analysis	Historical Investigation	Yearly Exam	
	Source Analysis	Historical Investigation	Formal Examination	
	Term 1 Week 7	Term 2 Week 6	Term 3 Week 9 & 10	
	AH11-6, AH11-7 AH11-9, AH11-10	AH11-3, AH11-4 AH11-5, AH11-6 AH11-7, AH11-8 AH11-9	All	
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Weighting (%)	30	30	40	100

Outcomes: A student:	
AH11-1	describes the nature of continuity and change in the ancient world
AH11-2	proposes ideas about the varying causes and effects of events and developments
AH11-3	analyses the role of historical features, individuals and groups in shaping the past
AH11-4	accounts for the different perspectives of individuals and groups
AH11-5	examines the significance of historical features, people, places, events and developments of the ancient world
AH11-6	analyses and interprets different types of sources for evidence to support an historical account or argument
AH11-7	discusses and evaluates differing interpretations and representations of the past
AH11-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH11-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH11-10	discusses contemporary methods and issues involved in the investigation of ancient history

Subject - Business Studies

Scope & Sequence – 2025

	Week	Topics Covered
Term 1 2025	1	This week has no days with students in attendance
	2	Topic 1 Nature of Business
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Topic 3 Business Planning
	11	
Term 2 2025	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3 2025	1	Topic 2 Business Management
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Year 11 Yearly Exams
Term 4 2025	1	Year 11 Completion and Year 12 Preparation (During this time students are required to maintain at least 12 units)
	2	
	3	
	4	

Business Studies Assessment Schedule – 2025				
Component	Task 1	Task 2	Task 3	Weighting (%)
	Nature of Business	Business Planning and Business Management	All Topics	
	In Class Test	Small Business Plan with Business Report	Formal Examination	
	Term 1 Week 8	Term 3 Week 2	Term 3 Week 9 and 10	
	P1, P2, P8, P9	P3, P6, P7, P8, P9, P10	All	
Knowledge and understanding of course content	10	10	20	40
Stimulus-based skills	10		10	20
Inquiry and research		20		20
Communication of business information, ideas and issues in appropriate forms	5	5	10	20
Weighting (%)	25	35	40	100

Outcomes: A student:	
P1	discusses the nature of business, its role in society and types of business structure
P2	explains the internal and external influences on businesses
P3	describes the factors contributing to the success or failure of small to medium enterprises
P4	assesses the processes and interdependence of key business functions
P5	examines the application of management theories and strategies
P6	analyses the responsibilities of business to internal and external stakeholders
P7	plans and conducts investigations into contemporary business issues
P8	evaluates information for actual and hypothetical business situations
P9	communicates business information and issues in appropriate formats
P10	applies mathematical concepts appropriately in business situations

Subject - Legal Studies

Scope & Sequence – 2025

	Week	Topics Covered
Term 1 2025	1	This week has no days with students in attendance
	2	<p style="text-align: center;">The Core: Part 1 The Legal System</p>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2 2025	1	<p style="text-align: center;">The Core : Part 2 The Individual and The Law</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3 2025	1	<p style="text-align: center;">The Core: Part 3 The Law in Practice</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
		Year 11 Yearly Exams
Term 4 2025	1	<p style="text-align: center;">Year 11 Completion and Year 12 Preparation (During this time students are required to maintain at least 12 units)</p>
	2	
	3	
	4	

Legal Studies Assessment Schedule – 2025				
Component	Task 1	Task 2	Task 3	Weighting (%)
	Practical Report	Case Study	Yearly Exam	
	Media File	Research and Extended Response	Formal Examination	
	Term 1 Week 9	Term 2 Week 10	Term 3 Week 9 and 10	
	P1, P2, P3, P4	P5, P6, P7, P8	All	
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation		10	10	20
Inquiry and research	10	10		20
Communication of legal information, ideas and issues in appropriate forms	10	10		20
Weighting (%)	30	40	30	100

Outcomes: A student:	
P1	identifies and applies legal concepts and terminology
P2	describes the key features of Australian and international law
P3	describes the operation of domestic and international legal systems
P4	discusses the effectiveness of the legal system in addressing issues
P5	describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
P6	explains the nature of the interrelationship between the legal system and society
P7	evaluates the effectiveness of the law in achieving justice
P8	locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
P9	communicates legal information using well-structured responses
P10	accounts for differing perspectives and interpretations of legal information and issues

Subject – Modern History

Scope & Sequence – 2025

	Week	Topics Covered
Term 1 2025	1	This week has no days with students in attendance
	2	Case Study – Investigating Modern History (B3) The Meiji Restoration
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2 2025	1	Case Study – Investigating Modern History (A6) The American Civil War
	2	
	3	
	4	
	5	
	6	Historical Investigation/The Nature of Modern History Representation and Commemoration of the Past
	7	
	8	
	9	
	10	
Term 3 2025	1	The Shaping of the Modern World World War I
	2	
	3	
	4	
	5	
	6	Year 11 Yearly Exams
	7	
	8	
	9	
	10	
Term 4 2025	1	Year 11 Completion and Year 12 Preparation (During this time students are required to maintain at least 12 units)
	2	
	3	
	4	

Modern History Assessment Schedule – 2025				
Component	Task 1	Task 2	Task 3	Weighting (%)
	Investigating Modern History – The Meiji Restoration	Historical Investigation	All Topics	
	Research Task	Research and Essay	Formal Examination	
	Term 1 Week 9	Term 3, Week 1	Term 3 Weeks 9-10	
	MH11-6, MH11-7 MH11-9, MH11-10	MH11-2, MH11-4 MH11-6, MH11-8 MH11-9	All	
Knowledge and understanding of course content	20		20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research		15	5	20
Communication of historical understanding in appropriate forms	5	10	5	20
Weighting (%)	30	30	40	100

Outcomes: A student:	
MH11-1	describes the nature of continuity and change in the modern world
MH11-2	proposes ideas about the varying causes and effects of events and developments
MH11-3	analyses the role of historical features, individuals, groups and ideas in shaping the past
MH11-4	accounts for the different perspectives of individuals and groups
MH11-5	examines the significance of historical features, people, ideas, movements, events & developments of the modern world
MH11-6	analyses and interprets different types of sources for evidence to support an historical account or argument
MH11-7	discusses and evaluates differing interpretations and representations of the past
MH11-8	plans and conducts historical investigations and presents reasoned conclusion, using relevant evidence from a range of sources
MH11-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
MH11-10	discusses contemporary methods and issues involved in the investigation of modern history

Mathematics – Mathematics Advanced

Scope & Sequence – 2025

	Week	Topics Covered
Term 1 2025	1	This week has no days with students in attendance
	2	Functions F1.1 Algebraic techniques F1.2 Introduction to functions F1.3 Linear, quadratic and cubic functions F1.4 Further functions and relations
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2 2025	1	Trigonometric Functions T1.1 Trigonometry T1.2 Radians
	2	T2 Trigonometric functions and identities
	3	Functions F1.3 Linear, quadratic and cubic functions (coordinate geometry)
	4	
	5	Exponential and Logarithmic Functions E1.1 Introducing logarithms E1.2 Logarithmic laws and applications E1.4 Graphs and applications of exponential and logarithmic functions
	6	
	7	
	8	Calculus C1.1 Gradients of tangents C1.2 Difference quotients C1.3 The derivative function and its graph C1.4 Calculating with derivatives
	9	
	10	
Term 3 2025	1	Trigonometric Functions, Exponential and Logarithmic Functions T1.2 Trigonometric functions and identities E1.3 The exponential function and natural logarithms E1.4 Graphs and applications of exponential and logarithmic functions
	2	
	3	Statistical Analysis S1.1 Probability and Venn diagrams S1.2 Discrete probability distributions
	4	
	5	
	6	Year 11 Yearly Exams
	7	
	8	
	9	Complete Year 11 course
	10	
Term 4 2025	1	Complete Year 11 course
	2	
	3	
	4	

Mathematics Advanced Assessment Schedule – 2025				
Component	Task 1	Task 2	Task 3	Weighting %
	Algebraic Techniques and Functions and Relations	Trigonometric Functions, Coordinate Geometry and Exponential and Logarithmic Functions	Yearly Exam	
	Class Test	Class Test	Formal Examination	
	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9-10	
	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-6, MA11-8, MA11-9	All	
Understanding, fluency and communication	13	20	17	50
Problem solving, reasoning and justification	13	19	18	50
Weighting &	26	39	35	100

Outcomes: A student:	
MA11-1	uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
MA11-2	uses the concepts of functions and relations to model, analyse and solve practical problems
MA11-3	uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
MA11-4	uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
MA11-5	interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
MA11-6	manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
MA11-7	uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
MA11-8	uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
MA11-9	communicates making comprehensive use of mathematical language, notation, diagrams and graphs

Mathematics – Mathematics Standard

Scope & Sequence – 2025

	Week	Topics Covered
Term 1 2025	1	This week has no days with students in attendance
	2	Financial Mathematics F1.2 Earning and managing money
	3	
	4	
	5	
	6	Algebra A1 Formulae and equations
	7	
	8	Measurement M1.1 Practicalities of measurement M1.3 Units of energy and mass
	9	
	10	Statistical Analysis S1.1 Classifying and representing data S2 Relative frequency and probability
	11	
Term 2 2025	1	Statistical Analysis S1.1 Classifying and representing data S2 Relative frequency and probability
	2	
	3	
	4	Measurement M2 Working with time
	5	
	6	Financial Mathematics F1.1 Interest and depreciation
	7	
	8	
	9	Measurement M1.2 Perimeter, area and volume
	10	
Term 3 2025	1	Statistical Analysis S1.2 Summary Statistics
	2	
	3	
	4	
	5	Algebra A2 Linear relationships
	6	
	7	Financial Mathematics F1.3 Budgeting and household expenses
	8	
	9	Year 11 Yearly Exams
	10	
Term 4 2025	1	Complete Year 11 course
	2	
	3	
	4	

Mathematics Standard Assessment Schedule – 2025				
Component	Task 1	Task 2	Task 3	Weighting %
	Financial Mathematics, Algebra and Measurement	Statistical Analysis, Measurement, Financial Mathematics	Yearly Exam	
	Class Test	Class Test	Formal Examination	
	Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 9-10	
	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-8, MS11-9, MS11-10	MA11-1, MA11-2, MA11-3, MA11-4, MA11-6, MA11-8, MA11-9	All	
Understanding, fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
Weighting %	30	30	40	100

Outcomes: A student:	
MS11-1	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
MS11-2	represents information in symbolic, graphical and tabular form
MS11-3	solves problems involving quantity measurement, including accuracy and the choice of relevant units
MS11-4	performs calculations in relation to two-dimensional and three-dimensional figures
MS11-5	models relevant financial situations using appropriate tools
MS11-6	makes predictions about everyday situations based on simple mathematical models
MS11-7	develops and carries out simple statistical processes to answer questions posed
MS11-8	solves probability problems involving multistage events
MS11-9	uses appropriate technology to investigate, organise and interpret information in a range of contexts
MS11-10	justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Mathematics – Numeracy CEC

Scope & Sequence – 2025

	Week	Topics Covered
Term 1 2025	1	This week has no days with students in attendance
	2	<p style="text-align: center;">Module 1</p> <p style="text-align: center;">1.1 Whole numbers 1.2 Operations with whole numbers 1.3 Distance, area and volume 1.4 Time 1.5 Data, graphs and tables</p>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2 2025	1	
	2	
	3	
	4	
	5	<p style="text-align: center;">Module 2</p> <p style="text-align: center;">2.1 Fractions and decimals 2.2 Operations with fractions and decimals 2.3 Metric relationships 2.4 Length, mass and capacity 2.5 Chance</p>
	6	
	7	
	8	
	9	
	10	
	1	
	2	
	3	
Term 3 2025	4	
	5	
	6	
	7	
	8	
	9	
	10	
	1	
	2	
	3	
Term 4 2025	4	
	1	<p style="text-align: center;">Complete Year 11 course</p>
	2	
	3	
	4	

Numeracy CEC Assessment Schedule – 2025				
Component	Task 1	Task 2	Task 3	Weighting %
	Module 1 - Cars Around the Moon	Module 1 & 2 - Travel Guide	Module 2 - Renovate and redecorate	
	Assignment	Assignment	Assignment	
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8	
	N6-1.2, N6-1.3, N6-2.2, N6-3.1	N6-1.1, N6-2.2 N6-2.3, N6-3.2	N6-1.1, N6-1.2 N6-2.1, N6-2.2, N6-3.1	
Knowledge and understanding	15	15	20	50
Skills	10	20	20	50
Weighting %	25	35	40	100

Outcomes: A student:	
N6-1.1	recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
N6-1.2	applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
N6-1.3	determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
N6-2.1	chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
N6-2.2	chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
N6-2.3	chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
N6-3.1	chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
N6-3.2	chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

Mathematics – Extension 1

Scope & Sequence – 2025

	Week	Topics Covered
Term 1 2025	1	This week has no days with students in attendance
	2	Functions F1.1 Graphical relationships F1.2 Inequalities F1.3 Inverse functions F2.1 Remainder and factor theorems F2.2 Sums and products of roots of polynomials
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2 2025	1	Trigonometric Functions T1 Inverse trigonometric functions T2 Further trigonometric identities
	2	
	3	
	4	
	5	
	6	
	7	Combinatorics A1.1 Permutations and combinations A1.2 Binomial expansion and Pascal's triangle
	8	
	9	
	10	
Term 3 2025	1	Functions
	2	F1.4 Parametric form of a function or relation
	3	Calculus C1.1 Rates of change with respect to time C1.2 Exponential growth and decay C1.3 Related rates of change
	4	
	5	
	6	
	7	
	8	
	9	Year 11 Yearly Exams
	10	
Term 4 2025	1	Complete Year 11 course
	2	
	3	
	4	

Mathematics Extension 1 Assessment Schedule – 2025				
Component	Task 1	Task 2	Task 3	Weighting %
	Inequalities, Graphical Relationships, Inverse Functions, Remainder and Factor Theorem and Sum and Products	Further Trigonometric Functions, Permutations and Combinatorics	Yearly Exam	
	Class Test	Class Test	Formal Examination	
	Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 9-10	
	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-3, ME11-5, ME11-6, ME11-7	All	
Understanding, fluency and communication	15	10	20	50
Problem solving, reasoning and justification	15	10	20	50
Weighting %	40	20	40	100

Outcomes: A student:	
ME11-1	uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
ME11-2	manipulates algebraic expressions and graphical functions to solve problems
ME11-3	applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
ME11-4	applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
ME11-5	uses concepts of permutations and combinations to solve problems involving counting or ordering
ME11-6	uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
ME11-7	communicates making comprehensive use of mathematical language, notation, diagrams and graphs

Subject – Preliminary Community & Family Studies (CAFS)

Scope & Sequence – 2025

	Week	Topics Covered
Term 1 2025	1	This week has no days with students in attendance
	2	<p style="text-align: center;">Core 1 Resource Management</p>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2 2025	1	<p style="text-align: center;">Core 2 Individuals and Groups</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	<p style="text-align: center;">Core 3 Families and Communities</p>
Term 3 2025	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 4 2025	1	<p style="text-align: center;">Year 11 Yearly Examination Period</p>
	2	
	3	
	4	

CAFS Assessment Schedule - 2025				
Component	Task 1	Task 2	Task 3	Weighting %
	Resource Management	Individuals & Groups	Yearly Exam	
	Goal Analysis	Research & Response	Formal Examination	
	Term 1 Week 9	Term 2 Week 8	Term 3 Week 9 and 10	
	P1.1, P4.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2	All	
Knowledge and understanding of course content	15	15	10	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
Weighting (%)	35	35	30	100

Outcomes: A student:	
P 1.1	describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals.
P 1.2	proposes effective solutions to resource problems.
P 2.1	accounts for the roles and relationships that individuals adopt within groups
P 2.2	describes the role of the family and other groups in the socialisation of individuals.
P 2.3	examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement.
P 2.4	analyses the interrelationships between internal and external factors and their impact on family functioning.
P 3.1	explains the changing nature of families and communities in contemporary society
P 3.2	analyses the significance of gender in defining roles and relationships.
P 4.1	utilises research methodology appropriate to the study of social issues
P 4.2	presents information in written, oral and graphic form.
P 5.1	applies management processes to maximise the efficient use of resources.
P 6.1	distinguishes those actions that enhance wellbeing.
P 6.2	Uses critical thinking skills to enhance decision making.

Subject – Health and Movement Science (HMS)

Scope & Sequence – 2025

	Week	Topics Covered
Term 1 2025	1	This week has no days with students in attendance
	2	Health for Individuals and Communities
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	The Body and Mind in Motion
Term 2 2025	1	
	2	
	3	
	4	
	5	
	6	
	7	Collaborative Investigation
	8	
	9	
	10	
Term 3 2025	1	Depth Studies 1: Health for Individuals and Communities
	2	
	3	
	4	
	5	Depth Studies 2: The Body and Mind in Motion
	6	
	7	
	8	
	9	Year 11 Yearly Examination Period
	10	
Term 4 2025	1	Year 11 Course Revision
	2	
	3	
	4	

PDHPE Assessment Schedule - 2025				
Component	Task 1	Task 2	Task 3	Weighting %
	Health for Individuals and Communities	Collaborative Investigation	Yearly Exam	
	Written Response	Collaborative Research	Formal Examination	
	Term 1 Week 9	Term 3 Week 2	Term 3 Week 9 and 10	
	HM-11-01 HM 11-02 HM -11-10	HM-11-05 HM-11-07 HM-11-09 HM-11-10 HM-11-XX*	All	
Knowledge and understanding of course content.	10	10	20	40
Skills in collaboration, analysis, communication, creative thinking, problem solving and research.	25	25	10	60
Weighting (%)	35	35	30	100

* To be chosen based on groups investigative topic – New HMS requirement

Outcomes: A student:	
HM-11-01	interprets meanings, measures and patterns of health experienced by Australians
HM-11-02	analyses methods and resources to improve and advocate for the health of young Australians
HM-11-03	analyses the systems of the body in relation to movement
HM-11-04	investigates movement skills and psychology to improve participation and performance
HM-11-05	collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts
HM-11-06	analysis: analyses the relationships and implications of health and movement concepts
HM-11-07	communication: communicates health and movement concepts to audiences and contexts, using a variety of modes
HM-11-08	creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts
HM-11-09	problem-solving: proposes and evaluates solutions to health and movement issues
HM-11-10	research: analyses a range of sources to make conclusions about health and movement concepts

Subject – Preliminary Sport Lifestyle & Recreation (SLR)

Scope & Sequence – 2025

	Week	Topics Covered	
		1 Unit Ext & 2-unit students study this column	2-unit students Must also study this column.
Term 1 2025	1	This week has no days with students in attendance	
	2	Module 8.6 Games and Sports Applications 1	Module 8.15 Sports Coaching & Training
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
	11		
Term 2 2025	1		
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
Term 3 2025	1	Module 8.5 Fitness	Module 8.14 Sports Administration
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10	Year 11 Yearly Exams	
Term 4 2025	1	Year 11 Course Revision	
	2		
	3		
	4		

SLR Assessment Schedule – 2025					
Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	Games & Sports Application 1 unit & 2 unit	Sports Coaching & Training 2 unit	Fitness 1 unit & 2 unit	Sports Administration 2 unit	
	Practical Assessment	Peer Coach	Fitness Analysis	Event Organisation	
	Term 1 Wk. 4 to Term 2 Wk. 2 (ongoing)	Term 1 Wk. 4 To Term 2 Wk. 2 (ongoing)	Term 3 Week 5	Term 3 Week 1-5 (ongoing)	
	1.1, 1.3, 3.1, 4.4	1.3, 3.2, 4.2, 4.5	3.2, 3.3, 4.1	1.1, 1.6, 4.2	
Knowledge and understanding of course content	10	10	15	15	50
Skills in critical thinking, research, analysis and communicating	15	15	10	10	50
Weighting (%)	25	25	25	25	100

Outcomes – A student:	
1.1	applies the rules and conventions that relate to participation in a range of physical activities
1.2	explains the relationship between physical activity, fitness and healthy lifestyle
1.3	demonstrates ways to enhance safety in physical activity
1.4	investigates and interprets the patterns of participation in sport and physical activity in Australia
1.5	critically analyses the factors affecting lifestyle balance and their impact on health status
1.6	describes administrative procedures that support successful performance outcomes
2.1	explains the principles of skill development and training
2.2	analyses the fitness requirements of specific activities
2.3	selects and participates in physical activities that meet individual needs, interests and abilities
2.4	describes how societal influences impact on the nature of sport in Australia
2.5	describes the relationship between anatomy, physiology and performance
3.1	selects appropriate strategies and tactics for success in a range of movement contexts
3.2	designs programs that respond to performance needs
3.3	measures and evaluates physical performance capacity
3.4	composes, performs and appraises movement
3.5	analyses personal health practices
3.6	assesses and responds appropriately to emergency care situations
3.7	analyses the impact of professionalism in sport
4.1	plans strategies to achieve performance goal
4.2	demonstrates leadership skills and a capacity to work cooperatively in movement context
4.3	makes strategic plans to overcome the barriers to personal and community health
4.4	demonstrates competence and confidence in movement contexts
4.5	recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Subject – Preliminary Biology

Scope & Sequence – 2025

	Week	Topics Covered
Term 1 2023	1	This week has no days with students in attendance
	2	<p style="text-align: center;">Cells to systems (Integrated unit encompassing Module 1: Cells as the basis of life Module 2: Organisation of living things)</p>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2 2023	1	<p style="text-align: center;">Past, present and future environments (Integrated unit encompassing Module 3: Biological diversity Module 4: Ecosystem dynamics)</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3 2023	1	<p style="text-align: center;">Past, present and future environments (Integrated unit encompassing Module 3: Biological diversity Module 4: Ecosystem dynamics)</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Year 11 Yearly Exams
Term 4 2023	1	<p style="text-align: center;">Past, present and future environments (Integrated unit encompassing Module 3: Biological diversity Module 4: Ecosystem dynamics)</p>
	2	
	3	
	4	

Depth studies are integrated throughout the course.

Year 11 Biology Assessment Schedule – 2025				
Component	Task 1	Task 2	Task 3	Weighting (%)
	Cells and systems	Past, present and future environments	Yearly Exam	
	First-hand investigation	Depth Study	Formal Examination	
	Term 2 Week 2	Term 3 Week 6	Term 3 Week 9 and 10	
	BIO 11-2 BIO 11-3 BIO 11-4 BIO 11-5 BIO 11-8	BIO 11-1 BIO 11-3 BIO 11-5 BIO 11-7 BIO11-10	All	
Skills in working scientifically	20	30	10	60
Knowledge and understanding of course content	10	10	20	40
Weighting (%)	30	40	30	100

Outcomes: A student:	
BIO11-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11-5	analyses and evaluates primary and secondary data and information
BIO11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO11-8	describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
BIO11-9	explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
BIO11-10	describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
BIO11-11	analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

Subject – Chemistry
Scope & Sequence – 2025

	Week	Topics Covered
Term 1 2025	1	This week has no days with students in attendance
	2	Module 1: Properties and Structure of Matter
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Module 2: Introduction to Quantitative Chemistry
Term 2 2025	11	
	1	
	2	
	3	
	4	
	5	
	6	Module 3: Reactive Chemistry
	7	
	8	
	9	
	10	
Term 3 2025	1	Module 4: Drivers of Reactions
	2	
	3	
	4	
	5	
	6	Year 11 Yearly Exams
	7	
	8	
	9	
	10	
Term 4 2025	1	Module 4: Drivers of Reactions
	2	
	3	
	4	

Chemistry Assessment Schedule – 2025				
Component	Task 1	Task 2	Task 3	Weighting (%)
	Properties and Structure of Matter	Reactive Chemistry	All Topics	
	Practical Task	Depth Study	Formal Examination	
	Term 1 Week 9	Term 3 Week 3	Term 3 Week 9-10	
	CH11-1, 11-2, 11-3, 11-5, 11-7, 11-8	CH11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-10	All	
Working Scientifically	20	30	10	60%
Knowledge and understanding	10	10	20	40%
Weighting (%)	30%	40%	30%	100

Outcomes: A student:	
CH11-1	develops and evaluates questions and hypotheses for scientific investigation
CH11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11-5	analyses and evaluates primary and secondary data and information
CH11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH11-8	explores the properties and trends in the physical, structural and chemical aspects of matter
CH11-9	describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
CH11-10	explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
CH11-11	analyses the energy considerations in the driving force for chemical reactions

Subject – Investigating Science

Scope & Sequence – 2025

	Week	Topics Covered
Term 1 2024	1	This week has no days with students in attendance
	2	Module 1: Properties and Structure of Matter
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2 2024	1	Module 2: Cause and Effect – Inferences and Generalisations
	2	
	3	
	4	
	5	Module 3: Scientific Models
	6	
	7	
	8	
	9	
	10	
Term 3 2024	1	Module 4: Theories and laws
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	Year 11 Yearly Exams
	10	
Term 4 2024	1	Year 11 Completion and Year 12 Preparation (During this time students are required to maintain at least 12 units)
	2	
	3	
	4	

Investigating Science Assessment Schedule – 2025				
Component	Task 1	Task 2	Task 3	Weighting (%)
	Module 1: Cause and Effect – Observing	Module 3: Scientific Models	Yearly Exam	
	Practical Investigation	Depth Study	Formal Examination	
	Term 1 Week 10 - 11	Term 2 Week 10	Term 3 Weeks 9-10	
	INS11-1 INS11-2 INS11-4 INS11-6 INS11-8	INS11-1 INS11-2 INS11-3 INS11-4 INS11-5 INS11-7 INS11-10	All	
Working Scientifically	20	30	10	60
Knowledge and understanding	10	10	20	40
Weighting (%)	30	40	30	100

Outcomes: A student:	
INS11-1	develops and evaluates questions and hypotheses for scientific investigation
INS11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
INS11-3	conducts investigations to collect valid and reliable primary and secondary data and information
INS11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS11-5	analyses and evaluates primary and secondary data and information
INS11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS11-8	identifies that the collection of primary and secondary data initiates scientific investigations
INS11-9	examines the use of inferences and generalisations in scientific investigations
INS11-10	develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
INS11-11	describes and assesses how scientific explanations, laws and theories have developed

Subject – Physics
Scope & Sequence – 2025

	Week	Topics Covered
Term 1 2025	1	This week has no days with students in attendance
	2	Module 1: Properties and Structure of Matter
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Module 2: Dynamics
Term 2 2025	11	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3 2025	1	Module 3: Waves and Thermodynamics
	2	
	3	
	4	
	5	Module 4: Electricity and Magnetism
	6	
	7	
	8	
	9	Year 11 Yearly Exams
	10	
Term 4 2025	1	Module 4: Electricity and Magnetism
	2	
	3	
	4	

Physics Assessment Schedule – 2025				
Component	Task 1	Task 2	Task 3	Weighting (%)
	Motion Investigation	Exploring Physics Concepts	Yearly Exam	
	First-hand Investigation	Depth Study	Formal Examination	
	Term 1 Week 7	Term 3 Week 1	Term 3, Week 10	
	PH11-1, 11-2, 11-3, 11-4, 11-6, 11,8	PH11-1, 11-2, 11-3, 11-4, 11-5, 11-7, 11-10	All	
Working Scientifically	20	30	10	60%
Knowledge and understanding	10	10	20	40%
Weighting (%)	30%	40%	30%	100

Outcomes: A student:	
PH11-1	develops and evaluates questions and hypotheses for scientific investigation
PH11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11-5	analyses and evaluates primary and secondary data and information
PH11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH11-8	describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration
PH11-9	describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
PH11-10	explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
PH11-11	explains and quantitatively analyses electric fields, circuitry, and magnetism

Subject – Industrial Technology Timber (ITT)

Scope & Sequence – 2025

	Week	Topic Covered
Term 1 2025	1	This week has no days with students in attendance
	2	<p style="text-align: center;">Practical Projects</p> <p style="text-align: center;">Industry Study</p> <p>Industry Related Manufacturing Technology Production</p>
	3	
	4	
	5	
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	8	
	9	
	10	
	11	
Term 2 2025	1	<p style="text-align: center;">Major Project</p> <p>Industry Related Manufacturing Technology Production (Production, Design, Management and Communication)</p>
	2	
	3	
	4	
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	6	
	7	
	8	
	9	
	10	
Term 3 2025	1	<p style="text-align: center;">Major Project</p> <p>Industry Related Manufacturing Technology Production (Production, Design, Management and Communication)</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Year 11 Exams
Term 4 2025	1	Year 11 Completion and Year 12 Preparation (During this time students are required to maintain at least 12 units)
	2	
	3	
	4	

TAS – Industrial Technology Timber (ITT) Assessment Schedule - 2025				
Component	Task 1	Task 2	Task 3	Weighting %
	Skills Project and Industry Study	Major Project	All Topics	
	Report	Project And Folio	Formal Examination	
	Term 1 Week 9	Term 3 Week 6	Term 3 Weeks 9-10	
	P1.1, P2.2, P5.1, P7.1, P7.2	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P5.2 P6.2	All	
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication & production of projects	20	30	10	60
Weighting %	30	40	30	100

Outcomes – A student:	
P1.1	describes the organisation and management of an individual business within the focus area industrial
P1.2	identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
P2.1	describes and uses safe working practices and correct workshop equipment maintenance techniques
P2.2	works effectively in team situations
P3.1	sketches, produces and interprets drawings in the production of projects
P3.2	applies research and problem-solving skills
P3.3	demonstrates appropriate design principles in the production of projects
P4.1	demonstrates a range of practical skills in the production of projects
P4.2	demonstrates competency in using relevant equipment, machinery and processes
P4.3	identifies and explains the properties and characteristics of materials/components through the production of project
P5.1	uses communication and information processing skills
P5.2	uses appropriate documentation techniques related to the management of projects
P6.1	identifies the characteristics of quality manufactured products
P6.2	identifies and explains the principles of quality and quality control
P7.1	identifies the impact of one related industry on the social and physical environment
P7.2	identifies the impact of existing, new and emerging technologies of one related industry on society and the environment