



HIGHER SCHOOL CERTIFICATE (Year 11)

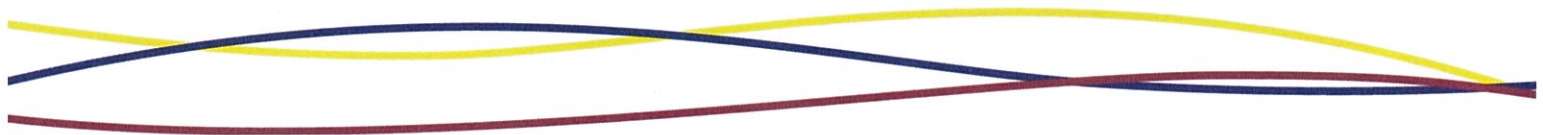
Assessment Booklet
2024

STAGE 6



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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.

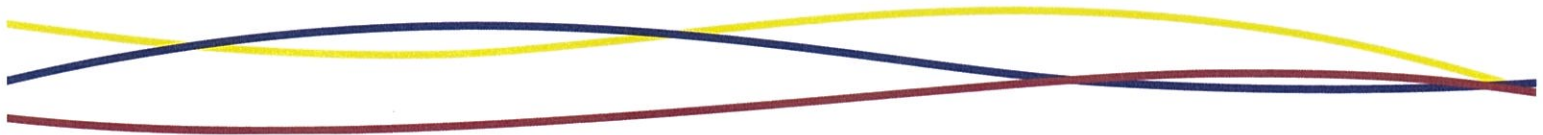
Satisfactory Completion of A Course/Course Completion Criteria

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 NESAs 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 NESAs; 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 NESAs 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.

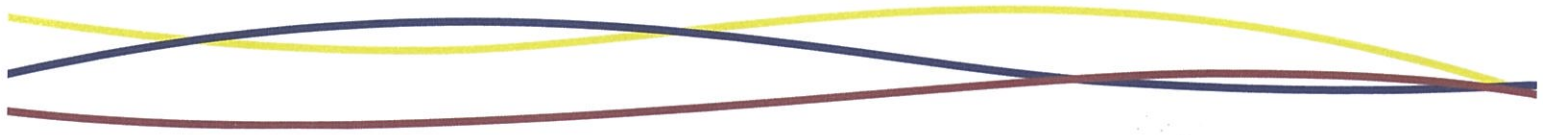
Year 12

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.

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 NESAs, 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.

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

When a submission time is not met by the student, the following mark deductions will apply. (This includes weekends)

Note: The word "Day" represents the 24-hour period starting from the task's initial due date and time.

After marking the assessment as if it was handed in on time, you then deduct the following from that mark.

Up to one Day Late	Up to two Days Late	Up to Three Days Late	After Three Days Late
Receive 80% of the mark	Receive 60% of the mark	Receive 20% of the mark	No marks awarded for task.

e.g. David hands his assessment in 28 hours after the original time and has not supplied a misadventure form that has explained his lateness. The teacher marks his assessment like he has handed it in at the correct time and he receives a mark of 20 out of 25 i.e. $\left(\frac{20}{25}\right)$. Due to it now being in the 2 days late category, he receives 60% of the mark. $60\% \text{ of } 20 = \frac{60}{100} \times 20 = 12$. So, David now gets a mark of 12 out of 25 i.e. $\left(\frac{12}{25}\right)$ for the assessment and this is recorded.

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.

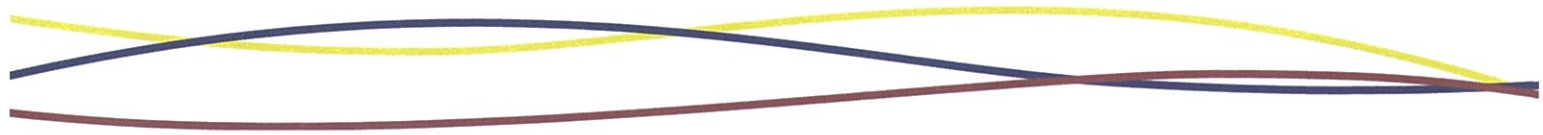
Competency-based assessment focuses on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply knowledge and skills in both familiar and new situations. Assessment of competence involves the assessment of skills and 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 HT 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 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) (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 that the provision of the appeals process does not cover.

Appeals Time-frame

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/care giver 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) 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.

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 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 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.
- It is each student's responsibility to ensure:
 - (a) their name is placed on each page.
 - (b) 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.
 - (c) that all pages handed in are securely fastened together.
- 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.
- Students **are to wear school uniform**.
- **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

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

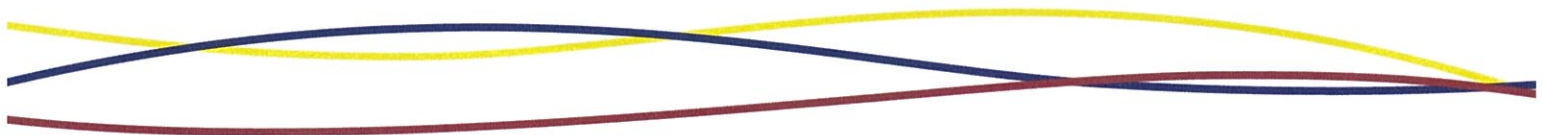
<https://studentsonline.nesa.nsw.edu.au/>

Universities Admission Centre

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

TAFE New South Wales

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



Appendix 1: Illness / Misadventure Form

STUDENT SECTION
Student Name: _____ Year: _____ Subject: _____ Task: _____ Date of Task: _____ 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 NESA requirements) _____ _____ _____ _____ I hereby request an extension of time / new date / forward date to complete the task Student signature: _____ Date: ____/__/____ Parent signature: _____ Date: ____/__/____
HEAD TEACHER SECTION
After consultation with the classroom teacher I have / have not granted the student: _____ _____ _____ _____ Classroom Teacher signature: _____ Date: ____/__/____ Head Teacher signature: _____ Date: ____/__/____
REVIEW COMMITTEE SECTION (only completed if Head Teacher decision is appealed)
Based on the above recommendation I have / have not granted the student: _____ _____ _____ _____ Principal / Deputy signature: _____ Date: ____/__/____
DECISION NOTIFICATION (Parent only notified if students application denied)
Student Notified: Date: ____/__/____ Time: _____ Copy given: Y N Parent Notified (phone): Date: ____/____/____ Time: _____

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

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



DUNOG 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 Completion Criteria for the Higher School Certificate Course _____
(Student Name) (Course)

The NESAs 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 NESAs; 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.**



Please detach this section and ask your child to give it to the Head Teacher the next time they attend school.

REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A HIGHER SCHOOL CERTIFICATE COURSE

I have received the letter dated _____ indicating that _____ is in danger of not having satisfactorily completed _____
(Student full name) (course name)

I am aware that this course may not appear on his/her Higher School Certificate Record of Achievement.

I am also aware that the 'N' determination may make him/her ineligible for the award of the Higher School Certificate

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____



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 _____



Note for student

If the Deputy Principal has not met with you regarding this warning letter, please arrange for a meeting time.

The focus of this meeting will be:

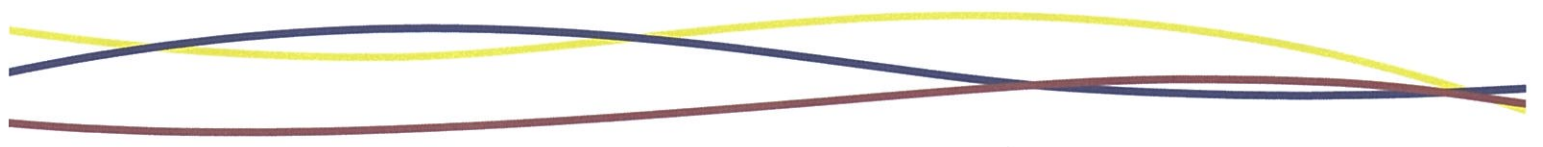
- clarification of the requirements for the award of a HSC
- how to avoid receiving warning letters and 'N' awards
- planning and organising schoolwork
- improvement programs
- general support.



Appendix 3: Assessment Task template

COURSE	
TASK NUMBER	
TASK WEIGHT	%
DATE OF NOTIFICATION	
DUE DATE AND TIME	
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

CAPA – Music 1
CAPA Photography and Visual Design
CAPA – Visual Arts
English – English Studies
English – English Standard
English – English Advanced
English - Extension
HSIE - Ancient History
HSIE – Business Services (BSB30120 Certificate III in Business)
HSIE – Business Studies
HSIE – Legal Studies
HSIE – Modern History
Mathematics – Numeracy CEC
Mathematics – Mathematics Standard
Mathematics – Mathematics Advanced
PDHPE– Community & Family Studies (CAFS)
PDHPE– Personal Development, Health & Physical Education (PDHPE)
PDHPE– Sport, Lifestyle & Recreation (SLR)
Science – Biology
Science – Earth and Environmental Science (EES)
Science – Investigating Science
Science – Physics
TAS – IT Timber



Subject – Preliminary Music 1 Course

Scope & Sequence – 2024

	Week	Topics Covered
Term 1, 2024	1	This week is NO students
	2	Methods of Notating Music
	3	
	4	
	5	
	6	
	7	
	8	Task 1: Composition Portfolio
	9	
	10	
	11	
Term 2, 2024	1	Instrument and its Repertoire
	2	
	3	
	4	
	5	
	6	
	7	Task 2: Performance and Viva Voce
	8	
	9	
	10	
Term 3, 2024	1	Popular Music
	2	
	3	
	4	
	5	
	6	
	7	
	8	Performance and Aural Examination
	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	

Music 1 Assessment Schedule – 2024				
Component	Task 1	Task 2	Task 3	Weighting (%)
	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

Year 11 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

CAPA – Photography, Video and Digital Imaging

Scope & Sequence – 2024

	Week	Topic Covered	
Term 1, 2024	1	Lights, Camera, Action (Module V3) Video	
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
		10	Assessment Task 1: Video and Case Study
Term 2, 2024	1	Vices and Virtues (Module WP1) Wet Photography	
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
		10	Assessment Task 2: Written Task
Term 3, 2024	1	Little Big Planet (Module D15) Digital Photography	
	2		
	3		
	4		
	5		
		6	Protected Learning Time
		7	
		8	Assessment Task 3: Portfolio
		9	
		10	

Subject (Year 11) Assessment Schedule – 2024

Component		Task 1	Task 2	Task 3	Weighting
	<i>Topic</i>	Lights, Camera, Action	Vices and Virtues	Little Big Planet	
	<i>Type of task</i>	Video and Case Study	Written Task	Portfolio	
	<i>Due date</i>	Term 1 Week 10	Term 2 Week 9	Term 3 Week 7	
	<i>Outcomes</i>	M1, M2, M3, M4, M5, M6, CH1, CH2, CH4, CH5	CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6	
	Making	25%		45%	70%
	Critical and Historical	10%	20%		30%
Total		35%	20%	45%	100%

Outcomes – Making - A student:

M1	generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
M2	explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
M3	investigates different points of view in the making of photographs and/or videos and/or digital images
M4	generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
M5	develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
M6	takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works

Outcomes – Critical and Historical studies

CH1	generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
CH2	investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
CH3	distinguishes between different points of view and offers interpretive accounts in critical and historical studies
CH4	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
CH5	recognise how photography and/or video and/or digital imaging are used in various fields of culture production

CAPA – Visual Arts Preliminary

Scope & Sequence – 2024

	Week	Topic Covered	
Term 1, 2024	1	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.	
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
			Assessment Task 1: Portfolio of Artwork, VAPD, Written Task
Term 2, 2024	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		
	Term 3, 2024	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			
			Assessment Task 2: Portfolio of Artwork, VAPD, Written Task
			Protected Learning Time
			Assessment Task 3 Yearly Examination
6			
7			
8			
9			
10			

Subject (Year 11) Assessment Schedule – 2024					
Component		Task 1	Task 2	Task 3	Weighting
	<i>Topic</i>	The Forms of Art	The Styles of Art	Yearly Examination	
	<i>Type of task</i>	Portfolio of Artwork VAPD Written Task	Portfolio of Artwork VAPD Written Task	Written Examination	
	<i>Due date</i>	Term 1 Week 10	Term 3 Week 2	Term 3 Week 9	
	<i>Outcomes</i>	P1-P4 P7-P9	P1-P6 P7-P9	P7 - P10	
	Artmaking	20%	30%		50%
	Critical & History	10%	10%	30%	50%
Total		30%	40%	30%	100%

Outcomes	
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 – 2024

	Week	Topic Covered
Term 1, 2024	1	Common Module: Reading to Write Transition to Senior English
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
		Task 1: Writing Portfolio and Reflection
Term 2, 2024	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, 2024	1	Module B Critical Study: W.H Auden
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Exam

	Component	Task 1	Task 2	Task 3	Weighting
		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	
Marks	40	30	30	100	
Year 11 Advanced 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: English Year 11 Extension

Scope & Sequence – 2024

	Week	Topic Covered
Term 1, 2024	1	Module: Texts, Culture and Value: Power and Morality <u>The Prince</u>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	Task 1: Imaginative Response and Reflection Statement
Term 2, 2024	1	Module: Texts, Culture and Value Power and Morality: The Poetry of Robert Browning
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Task 2: Multimodal Presentation
Term 3, 2024	1	Module: Texts, Culture and Value Encounters with others "House of Cards"
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Task 3: Examination

Component	Task 1	Task 2	Task 3	Weighting
	Texts, Culture and Values	Texts, Culture and Values	Exam	
	Imaginative Writing Task with Reflection Statement	Multimodal Presentation		
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9/10	
	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4 EE11-5,	EE11-1, EE11-2, EE11-3, EE11-5,	
Knowledge and understanding of complex texts and how and why they are valued.	15	20	15	50
Skills in complex analysis, sustained composition and independent investigation	15	20	15	50
Weighting	30	40	30	100

Year 11 English Extension outcomes – A student:	
EE11-1	Demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
EE11-2	Analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
EE11-3	Thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
EE11-4	Develops skills in research and methodology to undertake effective independent investigation
EE11-5	Articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
EE11-6	Reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

Subject: Standard English

Scope & Sequence – 2024

	Week	Topic Covered
Term 1, 2024	1	Common Module: Reading to Write: Transition to Senior English
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Assessment Task 1: Writing Portfolio with reflection
Term 2, 2024	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, 2024	1	Module B: Close Study of Literature “The Simple Gift” Prose Fiction
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Assessment 3: Examination

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
Marks	40	30	30	100

Year 11 Standard English 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 – 2024

	Week	Topic Covered
Term 1, 2024	1	Mandatory Module - Achieving Through English: English In Education, Work and Community
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Assessment 1: Ready To Work Presentation
Term 2, 2024	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, 2024	1	Module B: The Big Screen: English and Film Making
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Assessment 3: Collection of Classwork

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, ES1-2, ES11-3, ES11-4, ES11-5, ES116, 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

Year 11 English Studies 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

Ancient History
Scope & Sequence – 2024

	Week	Topics Covered
Term 1, 2024	1	This week is NO students
	2	Introduction to Ancient History
	3	Investigating Ancient History – The Nature of Ancient History: The Treatment and Display of Human Remains
	4	
	5	
	6	
	7	
	8	Assessment 1: Source analysis
	9	Investigating Ancient History – Case Studies – A7 – The Roman Games
	10	
	11	
Term 2, 2024	1	The Roman Games (Continued)
	2	Historical Investigation
	3	
	4	
	5	
	6	Assessment 2: Research Essay Historical Investigation
	7	Investigating Ancient History – Case Studies - B8 - Teotihuacan
	8	
	9	
	10	
Term 3, 2024	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	
	10	Year 11 Yearly Exams Assessment 3: End of course examination
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	

Ancient History Assessment Schedule – 2024				
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 5	Term 3 Week 9 and 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

Year 11 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

KLA – Business Services (Certificate III in Business)

Scope & Sequence – 2024

	Week	Topics Covered
Term 1, 2024	1	<p align="center">Cluster 1 – Let's Get Tech Savvy</p> <p align="center">BSBTEC201 Use business software applications</p> <p align="center">BSBTEC202 Use digital technologies to communicate in the work environment</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2, 2024	1	<p align="center">Cluster 2 – Organise Business Safety</p> <p align="center">BBSWHS311 Assist with maintaining workplace safety</p> <p align="center">BSBINS302 Organise workplace information</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3, 2024	1	<p align="center">Cluster 3 – Working in Industry</p> <p align="center">BSBXCM301 Engage in workplace communication</p> <p align="center">BSBOPS201 Work effectively in business environments</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	8	
	9	
	10	

KLA – Business Services (Certificate III in Business) – 2024			
Component	Cluster 1	Cluster 2	Cluster 3
	Use business software applications Use digital technologies to communicate in the work environment	Assist with maintaining workplace safety Organise workplace information	Engage in workplace communication Work effectively in business environments
	Cluster 1 (Let's Get Tech Savvy)	Cluster 2 (Organise Business Safety)	Cluster 3 (Working in Industry)
	Term 1, 2024 Week 7	Term 2, 2024 Week 7	Term 3, 2024 Week 8
	BSBTEC201 BSBTEC202	BSBWHS311 BSBINS302	BSBXCM301 BSBOPS201

Note: This course is a competency-based course and as such it needs to follow the VET Quality Framework and requires the student to demonstrate the skill as it 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.

Subject - Legal Studies

Scope & Sequence – 2024

	Week	Topics Covered
Term 1, 2024	1	This week is NO students
	2	The Core: Part 1 The Legal System
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2, 2024	1	The Core : Part 2 The Individual and The Law
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3, 2024	1	The Core: Part 3 The Law in Practice
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Year 11 Yearly Exams
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	

Legal Studies Assessment Schedule – 2024				
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 9	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

Year 11 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 – 2024

	Week	Topics Covered
Term 1, 2024	1	This week is NO students
	2	Case Study – Investigating Modern History (B3) The Meiji Restoration
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2, 2024	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, 2024	1	The Shaping of the Modern World World War I
	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	

Modern History Assessment Schedule – 2024				
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

Year 11 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 and 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 conclusions, 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 – Numeracy CEC

Scope & Sequence – 2024

	Week	Topics Covered
Term 1, 2024	1	This week has limited days
	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, 2024	1	<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>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3, 2024	1	<p style="text-align: center;">Year 11 Yearly Exams</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 4, 2024	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	

Numeracy CEC Assessment Schedule – 2024				
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

Year 11 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 – Mathematics Standard

Scope & Sequence – 2024

	Week	Topics Covered	
Term 1, 2024	1	This week has limited days	
	2	Financial Mathematics F1.2 Earning and managing money	
	3		
	4		
	5		
	6	Algebra A1 Formulae and equations	
	7		
	8		
	9	Measurement M1.1 Practicalities of measurement M1.3 Units of energy and mass	
	10		
	11	Statistical Analysis S1.1 Classifying and representing data S2 Relative frequency and probability	
Term 2, 2024	1		
	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, 2024	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			
10		Year 11 Yearly Exams	
Term 4, 2024	1		
	2		
	3		
	4		

Mathematics Standard Assessment Schedule – 2024				
Component	Task 1	Task 2	Task 3	Weighting
	Financial Mathematics, Algebra, Measurement, Statistical Analysis	Statistical Analysis, Measurement, Financial Mathematics	Measurement, Statistical Analysis, Algebra, Financial Mathematics, Recall	
	Class Test	Assignment	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

Year 11 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 – Mathematics Advanced

Scope & Sequence – 2024

	Week	Topics Covered
Term 1, 2024	1	This week has limited days
	2	<p style="text-align: center;">Functions</p> <p style="text-align: center;">F1.1 Algebraic techniques F1.2 Introduction to functions F1.3 Linear, quadratic and cubic functions F1.4 Further functions and relations</p>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	<p style="text-align: center;">Trigonometric Functions</p> <p style="text-align: center;">T1.1 Trigonometry T1.2 Radians</p>
Term 2, 2024	1	T2 Trigonometric functions and identities
	2	<p style="text-align: center;">Functions</p> <p style="text-align: center;">F1.3 Linear, quadratic and cubic functions (coordinate geometry)</p>
	3	
	4	<p style="text-align: center;">Exponential and Logarithmic Functions</p> <p style="text-align: center;">E1.1 Introducing logarithms E1.2 Logarithmic laws and applications E1.4 Graphs and applications of exponential and logarithmic functions</p>
	5	
	6	
	7	
	8	<p style="text-align: center;">Calculus</p> <p style="text-align: center;">C1.1 Gradients of tangents C1.2 Difference quotients C1.3 The derivative function and its graph C1.4 Calculating with derivatives</p>
	9	
	10	
Term 3, 2024	1	<p style="text-align: center;">Trigonometric Functions, Exponential and Logarithmic Functions</p> <p style="text-align: center;">T1.2 Trigonometric functions and identities E1.3 The exponential function and natural logarithms E1.4 Graphs and applications of exponential and logarithmic functions</p>
	2	
	3	
	4	
	5	
	6	<p style="text-align: center;">Statistical Analysis</p> <p style="text-align: center;">S1.1 Probability and Venn diagrams S1.2 Discrete probability distributions</p>
	7	
	8	
	9	<p style="text-align: center;">Year 11 Yearly Exams</p>
	10	
Term 4, 2024	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	

Mathematics Advanced Assessment Schedule – 2024

Component	Task 1	Task 2	Task 3	Weighting
	Functions	Functions (including Trigonometric, Exponential and Logarithmic)	Functions, Calculus, Statistical Analysis, Recall	
	Class Test	Assignment	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	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
Weighting	30	30	40	100

Year 11 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 – Extension 1

Scope & Sequence – 2024

	Week	Topics Covered
Term 1, 2024	1	This week has limited days
	2	<p>Functions</p> <p>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</p>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2, 2024	1	<p>Trigonometric Functions</p> <p>T1 Inverse trigonometric functions T2 Further trigonometric identities</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	<p>Combinatorics</p> <p>A1.1 Permutations and combinations A1.2 Binomial expansion and Pascal's triangle</p>
	9	
	10	
Term 3, 2024	1	<p>Functions</p> <p>F1.4 Parametric form of a function or relation</p>
	2	
	3	<p>Calculus</p> <p>C1.1 Rates of change with respect to time C1.2 Exponential growth and decay C1.3 Related rates of change</p>
	4	
	5	
	6	
	7	
	8	
	9	
	10	Year 11 Yearly Exams
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	

Mathematics Extension 1 Assessment Schedule – 2024

Component	Task 1	Task 2	Task 3	Weighting
	Functions	Trigonometric Functions, Combinatorics	Functions, Calculus, Recall	
	Assignment	Class Test	Formal Examination	
	Term 2 Week 2	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	15	20	50
Problem solving, reasoning and justification	15	15	20	50
Weighting	30	30	40	100

Year 11 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

PDHPE – Preliminary Community & Family Studies (CAFS)

Scope & Sequence – 2024

	Week	Topics Covered	
Term 1, 2024	1	This week has two days with students	
	2	<p style="text-align: center;">Core 1 Resource Management</p>	
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
	11		
Term 2, 2024	1		<p style="text-align: center;">Core 2 Individuals and Groups</p>
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
Term 3, 2024	1	<p style="text-align: center;">Core 3 Families and Communities</p>	
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9	<p style="text-align: center;">Year 11 Yearly Examination Period</p>	
	10		

CAFS Assessment Schedule - 2024				
Component	Task 1	Task 2	Task 3	Weighting
	Resource Management	Individuals & Groups	Yearly Exam	
	Written Response	Observation & Analysis	Formal Examination	
	Term 1 Week 8	Term 2 Week 7	Term 3 Week 9 and 10	
	P1.1, P1.2, P4.2, P5.1	P2.1, P2.3, P4.1, P4.2	All	
Knowledge and understanding of course content	15	15	10	
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	
Weighting (%)	35	35	30	100

Year 11 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.

PDHPE – Preliminary Personal Development, Health & Physical Education (PDHPE)

Scope & Sequence – 2024

	Week	Topics Covered
Term 1, 2024	1	This week has 2 days with students
	2	<p style="text-align: center;">Core 1 Better Health for Individuals</p>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2, 2024	1	<p style="text-align: center;">Core 2 The Body in Motion</p>
	2	
	3	
	4	
	5	
	6	
	7	<p style="text-align: center;">Option 3 Fitness Choices</p>
	8	
	9	
	10	
Term 3, 2024	1	<p style="text-align: center;">Option 1 First Aid</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	<p style="text-align: center;">Year 11 Yearly Examination Period</p>
	10	

PDHPE Assessment Schedule - 2024				
Component	Task 1	Task 2	Task 3	Weighting
	Better Health for Individuals	The Body in Motion	Yearly Exam	
	Written Response to Scenario	Movement Analysis	Formal Examination	
	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9 and 10	
	P5, P6, P15, P16	P8, P11, P16, P17	All	
Knowledge and understanding of course content	10	10	20	
Skills in critical thinking, research methodology, analysing and communicating	25	25	10	
Weighting (%)	35	35	30	100

Year 11 Outcomes: A student:	
P1	Identifies and examines why individuals give different meanings to health
P2	Explains how a range of health behaviours affect an individual's health
P3	Describes how an individual's health is determined by a range of factors
P4	Evaluates aspects of health over which individuals can exert some control
P5	Describes factors that contribute to effective health promotion
P6	Proposes actions that can improve and maintain an individual's health
P7	Explains how body systems influence the way the body moves
P8	Describes the components of physical fitness and explains how they are monitored
P9	Describes biomechanical factors that influence the efficiency of the body in motion
P10	Plans for participation in physical activity to satisfy a range of individual needs
P11	Assesses and monitors physical fitness levels and physical activity patterns
P12	Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (option 1)
P13	Develops, refines and performs movement compositions in order to achieve a specific purpose (option 2)
P14	Demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (option 4)
P15	Forms opinions about health-promoting actions based on a critical examination of relevant information
P16	Uses a range of sources to draw conclusions about health and physical activity concepts.
P17	analyses factors influencing movement and patterns of participation.

PDHPE – Preliminary Sport Lifestyle & Recreation (SLR) (PDHPE)

Scope & Sequence – 2024

	Week	Topics Covered	
		1 Unit Ext & 2-unit students study this column	2-unit students Must also study this column.
Term 1, 2024	1	This week is NO students	
	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, 2024	1	Module 8.5 Fitness	Module 8.14 Sports Administration
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
Term 3, 2024	1	Module 8.5 Fitness	Module 8.14 Sports Administration
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
		Year 11 Yearly Exams	

SLR Assessment Schedule – 2024

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
Skills in critical thinking, research, analysis and communicating	15	15	10	10	50
Weighting (%)	25	25	25	25	100

Year 11 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

Science – Biology
Scope & Sequence – 2024

	Week	Topic Covered
Term 1, 2024	1	Cells to Systems Modules 1 and 2
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2, 2024	1	Past, Present, and Future Environments Modules 3 and 4
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3, 2024	1	Past, Present, and Future Environments Modules 3 and 4
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

Preliminary Biology Assessment Schedule – 2024				
Component	Task 1	Task 2	Task 3	Weighting
	Cells and systems	Past, present and future environments	Preliminary Examination	
	First-hand investigation	Depth Study Field Trip	Exam	
	Term 1 Week 9	Term 3 Week 5	Term 3 Week 9/10	
	BIO11-1 BIO11-2 BIO11-3 BIO 11-5 BIO 11-7 BIO11-8	BIO11-1 BIO11-3 BIO 11-4 BIO11-5 BIO11-6 BIO11-7 BIO11-10 BIO11-11	BIO11-2 BIO11-4 BIO11-5 BIO 11-6 BIO11-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	
Skills in Working Scientifically	20	30	10	60
Knowledge and Understanding of Course Content	10	10	20	40
Total	30	40	30	100

Preliminary Outcomes – A student:	
Outcome #	Wording
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 specialization for selected habitats and evolution of species
BIO11-11	Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

Science – Earth and Environmental Science

Scope & Sequence – 2024

	Week	Topics Covered
Term 1, 2024	1	This week is NO students
	2	Module 1 & 2: Earth's Resources & Plate Tectonics
	3	
	4	
	5	
	6	Field Study excursion
	7	Module 1 & 2: Earth's Resources & Plate Tectonics cont.
	8	
	9	
	10	
	11	
Term 2, 2024	1	Module 4: Human Impacts
	2	
	3	
	4	
	5	Hunter Wetlands field work
	6	
	7	Module 4: Human Impacts cont.
	8	
	9	
	10	
Term 3, 2024	1	Module 3: Energy Transformations
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Year 11 Yearly Exams (Task 3)
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	

Earth and Environmental Science Assessment Schedule – 2024

Component	Task 1	Task 2	Task 3	Weighting (%)
	Module 1 & 2:	Module 4:	Yearly Exam	
	Field Study	Depth Study	Formal Examination	
	Term 1 Week 8-9	Term 2 Week 9 - 10	Term 4 Week 4	
	EES11-1, 3, 5, 7, 8, 9	EES11-1, 2, 3, 4, 5, 6, 7, 11	All	
Working Scientifically	20	30	10	60
Knowledge and Understanding	10	10	20	40
Weighting (%)	30	40	30	100

Preliminary outcomes: A student

Outcome #	Outcome description
EES11-1	Develops and evaluates questions and hypotheses for scientific investigation
EES11-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
EES11-3	Conducts investigations to collect valid and reliable primary and secondary data and information
EES11-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES11-5	Analyses and evaluates primary and secondary data and information
EES11-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES11-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
EES11-8	Describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
EES11-9	Describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
EES11-10	Describes the factors that influence how energy is transferred and transformed in the Earth's systems
EES11-11	Describes human impact on the Earth in relation to hydrological processes, geological process and biological changes

Science – Investigating Science

Scope & Sequence – 2024

	Week	Topics Covered
Term 1, 2024	1	This week is NO students
	2	Module 1: Cause and Effect – Observing
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Module 2: Cause and Effect – Inferences and Generalisations
	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 – 2023				
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 4 Week 4	
	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

Year 11 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

Science – Physics
Scope & Sequence – 2024

	Week	Topics Covered
Term 1, 2024	1	This week is NO students
	2	Module 1: Kinematics
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2, 2024	1	Module 3: Waves and Thermodynamics
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3, 2024	1	Module 4: Electricity and Magnetism
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	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	

Physics Assessment Schedule – 2024				
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 2 Week 8	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, 11-9 or 11-10	All	
Working Scientifically	20	30	10	60%
Knowledge and understanding	10	10	20	40%
Weighting (%)	30%	40%	30%	100

Year 11 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

TAS – Industrial Technology Timber (ITT)

Scope & Sequence – 2024

	Week	Topic Covered
Term 1, 2024	1	Practical Projects Industry Study Industry Related Manufacturing Technology Production
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2, 2024	1	Major Project Industry Related Manufacturing Technology Production (Production, Design, Management and Communication)
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3, 2024	1	Major Project Industry Related Manufacturing Technology Production (Production, Design, Management and Communication)
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
		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	

TAS – Industrial Technology Timber (ITT) Assessment Schedule - 2024

Component	<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Weighting</i>
	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 and production of projects	20	30	10	60
Weighting	30	40	30	100

Year 11 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