

YEAR 11

ASSESSMENT HANDBOOK MANDATORY REQUIREMENTS

Cowra High School

2024



KNOWLEDGE IS POWER

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YEAR 11 ASSESSMENT GUIDELINES 2024

What is the Year 11 Certificate?

The Year 11 Certificate is awarded by the NSW Education Standards Authority (NESA) to eligible students at the end of the Year 11 Course, which concludes at the end of Term.

The Year 11 Certificate is a pre-requisite for the Higher School Certificate. Cowra High School students cannot progress to the HSC, unless they have achieved their Year 11 Certificate.

The main types of courses are outline below:

Vocational Education Training (VET) and External Delivered Vet Courses (EVET) Curriculum Frameworks

- **Board Developed Courses** have HSC Examinations (except for Life Skills) and may contribute to the ATAR (Australian Tertiary Admission Rank).
- Content endorsed courses are those subjects without examinations and do not contribute to an ATAR.
- **Vocational Education Training (VET) and External Delivered Vet Courses (EVET) Curriculum Frameworks** can be learnt at school or through TAFE or other providers. Examples include Business Services, Construction, Hospitality, Information Technology and Automotive. VET subjects are based on competency-based assessment, where evidence is collected to determine competency has been achieved. Mandatory work placement hours of between 70 and 100 are required as determined by the course. The purpose of assessment is to confirm that an individual can perform to the standard expected in the workplace, as expressed in the relevant endorsed industry or enterprise competency standards.

NSW EDUCATION STANDARDS AUTHORITY/SCHOOL REQUIREMENTS

The required pattern of study for full time students is a **minimum** of 12 units in Year 11. Some students may choose to study more than 12 units in Year 11. Students must study

- At least **2** units of English
- At least **4** subjects
- At least **3** of the courses must be of 2 units or greater value.
- No more than 6 units of Science courses may count towards Year 11 or Higher School Certificate.

The Record of Student Achievement (or RoSA)

The RoSA will be awarded to eligible students who commence Year 11/HSC courses but choose to leave school prior to receiving their HSC. Students will also be able to view and download a transcript of their achievements when applying for jobs or further education or training.

The RoSA is an electronic record of student achievements and includes:

- Grades for all the courses a student has completed up until the point they leave school including those completed in Year 10, Year 11 or even Year 12
- Vocational courses and students' vocational experiences
- Citizenship and leadership achievements such as First Aid courses, community languages courses and Duke of Edinburgh awards
- Results from optional on-line literacy and numeracy tests, with particular emphasis on work readiness, that students will be able to undertake twice a year

Students will be required to submit assessment tasks as delivered by their schools. Teachers will then use marks from those assessments to allocate a grade for each student at the end of the course. Teachers will submit those grades to NESAs for inclusion on the RoSA.

Student grades are based on the assessment tasks outlined in this document. These grades are based on the A - E Grade Scale and Course Performance Descriptors developed by NESAs. Grades are given for individual achievement and are determined by the depth of knowledge and understanding and the range of skills that students demonstrate.

| | |
|---|---|
| A | The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations. |
| B | The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations. |
| C | The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills. |
| D | The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills. |
| E | The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills. |

ATAR – Requirements

Completion of at least 10 units of Board Developed Courses including at least:

- 2 units of English
- 4 subjects including examinations for the Higher School Certificate.

SCHOOL BASED ASSESSMENT

For each course, schools prepare and administer an assessment program in accordance with the syllabus. The syllabus identifies the components of the course to be assessed and their weightings. The timing and weighting of tasks are determined by the school within the rules set by the NESAs.

Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. Tasks may include tests, written assignments, practical activities, fieldwork and projects. The details of Year 11 assessment tasks, including weighting and due dates are outlined in further detail in this policy.

This section deals with aspects relating to school-based assessment, including NESAs rules, Cowra High School (CHS) expectations and procedures to deal with situations that arise relating to school based assessment.

The specific topics covered in this section are:

- A. NESAs rules and work requirements relating to diligence and sustained effort
- B. Cowra High School procedures for teaching staff regarding the Administration of Assessment Tasks
- C. Expectations of students regarding the satisfactory completion of school-based assessment following the course, working with diligence and sustained effort and achieving course outcomes

- D. Expectations of students regarding honesty and the submission of “All My Own Work”
- E. Other Features of the Year 11 Certificate

A. NESA rules and work requirements relating to diligence and sustained effort

The satisfactory completion of all courses in the Year 11 Certificate requires the Principal to have sufficient evidence that the student has:

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

The satisfactory completion of all courses in the Year 11 Certificate (as outlined above) has two major components:

Completion of all Course work: This includes classwork, class tests, essays, set tasks in class, assignments and regular homework. Although course work may not be considered as formal assessment, it has a critical part in determining whether a student has met the NESA criteria for course completion mentioned above.

Completion of Assessment Tasks: These are clearly identified tasks that must be completed in each course. The tasks for each course are identified in this Assessment Tasks and Schedule booklet and contribute to the End of Course assessment mark for each course. For courses where school assessment marks are submitted, students must make a genuine attempt at assessment tasks that total **more than 50%** of the available school assessment marks for that course, otherwise they have not met the requirements of that course.

If the Principal determines that a student is in danger of not meeting the above course completion, they will be given written warning in sufficient time to correct any problems regarding the satisfactory completion of course requirements. If the Principal determines that a student has not met the above criteria for satisfactory completion of a course, the school will inform the student in writing and the NESA.

Students have the right to appeal to the school against such determinations using school developed proformas and processes. If unsuccessful, they may appeal to the NESA. If a student does not satisfactorily complete a course, they will receive no results in that course, and the course will not count towards their pattern of study for the award of a Year 11 Certificate.

Completion of HSC: All My Own Work Program

All students are required to have satisfactorily completed HSC: All My Own Work or its equivalent before any Year 11 or HSC course entries can be submitted. Students entered only for Stage 6 Life Skills courses are exempt from this requirement.

CHS Procedure for completion of All My Own Work

In Term 4 of Year 10, students will complete the All My Own Work program in preparation for the Year 11 Course. Students who have not completed All My Own Work upon commencement of Year 11 or upon arrival at CHS will be required to complete All My Own Work within a negotiated time frame.

B. CHS procedures for teaching staff regarding the Administration of Assessment Tasks

- **CHS Procedures relating to the number and types of assessment tasks to be used for each course**

A balance is required between obtaining sufficient information and not over assessing. Generally three to four tasks, (including the End of Course Examination) for two unit courses and two to three tasks for one unit courses are considered sufficient to adequately assess the components of most courses. The assessment tasks used should be appropriate to the outcomes and components of the course being assessed. Tasks need to be set at an appropriate level of difficulty that allows the full range of marks to be available. The syllabus provides guidance in relation to the types of tasks that are suitable.

The Faculty Head Teacher is responsible for ensuring these guidelines are followed.

The Deputy Principal checks assessment schedules against subject specific requirements prior to publishing the policy.

- **CHS Procedures relating to Informing students in writing of their assessment schedules** Copies of this policy are provided to all Year 11 students who sign to acknowledge they have received the booklet. The Year 11 Adviser manages this process.

- **CHS Procedures relating to planning the scheduling of tasks in a coordinated way.** The Deputy Principal oversees the coordination between subject areas so that students do not have too many assessment tasks scheduled close together. In most cases a maximum of two subject lines per week will be assessed. There may be occasional exceptions to this, where it is not possible to limit assessment items to a maximum of two.

Class teachers are required to follow the assessment schedule for their subject ensuring that outcomes listed in the schedule are assessed as per the task information and that the task is submitted on the scheduled week.

- **CHS Procedures relating to changes of due date for assessment tasks**

In rare and unforeseen circumstances, where the date of submission of an assessment task must be changed, the Faculty Head Teacher must gain approval from the relevant Deputy Principal *using the relevant form (See Appendix 1- Forms)*. If approval to seek a change of date is granted, the Faculty Head Teacher will inform the class in writing of any change using the form "Notification for Change of Date of an Assessment Task". For the change of date to be approved students will be asked to sign that they acknowledge the new due date and any concerns can be addressed. A minimum of two weeks' notice will be given in writing if the date of a task is to be varied.

- **CHS Procedures relating to providing adequate notice for tasks.**

In addition to the schedule of dates for assessment tasks, there must be provision for adequate notice of the precise timing of each assessment task. Class Teachers must give students **at least TWO WEEKS** written notice for each assessment task, advising the due date, type of task, precise timing of task, weighting of the task, assessment criteria and outcomes being assessed. The Faculty Head Teacher is responsible for ensuring this occurs. Students are required to sign and date, acknowledging they have received the task notification.

When providing notice of assessment tasks, students are informed of:

- the scope of each assessment task
- the weighting of the task (eg. 10%)
- the form the assessment task will take
- the proposed timing and duration of the task
- the outcomes being assessed

- the marking guidelines or criteria
- when feedback must be provided

- **CHS Procedures relating to providing notice of assessment tasks when students are absent from school when assessment information is given out.**

It is ultimately the responsibility of **the student** to catch up on any missed work due to absence. This includes cases where assessment information is given out.

The Class Teacher may assist the student by checking assessment sign out sheets in the lessons following the handing out of the task notification, to ensure all students have the assessment information. If a student receives their assessment information within 2 weeks of the due date they may be able to follow processes for extension or illness/misadventure.

- **CHS Procedures relating to occasions when estimates are given or substitute tasks administered.**

If a student fails to complete an assessment task specified in the assessment program, the student should follow the illness/misadventure or consideration of absence process. If the Assessment Committee considers the student to have a valid reason (for example illness or endorsed leave), an extension of time may be granted **or** a mark may be awarded based on a substitute task **or** in exceptional circumstances an estimate mark may be given.

If granting an extension of time is not possible, administering a substitute task is preferable to providing an estimate mark. Only the Principal will have this discretion and students should be aware that the estimate will be such that it will not change their current rank or gaps in relation to other students in the cohort.

- **CHS Procedures relating to Invalid tasks/parts of tasks or non-discriminating tasks.**

In exceptional circumstances where tasks do not function as required, or where there are problems in their administration, a suitable approach to maintain the overall component weightings will be determined by the Assessment Committee in consultation with the Faculty Head Teacher. Such approaches may adjust within the mandatory weightings and components of the syllabus, adding an additional task (with sufficient notice). In extreme cases, an invalid task may need to be discarded completely, or a replacement task may be organised.

- **CHS Procedures relating to situations when more than one class is undertaking the same course**

Multiple Year 11 classes, whether on the same line (e.g. English) or different lines (e.g. Biology) will follow common assessment programs with common tasks, conditions and marking procedures at common times wherever possible.

- **CHS Procedures relating to the recording of assessment marks**

In addition to maintaining their own records, class teachers, use *Central Markbook* to record marks for individual assessment tasks. Raw marks should be entered immediately upon marking the assessment task. The Faculty Head Teacher is responsible for ensuring that the *Central Markbook* for each subject is set up accurately within deadlines.

- **CHS Procedures relating to the awarding of marks for an assessment task**

It is important to ensure that marks earned on individual tasks adequately reflect the differences in student performance. To achieve this, marking guidelines need to use the full range of marks available for the task. Students will be awarded marks commensurate with the quality of their response in relation to the marking guidelines. The marking guidelines for assessment tasks should enable class teachers to reward work that shows more complex development and higher order achievement with higher marks. At the same time, students

whose work demonstrates only a basic level of achievement should receive relatively low marks.

- **CHS Procedures relating to teacher feedback to students on their performance**

Students should receive meaningful feedback which gives an indication of their performance relative to the outcomes being assessed and their general progress in all aspects of their course work. This may be in the form of marks, grades and/or written comments. Feedback on assessment tasks may be informed by the performance band descriptions and should be provided to students in a timely manner, recognising strengths and areas for improvement. To maximise the benefit for students, an assessment task should be marked by the class teacher and feedback to students given within two weeks of submission unless exceptional circumstances exist.

The features of quality assessment tasks

The following checklist can assist teachers to ensure that the tasks they design promote student learning as well as obtaining accurate measures of student achievement.

Assessment tasks should:

- Focus on outcomes
- Give students the opportunity to demonstrate what they know and can do and assist their learning
- Be valid and reliable, measuring what the task purports to assess, and providing accurate information on each student's achievement
- Allow for discrimination between the performances of individual students.

The effective marking of assessment tasks requires consistent application of marking guidelines:

- Marking guidelines or criteria that provide clear descriptions of the quality of response required to receive each mark
- A mark range that allows for discrimination between the performances of individual students
- A shared understanding of the demands of the tasks among the teachers responsible for the marking

Feedback and reporting on student progress and achievement should be:

- Meaningful and constructive, designed to assist students to improve their performance
- Linked to the specific outcomes and marking criteria addressed by the task
- Provided in a timely manner.

Marks for individual assessment tasks and records of competency should be:

- Recorded by the teacher responsible for marking the task
- Checked to ensure any marks for various parts of a task have been correctly totalled
- Entered into SENTRAL Markbook for all tasks for all students in the course
- Maintained in a secure and safe location

C. Expectations of students regarding the satisfactory completion of school based assessment - following the course, working with diligence and sustained effort and achieving course outcomes

Students are expected to attempt *all* work. Failure to work with due diligence and sustained effort and/or failure to make a genuine attempt at work could result in the award of an 'N' (non-completion) Determination.

Students must:

- Participate in all learning experiences, including classwork, homework, non – assessable items of work and assessment tasks
 - Provide documentation to explain legitimate absences
 - Attend regularly
 - If absent from a lesson(s) actively pursue and catch up any work that was missed and check whether any assessment tasks have been issued
 - Submit assessment tasks by the due date, to an acceptable standard, and in an appropriate format. (The specific date and time for the submission of the task will be provided with the formal written notification of the task at least two weeks prior to the due date)
 - Make a serious attempt at the work
 - Present their own work
 - Acknowledge all sources of information used
 - Complete the appropriate paperwork to acknowledge that the Assessment Task has been received
- **CHS Procedures relating to the submission of assessment tasks**

To ensure fairness for all, please note that any students submitting a task and NOT attending school the day of submission, will be required to provide documentation confirming a medical reason for non- attendance. Otherwise, the submitted task may be given a zero. If students are granted an extension for an assessment task, it must be submitted to the Faculty Head Teacher by 9.00 am on the new due date.

Unforeseen Circumstances: In the event of unforeseen circumstances occurring on the morning that a task is due to be submitted, the student or immediate relative is required to notify the class teacher at school as soon as possible.

Computer Failures: Technical failures related to computing equipment **do not** constitute sufficient grounds for not submitting an assessment task on time, and extensions will not be granted in these instances. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date back up copies, allowing sufficient time to deal with potential technical failures and the retention of printed back-up copies.

Submission of non-written tasks: Students must ensure that any disks, films or tapes are operable on standard school equipment. This must be checked **before** submission. Each student is responsible for maintaining an updated copy of his or her assessment task on a CD, DVD or thumb drive in a suitable program that can be easily accessed.

• **CHS Procedures relating to occasions when zero marks are awarded.**

The following (in any course), will result in a **zero mark and an 'N' (non-completion) determination** warning letter:

- Failure to complete or submit assessment tasks **on time** (i.e. after 9:00 am on the due date) without a valid reason and supporting evidence
- Not being present for an assessment task without a valid reason and accompanying evidence
- Not making, what the teacher marking the assessment task considers to be, a genuine or serious attempt to complete an assessment
- Serious malpractice

Students who make a non-serious attempt will be required to re-submit or complete the task to a standard that meets the course outcomes as required by NESAs. Refer to procedures below regarding non-serious attempts.

- **CHS Procedures for advising students in writing when they are in danger of not meeting the assessment requirements in a course (N award determination warning letters)**

Students must make a genuine attempt at assessment tasks that, combined, contribute more than 50% of the total weightings of tasks. Failure to meet this requirement may lead to an N determination in that subject.

In instances where students have failed to complete or submit an assessment task, or they have not made a serious attempt, an 'N' (non-completion) determination warning letter will be sent to their home, requiring the student to rectify the situation by submitting the task. If the task is submitted later the student will be deemed to have met the terms and requirements of the task, however, the zero mark will still apply.

The class teacher is required to enter a "new incident" in the "N award" section of SENTRAL Welfare within 3 days of marking the class task. Twice a week SASS Staff generate N award warning letters from teacher entries which specify a new date by which the task must be submitted.

Original task not submitted after N award letter sent

If after the new date for submission, a student has still not submitted the assessment task, a second "new incident" in the "N award" section of Sentral should be created by the class teacher. A second letter should be sent. No further letters will be required to be sent for that particular task, whether it is submitted or not.

Multiple N awards

Twice a term, Deputy Principals and the Head Teacher Administration (Students) will identify those students with multiple N award determination warning letters and communicate with the student and parent to discuss a formal learning plan to rectify the situation.

Attendance

While the ESA does not stipulate attendance requirements, significant absence has a negative impact on a student's ability to meet the course completion criteria. Twice a term, Deputy Principals identify those students with significant attendance concerns. N award determination warning letters will be sent to students, relating it to the noncompletion of course requirements as a result of their absence.

- **CHS Procedures for application for Illness/Misadventure**

If a student is unable to complete or submit an assessment task on time, or they feel that their performance in a task has been affected by factors outside their control e.g. illness or accident, they may apply for **Illness/Misadventure**. Students must formally apply by completing the Illness/Misadventure Form. **Misadventure** refers to any **valid** reason immediately before or during task, other than illness, for not completing, submitting or being present for an assessment task. Whether an event will be considered to be a valid misadventure, warranting consideration, will depend on the circumstances of the event and the independent **documentary evidence** that is handed in to support the misadventure claim.

In the case of illness, a medical certificate or other appropriate supporting documentation must accompany an application form.

Work submitted late without an application for illness/misadventure, will receive a zero '0'; and an 'N' Warning letter will be sent to the student's home address.

Students who feel they have a **valid** reason for not submitting a task on time should follow the procedures as set out below. The student is responsible to pursue the illness/misadventure extension process. There is no onus on the class teacher to instigate this process. In the case of illness, a medical certificate or other appropriate supporting documentation must accompany an application form.

Step 1 - The student collects the relevant application form (see appendix –forms) within two school days of the student's return to school. (Form available on the CHS Website)

Step 2 - The student must fully complete the Illness/Misadventure form attaching any relevant documentation, ensuring that parents/guardians have signed the form.

Step 3 - The student submits the completed form to the Faculty Head Teacher.

Step 4 - The Faculty Head Teacher will discuss the circumstances of the application with the relevant Deputy Principal, make a recommendation and hand the form back to the student.

Step 5 - The student will hand the completed form to the relevant Deputy Principal, who may consult other members of the Assessment Committee before approving or rejecting the application.

Step 6 - The relevant Deputy Principal will notify the student and the Faculty Head Teacher of the outcome of the Illness/Misadventure submission ASAP.

• **CHS Procedures for application for consideration of absence or extension**

Students who cannot submit an assessment task on or by the due date, for reasons beyond their control, can make a written application for an extension of time to complete the task, at *least two days prior to the due date*, on the Extension Application form or Consideration of Absence form (Form available on the CHS Website). Notice of foreseeable absences must be brought to the attention of the class teacher and subject head teacher by the student as soon as possible.

In general, activities such as work placement, sporting commitments and excursions, do not provide grounds for extensions unless exceptional circumstances exist. There is an expectation that students are organized and it is their responsibility to ensure that deadlines are met. This may involve submitting a task before the due date if the student has knowledge that they will be away on the due date of submission. Students are permitted to submit tasks prior to the due date in these and other situations as long as the class teacher agrees. It is the student's responsibility to plan around foreseeable absences.

It is important to note that students are responsible to pursue the extension or consideration of absence process. There is no onus on the class teacher to instigate this process.

In the case of illness, a medical certificate or other appropriate supporting documentation must accompany an application form.

Work submitted late without an application for illness/misadventure will receive a zero '0'; and an 'N' Warning letter will be sent to the student's home address.

Students who feel they have a valid reason for not submitting a task on time should follow the procedures as set out below,

Step 1: The student collects the relevant application form from the CHS Website,

Step 2: The student must fully complete the Extension Application or Consideration of Absence form attaching any relevant documentation, ensuring that parents/guardians have signed the form.

Step 3: The student submits the completed form to the subject Head Teacher at least **two days prior** to the due date of the task

Step 4: The **Faculty Head Teacher** will discuss the circumstances of the application with the relevant Deputy Principal, make a recommendation and hand the form back to the student.

Step 5: The student will hand the completed form to the Deputy Principal, who may consult the assessment committee before approving or rejecting the application.

Step 6: The **Deputy Principal** will notify the student and the faculty Head Teacher of the result ASAP.

If the illness/misadventure, consideration of absence or extension application is upheld the student will complete the set task or an alternate task as soon as can be arranged by the **class teacher**, preferably on the next school day

Any substitute task should:

- Be based on the same components or outcomes as the original task.
- Test or measure the same knowledge or skills as the original task.
- As far as possible, be of comparable standard to the original task.

Be assessed in the same manner as the original task or, in exceptional circumstances an estimate will be used based on assessment evidence, in exceptional circumstances, with the Principal's approval, or the school will use a mark based on a substitute task.

Invalid reasons for illness/ misadventure will result in a mark of zero '0' for that task.

• **CHS Procedures for students who have prolonged absences**

Following negotiations with the Deputy Principal and associated supporting evidence, in exceptional circumstances it may be possible, for students who are absent with leave during the conduct of a scheduled assessment task to complete the task or substitute task under supervised conditions while they are absent.

The student should make contact with the relevant Faculty Head Teacher or the relevant Deputy Principal to discuss prior to the task wherever possible.

D. Expectations of students regarding honesty/submitting own work

The following standard sets out the NESAs requirements concerning students submitting their own work in Year 11 assessments. Candidates for the Year 11 Certificate, as well as their teachers, and others who may guide them, are required to comply with the standard.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Year 11 Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the Board's subject specific documentation. Use or inclusion of material from other sources, such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning does not require formal acknowledgement.

What constitutes malpractice?

All work presented in assessment tasks and Year 11 examinations must be the student's own work or it must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving zero marks for the task or examination, and will jeopardise your results.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Malpractice in any form, including plagiarism, is unacceptable. NESAs treat allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESAs will report matters to the Independent Commission against Corruption.

• CHS Processes for dealing with malpractice

Issues of alleged academic malpractice will be referred to the Assessment Committee for deliberation. Documentation or evidence must be presented by the Head Teacher and reporting teacher(s) to support the claim.

An award of 'zero' marks will be issued if a student is deemed to have gained an unfair advantage in an assessment task. The Assessment Committee will determine what, if any further penalties appropriate to the seriousness of the offence will apply

In the case of suspected plagiarism, the student will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Strategies to ensure the authenticity of student responses to tasks completed partially or wholly outside of class time.

Class teachers should incorporate strategies to ensure the authenticity of responses and minimise the chances of malpractice. The following suggestions could be incorporated into the administration of assessment tasks

- thoroughly briefing all students in relation to the requirements of each task
- allocating class time to the planning of a response to a task
- requiring that students maintain a process diary or journal to show how their response or project or work was developed
- checkpoints: asking students to submit part of the task at critical points in its development
- having students submit their original drafts in addition to their End of Course work -
Incorporating student oral presentations on the progress of their work
- communicating clearly to students the extent of teacher, or other expert or outside, involvement permitted in the development of the work.

When group tasks are required for internal assessment, the school should ensure that:

- they are designed to assess the contribution of individual group members
- they allow each student's understanding of the process to be demonstrated
- the group agrees on procedures for how the task will be developed.

E. Other Features of the Year 11 Certificate

1. Accumulation of Year 11 and HSC courses (Pathways)

Students may accumulate HSC courses towards the Higher School Certificate over a period of up to five years

– this is known as “pathways”. There is no time restriction on the accumulation of Year 11 courses.

2. Acceleration

Students may undertake Year 11 and/or HSC courses in advance of their usual cohort or in less than the Board's stated indicative times. The exceptions are VET Industry Curriculum Framework Courses and Beginners language courses. Decisions about the acceleration of Higher School Certificate students will be made by principals in accordance with the principles contained in the Board's Guidelines for Accelerated Progression.

3. Advanced Standing

Prior learning may exempt a student from certain course requirements and internal assessment tasks. Such exemption is called Advanced Standing. Advanced Standing normally applies to Year 11 courses but in certain circumstances may apply to aspects of HSC courses. Advanced Standing gained through formal courses requires comparability of content and outcomes for exemption from course requirements and assessment tasks. Students granted Advanced Standing for the Year 11 course are still required to complete the Board's eligibility requirements for the Year 11 year. In all cases, the onus is on students to demonstrate that the prior experience has enabled them to achieve the outcomes of the particular aspect(s) of the Board course for which they are seeking exemption.

4. Students re-entering the NSW school system

Students re-entering the NSW school system who do not hold a School Certificate may still be eligible to enter for the Higher School Certificate. If the Principal deems that the student has achieved other qualifications that the Board considers satisfactory, the principal may allow the student to begin the Year 11 course. Students' prior learning and experience, including

study in other systems and life/work experience, may be included in the principal's considerations.

5. Special Examination Provisions

The School may approve special examination provisions for the End of Course Examinations if a student has a special need that would, in a normal examination situation, prevent him or her from:

- (a) reading the examination questions; and/or
- (b) communicating his or her responses.

FORMS

Illness/Misadventure/Extension Request Form



This form must be submitted to the Head Teacher as soon as possible

Student Name: _____ Year: ____ School: _____

Course: _____ Teacher: _____

Date of submission of this form: _____

Task for which you are seeking special consideration: _____

Date task originally due: _____

Are you seeking special consideration for: (tick)

Illness/Misadventure Consideration of absence Genuine reason for extension

Provide details of and reasons for your request: *(Attach all necessary medical or other documentation)*

Student Signature: _____

Date: _____

Parent/Carer Signature: _____

Date: _____

Head Teachers Signature: _____

Date: _____

DP Approval Only

Decision : _____

New date due: _____ Signature: _____

Decision communicated to Student by: _____

Date: _____

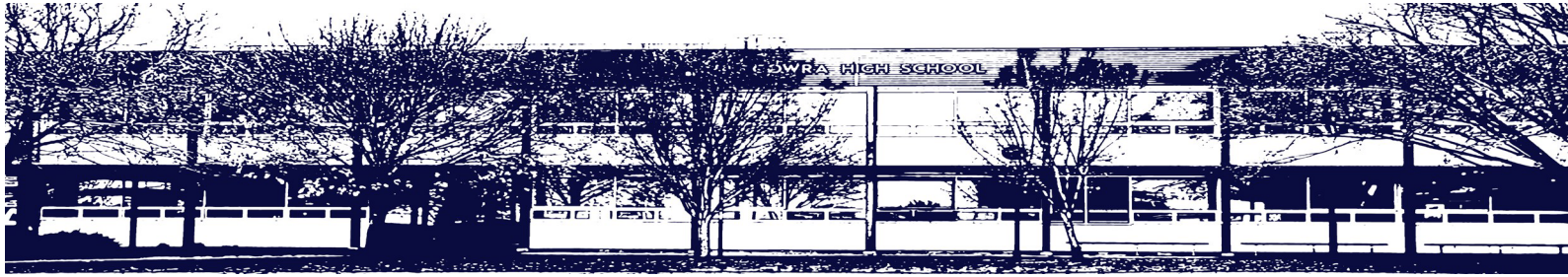
Further information

Cowra High School
Dowell Street Cowra NSW 2794

Phone: 02 6342 1766

Email: cowra-h.school@det.nsw.edu.au
www.cowra-h.schools.nsw.gov.au

This form is located: <https://cowra-h.schools.nsw.gov.au/>and then to the Assessment Tasks tab.



Assessment Task Cover Sheet

This sheet **must** be attached to the front of your Assessment Task and submitted to your class teacher on or before the due date.

Student's Name: _____

Course: _____

Assessment Task: _____

Date Due: _____

Date Received: _____

- Extension granted _____ days
- Other circumstances ~ documents attached

I certify:

- This assignment is entirely my own work and all borrowed material has been acknowledged
- The material contained in this assignment has not previously been submitted for assessment in any formal course of study
- I retain in my possession a copy of this assignment
- I understand that late assignments will be penalised unless an extension has been granted by Deputy Principal

Student's Signature: _____

COWRA HIGH SCHOOL

Assessment Task (Student's Copy)

Student's Name: _____

Course: _____

Teacher: _____

Assessment Task received by: _____

Signature: _____

Date: _____ Time _____

Please detach this if the Assessment Task has been handed in to the office and give to student to keep for their own records.

This form is located: <https://cowra-h.schools.nsw.gov.au/> and then to the Assessment Tasks tab.



Year 11 Certificate Non-Completion of Course Determination

Student Appeal Form

*This form should be completed only if the student feels that he/she has met the NESA course completion requirements as detailed in the **Principal's Determination Form**, and is requesting a school review of the decision to issue the determination(s) of non-completion of course requirements.*

If submitting an appeal, this form is to be completed and signed by the student and the parent/guardian (if student is under 18 years of age) and submitted to the Principal by _____ (Principal to insert date)

Student Name: _____

Student Number: _____

School Name: _____

Student's Home Address:

In lodging an appeal, you are asking the Principal to reconsider his/her decision to give you a determination of non-completion of course requirements in a course. The Principal, in consultation with your class teacher or the Head Teacher of the course, will review your performance in the course and give consideration to your statement in support of your appeal. The Principal will decide whether there is sufficient evidence to change the original determination.

I wish to have the Principal reconsider his/her decision to issue me a determination of non-completion of course requirements in the following course(s):

| Course Name (Please list Extension courses separately) | Course Number |
|---|----------------------|
| | |
| | |
| | |
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| | |

Student Statement in Support of Appeal

You need to detail how you have completed all NESA course completion requirements. You should refer to any warning letters you have been sent and provide details of tasks or assignments you may now have completed.

If you are appealing in a number of courses you need to **name and comment on each course separately**. Additional pages may be attached if you are appealing in more than three courses or if more space is needed.

My appeal is based on the following grounds: `

Course: _____

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Course: _____

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Course: _____

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Your Principal will advise you of the outcome of the School Review of your appeal by the date specified in the *HSC and RoSA timetable of actions for schools*. If the Principal declines your appeal you may ask to have the matter reviewed by NESA. Once the Principal notifies you of the outcome of the School Review of your appeal, ask him/her about the process of having an unsuccessful appeal reconsidered by NESA.

Student's Signature: _____ **Date:** _____

Parent/Guardian's Signature: _____ **Date:** _____
(if student is under 18 years of age)

SCHOOL TERM DATES - 2024

| | |
|----------------------|---|
| Term 1 - 2024 | 30 January 2024 – 12 April 2024 (11 weeks) |
| Term 2 - 2024 | 29 April 2024 – 5 July 2024 (10 weeks) |
| Term 3 - 2024 | 22 July 2024 – 27 September 2024 (10 weeks) |
| Term 4 - 2024 | 14 October 2024 - 20 December 2024 (10 Weeks) |

EXAMINATION DATES - 2024

| | |
|-----------------------------------|--|
| End of Course Examinations | Term 3, 2024: Weeks 9 and 10 16 - 27 September, 2024 |
|-----------------------------------|--|

ASSESSMENT CALENDARS - 2024

| YEAR 11 ASSESSMENT CALENDAR TERM 1, 2024 | | | |
|---|--|---|----------------|
| WEEK | SUBJECT | ASSESSMENT | DATE |
| 1 | | | 29 Jan |
| 2 | | | 5 – 9 Feb |
| 3 | | | 12 – 16 Feb |
| 4 | | | 19 - 23 Feb |
| 5 | | | 26 Feb – 1 Mar |
| 6 | | | 4 - 8 Mar |
| 7 | | | 11 - 15 Mar |
| 8 | Aboriginal Studies Ancient History Modern History Society & Culture SLR | Source Analysis Archaeological Report Oral Task Research Task Demonstration and Task | 18 - 22 Mar |
| 9 | Food Technology Geography Numeracy CEC | Food Quality Experiment Field Work and Extended Response Assessment Task 1 | 25 - 29 Mar |
| 10 | Biology Business Studies Chemistry English Advanced English Standard English Extension Japanese Continuers Mathematics Advanced Mathematics Standard Music 1 PDHPE | Skills Test Case Study Skills Test Imaginative Text with Reflection Statement Imaginative Text with Reflection Statement Imaginative Writing and Reflection Statement Written Speech and Listening Task In-Class Test In-Class Test Composition Portfolio Topic Test | 1 – 5 Apr |
| 11 | English Studies | Written Report | 8 – 12 Apr |

| YEAR 11 ASSESSMENT CALENDAR TERM 2, 2024 | | | |
|---|--|--|----------------|
| WEEK | SUBJECT | ASSESSMENT | DATE |
| 1 | | | 29 Apr – 3 May |
| 2 | | | 6 - 10 May |
| 3 | | | 13 - 17 May |
| 4 | | | 20 - 24 May |
| 5 | | | 27 - 31 May |
| 6 | Mathematics Advanced Mathematics Standard Numeracy CEC | Assignment/Investigation Assignment/Investigation Assessment Task 2 | 3 – 7 Jun |
| 7 | Ancient History Music 1 Society and Culture | Historical Investigation - Essay & Presentation Performance and Viva Voce Research Methodology and Essay | 10 - 14 Jun |
| 8 | SLR Japanese Continuers | Practical Demonstration and In Class Task Conversation and Reading Task | 17 - 21 Jun |
| 9 | Aboriginal Studies Business Studies Food Technology Modern History | Comparative Study Research And Presentation Nutrition Investigation Research and Essay | 24 - 28 Jun |
| 10 | Business Studies English Advanced English Standard English Studies PDHPE | Small Business Plan Multimodal Presentation Multimodal Presentation Multimodal Presentation Report and In Class Task | 1 – 5 July |

| YEAR 11 ASSESSMENT CALENDAR TERM 3, 2024 | | | |
|---|---|--|----------------|
| WEEK | SUBJECT | ASSESSMENT | DATE |
| 1 | Legal Studies | Research Based Essay | 22 - 26 Jul |
| 2 | Biology Chemistry English Extension | Depth Study Depth Study Report Critical Response | 29 Jul – 2 Aug |
| 3 | | | 5 – 9 Aug |
| 4 | | | 12 - 16 Aug |
| 5 | Biology | Depth Study | 19 – 23 Aug |
| 6 | Food Technology | Nutrition Investigation | 26 - 31 Aug |
| 7 | | | 2 – 6 Sep |
| 8 | English Studies Numeracy CEC | Portfolio of Work Assessment Task 3 | 9 - 13 Sep |
| 9 & 10 | Aboriginal Studies Ancient History Biology Business Studies Chemistry English Advanced English Standard English Studies (Week 9) English Extension Food Technology Japanese Continuers Legal Studies Mathematics Advanced Mathematics Standard Modern History Music 1 PDHPE Society and Culture SLR | End of Course Examination End of Course Examination End of Course Examination End of Course Examination End of Course Examination End of Course Examination End of Course Examination Portfolio of Work Multimodal Presentation End of Course Examination End of Course Examination End of Course Examination End of Course Examination End of Course Examination End of Course Examination Performance and Aural Written Examination End of Course Examination End of Course Examination End of Course Examination | 16 - 27 Sep |

SUBJECTS, COURSE COMPONENTS, OUTCOMES ASSESSED AND WEIGHT

Aboriginal Studies Assessment Schedule

| Course Overview: | | | | |
|---|--|--|--|--------------------|
| This course provides students with opportunities to learn about Aboriginal Peoples' relationship to the Land, Aboriginal heritage and identity. Through a historical examination of colonialism, racism and prejudice, legislation and policy, students study the course through the lens of national and international indigenous community experiences. Students demonstrate their understanding of research and inquiry methods through the major project. | | | | |
| Component | Task 1 | Task 2 | Task 3 | Weighting % |
| | Source Analysis Aboriginality and the Land | Comparative Study International Indigenous Community Comparative Study | End of Course Examination | |
| | Term 1, Week 8 | Term 2, Week 9 | Term 3, Week 9-10 | |
| | Outcomes assessed P1.2, P2.2, P3.2, P4.1 | Outcomes assessed P1.2, P2.2, P3.2, P3.3, P4.1, P4.3 | Outcomes assessed P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P3.2, P3.3 | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives | | 5 | 10 | 15 |
| Research and inquiry methods, including aspects of the Local Community Case Study | 10 | 10 | | 20 |
| Communication of information, ideas and issues in appropriate forms | 10 | 10 | 5 | 25 |
| Total % | 30 | 35 | 35 | 100 |

Assessment Syllabus Outcome

- P1.1** Identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples.
- P1.2** Explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights.
- P1.3** Explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures.
- P2.1** Explains the meaning of the Dreaming to Aboriginal peoples.
- P2.2** Explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples.
- P3.1** Describes government policies, legislation and legal decisions in relation to racism and discrimination.
- P3.2** Explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity.
- P3.3** Explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions.
- P4.1** Plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives.
- P4.2** Undertakes community consultation and fieldwork and applies ethical research practices.
- P4.3** Investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples.

Aboriginal Studies Scope and Sequence

The scope and sequence covers the following content:

This course provides students with opportunities to learn about Aboriginal Peoples' relationship to the Land, Aboriginal heritage and identity. Through a historical examination of colonialism, racism and prejudice, legislation and policy, students study the course through the lens of national and international indigenous community experiences. Students demonstrate their understanding of research and inquiry methods through the major project.

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--|---|--------|--------|--|------------------------------------|--|--------|--------|---------------------------|---------------------------------|---------|
| Term 1 2024 | Part I: Aboriginality and the Land | | | | | | | | | Part II: Heritage and Identity. | |
| | Assessment Task 1: Source Analysis, weighting 30%, Week 8 | | | | | | | | | | |
| | P1.1, P1.2, P2.1, P2.2, P3.2. P4.1 | | | | | | | | | | |
| Term 2 2024 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
| | Part II Heritage and Identity cont. | | | | | Part III: International Indigenous Community: Comparative Study: Oglala Sioux or Lakota peoples. | | | | | |
| | Assessment Task 2: Comparative Study, weighting 35%, Week 9 | | | | | | | | | | |
| P1.2, P1.3, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.3 | | | | | P1.2, P2.2, P3.2, P3.3, P4.1, P4.3 | | | | | | |
| Term 3 2024 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
| | Part III cont. | | | Part IV – Research and Inquiry Methods: Local Community Case Study | | | | | End of Course Examination | | |
| | Assessment Task 3: End of Course Examination, weighting 35%, Week 9/10 | | | | | | | | | | |
| | | | | P4.1, P4.2 | | | | | | | |

Ancient History Assessment Schedule

| Course Overview: This course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through archaeological and written sources, students study of a range of features, people, places, events and developments of the ancient world. | | | | | |
|--|---|--|---|--------------------|--|
| Component | Task 1 | Task 2 | Task 3 | Weighting % | |
| | Archaeological report Investigating Ancient History | Historical Investigation Essay and Presentation | End of Course Examination | | |
| | Term 1, Week 8 | Term 2, Week 7 | Term 3, Week 9/10 | | |
| | Outcomes assessed AH11-6 AH11-9 AH11-10 | Outcomes assessed AH11-1 AH11-2 AH11-4 AH11-5 AH11-6 AH11-9 | Outcomes assessed AH11-3 AH11-6 AH11-7 AH11-8 AH11-9 | | |
| Knowledge and understanding of course content | 20 | 20 | | 40 | |
| Historical skills in the analysis and evaluation of sources and interpretations | | 10 | 10 | 20 | |
| Historical inquiry and research | 5 | 5 | 10 | 20 | |
| Communication of historical understanding in appropriate forms | 10 | 5 | 5 | 20 | |
| Total % | 35 | 40 | 25 | 100 | |

Assessment Syllabus Outcome

- 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** describes the nature of continuity and change in 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

Ancient History Scope and Sequence

The scope and sequence covers the following content:

- two studies from the Nature of Ancient History integrated with the Case Studies – 30 hours each (60 hours total)
- two studies from the Features of Ancient Societies – 20 hours each (40 hours total)
- the Historical Investigation – 20 hours.

The Historical concepts and skills content is integrated throughout the course.

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|-----------------------|--|--------|--------|--------|--|---|--------|--------|---------------------------|--|---------|
| Term 1 2024 | Investigating Ancient History – The Nature of Ancient History The Treatment and Display of Human Remains (Bog Bodies and Otzi the Iceman) | | | | | | | | | Investigating Ancient History – Case Study Alexandria. | |
| | Assessment Task 1: Archaeological Report, weighting 35%, Week 8 | | | | | | | | | | |
| | AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10 | | | | | | | | | | |
| | | | | | | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
| Term 2 2024 | Investigating Ancient History – Case Study Alexandria | | | | Investigating Ancient History – Case Study Teotihuacan | | | | | | |
| | Assessment Task 2: Historical Investigation Essay and Presentation, weighting 40%, Week 7 | | | | | | | | | | |
| | AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9 | | | | | AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10 | | | | | |
| | | | | | | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
| Term 3 2024 | Features of Ancient Societies Weapons and Warfare - Carthage and Rome | | | | | Historical Investigation Student-developed inquiry | | | End of Course Examination | | |
| | Assessment Task 3: End of Course Examination, weighting 25%, Week 9/10 | | | | | | | | | | |
| | AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10 | | | | | AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10 | | | | | |
| | | | | | | | | | | | |

Biology Assessment Schedule

| Course Overview: | | | | |
|---|--|--|--|--------------------|
| The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used. | | | | |
| Component | Task 1 | Task 2 | Task 3 | Weighting % |
| | Skills Test | Depth Study | End of Course Examination | |
| | Term 1, Week 10 | Term 3, Week 2 | Term 3, Week 9-10 | |
| | Outcomes assessed BIO11-2, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8 | Outcomes assessed BIO11-1, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9 | Outcomes assessed BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11 | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Skills in Working Scientifically | 15 | 30 | 15 | 60 |
| Total % | 25 | 40 | 35 | 100 |

Assessment Syllabus Outcome

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

Biology Scope and Sequence

The scope and sequence covers the following content:

- Module 1: Cells as the Basis of Life
- Module 2: Organisation of Living Things
- Module 3: Biological Diversity
- Module 4: Ecosystem Dynamics

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|-----------------------|---|--------|--------|--------|--------|--------|--------|---|--------|---------|---------|
| Term 1 2024 | Module 1: Cells as the Basis of Life | | | | | | | Module 2: Organisation of Living Things | | | |
| | Assessment Task 1: Skills task, 30%, Week 10 | | | | | | | | | | |
| | BIO11-3, BIO 11-4, BIO 11-7, BIO 11-8, BIO 11-2, BIO 11-5 | | | | | | | BIO 11-4, BIO 11-6, BIO 11-7, BIO 11-9 | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
|-----------------------|---|--------|--------|--------|--------|---|--------|--------|--------|---------|--|
| Term 2 2024 | Module 2 continued | | | | | Module 3: Biological Diversity | | | | | |
| | Assessment Task 2: Depth Study, 40%, Term 3 Week 2 | | | | | | | | | | |
| | BIO 11-4, BIO 11-6, BIO 11-7, BIO 11-9 | | | | | BIO 11-1, BIO 11-2, BIO 11-7, BIO 11-10 | | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
|-----------------------|---|--------|---|--------|--------|--------|--------|--------|--------|---------|--|
| Term 3 2024 | Module 3 continued | | Module 4: Ecosystem Dynamics | | | | | | | | |
| | Assessment Task 3: End of Course Examination, 30%, Week 9/10 | | | | | | | | | | |
| | | | BIO 11-1, BIO 11-2, BIO 11-3, BIO 11-4, BIO 11-5, BIO 11-11 | | | | | | | | |

Business Studies Assessment Schedule

| Course Overview: | | | | |
|--|--|--|---|--------------------|
| The study of Business engages students in the investigation of the nature of business, business management and business planning. It offers students the opportunity to investigate different types of existing local businesses, possible future business opportunities and how the actions of individuals and groups involved in businesses impact upon them. Business Studies promotes students' curiosity and imagination and enriches their appreciation of the professional world around them by introducing them to a range of business issues existing in the present day. | | | | |
| Component | Task 1 | Task 2 | Task 3 | Weighting % |
| | Case Study — Nature of a Local Business | Small Business Plan | End of Course Examination | |
| | Term 1, Week 10 | Term 2, Week 10 | Term 3, Week 9-10 | |
| | Outcomes assessed P1, P2, P4, P6, P7, P8 | Outcomes assessed P1, P2, P3, P6, P7, P9 | Outcomes assessed P3, P4, P5, P8, P9, P10 | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Stimulus based skills | | 10 | 10 | 20 |
| Inquiry and research | 10 | 10 | | 20 |
| Communication of business information, ideas and issues in appropriate forms | 10 | | 10 | 20 |
| Total % | 30 | 30 | 40 | 100 |

Assessment Syllabus Outcome

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

Business Studies Scope and Sequence

The scope and sequence covers the following content:

- The Nature of Business
- Business Management
- Business Planning
- Human Resources

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|-----------------------|---|--------|--------|--------|--------|-------------------------|--------|-------------------------|---------------------------|---------|---------|
| Term 1 2024 | Nature of Business | | | | | Business Management | | | | | |
| | Assessment Task 1: Case Study (Nature of a local business), weighting 30%, Week 10 | | | | | | | | | | |
| | P1, P2, P4, P6, P7, P8 | | | | | P1, P2, P3, P6, P7, P9 | | | | | |
| | | | | | | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
| Term 2 2024 | Business Management | | | | | | | Business Planning | | | |
| | Assessment Task 2: Small Business Plan, weighting 30%, Week 10 | | | | | | | | | | |
| | P1, P2, P3, P6, P7, P9 | | | | | | | P3, P4, P5, P8, P9, P10 | | | |
| | | | | | | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
| Term 3 2024 | Business Planning | | | | | Human Resources | | | End of Course Examination | | |
| | Assessment Task 3: End of Course Examination, weighting 40%, Week 9/10 | | | | | | | | | | |
| | P3, P4, P5, P8, P9, P10 | | | | | P3, P4, P5, P8, P9, P10 | | | | | |
| | | | | | | | | | | | |

Chemistry Assessment Schedule

| Course Overview: Students will cover content in the following topics; properties and structure of matter, introduction to quantitative chemistry, reactive chemistry and drivers of reactions. | | | | |
|--|---|--|---------------------------|--------------------|
| Component | Task 1 | Task 2 | Task 3 | Weighting % |
| | Skills Test | Depth Study Report | End of Course Examination | |
| | Term 1, Week 10 | Term 3, Week 2 | Term 3, Week 9-10 | |
| | Outcomes assessed | Outcomes assessed | Outcomes assessed | |
| CH11-4, CH11-5, CH11-6, CH11-9 | CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-7, CH11-10 | CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11 | | |
| Working Scientifically | 15 | 35 | 10 | 60 |
| Knowledge and Understanding | 10 | 5 | 25 | 40 |
| Total % | 25 | 40 | 35 | 100 |

Assessment Syllabus Outcome

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

Chemistry Scope and Sequence

The scope and sequence covers the following content:

- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

| | | | | | | | | | | | | |
|-----------------------|--|---------------|---------------|---------------------------------|---------------|---------------|--------------------------------|---------------|---------------|----------------|----------------|--|
| Term 1 2024 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | |
| | Introduction to Quantitative Chemistry M1 IQ1 and M2 | | | | | | | | | | | |
| | Assessment Task 1: Skills Test, 25% Week 10 | | | | | | | | | | | |
| | CH11-2, CH11-3, CH11-4, CH11-6, CH11-7, CH11-8, CH11-9 | | | | | | | | | | | |
| Term 2 2024 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | | |
| | Structure of Matter M1 IQ3 and IQ4 | | | Reactive Chemistry | | | | | | | | |
| | Assessment Task 2: Depth Study Report, 40%, Term 3 Week 2 | | | | | | | | | | | |
| | CH11-2, CH11-4, CH11-6, CH11-9 | | | CH11-2, CH11-3, CH11-4, CH11-10 | | | | | | | | |
| Term 3 2024 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | | |
| | Drivers of reactions | | | | | | Atomic structure M1 IQ2 | | | | | |
| | Assessment Task 3: End of Course Examination, 35% Week 9/10 | | | | | | | | | | | |
| | CH11-1, CH11-5, CH11-6, CH11-11 | | | | | | CH11-2, CH11-3, CH11-4, CH11-7 | | | | | |

Construction Assessment Schedule



Education

Construction

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards
CPC20120 Certificate II in Construction (Release 3)

Cohort 2024 - 2025

Training Package CPC Construction, Plumbing and Services Training Package

School Name: Cowra High School

Assessment Schedule Year 11 - 2024

| Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. | | | Task 1 White Card | Task 2 Work safe, stay safe | Task 3 Working it out | Task 4 Project planning |
|---|---|---------------------------|----------------------|-----------------------------------|--------------------------|-------------------------------|
| Code | Unit of Competency | HSC Examinable Unit | Term 1-3 | Term 1 | Term 2 | Term 3 |
| CPCWHS1001 | Prepare to work safely in the construction industry | | X | | | |
| CPCCWHS2001 | Apply WHS requirements, policies, and procedures in the construction industry | √ | | X | | |
| CPCCCM1011 | Undertake basic estimation and costing | | | | X | |
| CPCCOM1015 | Carry out measurements and calculations | √ | | | X | |
| CPCCOM2001 | Read and interpret plans and specifications | √ | | | | X |
| CPCCOM1013 | Plan and organise work | √ | | | | X |

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

Construction Scope and Sequence

| Term 1 - Year 11 (Preliminary) year of study | | | | | | | | | | | | | |
|---|---|-------------|-------------|---|---|---|---|---|---|---|---|----|----|
| List of units of competency to be delivered in each term. Teacher is to annotate when unit commences and ends. Please add local variations e.g. excursions, work placement, school examination periods. | | | Weeks | | | | | | | | | | |
| Term 1 | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| VET Course Induction | | | No Students | | | | | | | | | | |
| Task 1: (6 hours) White Card – usually delivered in one day. | | | | | | | | | | | | | |
| CPCWHS1001 | Prepare to work safely in the construction industry (any time during term 1) | No Students | | | | | | | | | | | |
| Task 2: (20 Hours) Work safe, stay safe | | | | | | | | | | | | | |
| CPCCWHS2001 | Apply WHS requirements, policies, and procedures in the construction industry | No Students | | | | | | | | | | | |

| Term 2 - Year 11 (Preliminary) year of study | | | | | | | | | | | | | |
|---|---|--|-------|---|---|---|---|---|---|---|---|----|----|
| List of units of competency to be delivered in each term. Teacher is to annotate when unit commences and ends. Please add local variations e.g. excursions, work placement, school examination periods. | | | Weeks | | | | | | | | | | |
| Term 2 | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Task 3: (45 Hours) Working it out | | | | | | | | | | | | | |
| CPCCCM1011 | Undertake basic estimation and costing | | | | | | | | | | | | |
| CPCCOM1015 | Carry out measurements and calculations | | | | | | | | | | | | |
| N/A | | | | | | | | | | | | | |

| Term 3 - Year 11 (Preliminary) year of study | | | | | | | | | | | | | |
|---|---|--|-------|---|---|---|---|---|---|---|---|----|----|
| List of units of competency to be delivered in each term. Teacher is to annotate when unit commences and ends. Please add local variations e.g. excursions, work placement, school examination periods. | | | Weeks | | | | | | | | | | |
| Term 3 | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Task 4: (35 Hours) Project planning | | | | | | | | | | | | | |
| CPCCOM2001 | Read and interpret plans and specifications | | | | | | | | | | | | |
| CPCCOM1013 | Plan and organise work | | | | | | | | | | | | |
| N/A | | | | | | | | | | | | | |

English Advanced Assessment Schedule

| Course Overview: Common Module – Reading to Write Module A – Narratives that Shape the World Module B – Critical Study of Literature | | | | | |
|--|--|---|---|--------------------|--|
| Component | Task 1 | Task 2 | Task 3 | Weighting % | |
| | Reading to Write Imaginative text with reflection statement | Narratives that Shape our World Multimodal presentation | End of Course Examination Critical response on Module A and Module B | | |
| | Term 1, Week 10 | Term 2, Week 10 | Term 3, Week 9-10 | | |
| | Outcomes assessed EA11-3, EA11-4, EA11-5 & EA11-9 | Outcomes assessed EA11-1, EA11-2, EA11-3, EA11-5 & EA11-7 | Outcomes assessed EA11-1, EA11-3, EA11-5, EA11-6 & EA11-8 | | |
| Knowledge and understanding of course content | 15 | 20 | 15 | 50 | |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 20 | 15 | 50 | |
| Total % | 30 | 40 | 30 | 100 | |

Assessment Syllabus Outcome

- 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 compose 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 and 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 recognises 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

English Advanced Scope and Sequence

The scope and sequence covers the following content:

- Common Module – Reading to Write
- Module A – Narratives that Shape the World
- Module B – Critical Study of Literature

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--|--|--------|--------|--------|--------|--------|--------|--------|--------|---------------------------|---------|
| Term 1 2024 | Common Module: Reading to Write | | | | | | | | | | |
| | Assessment Task 1: Imaginative Task and Reflection, weighting 30 %, Week 10 | | | | | | | | | | |
| | EA 11-3, EA 11-4, EA 11-5 & EA 11-9 | | | | | | | | | | |
| Term 2 2024 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
| | Module A – Narratives That Shape Out World | | | | | | | | | | |
| | Assessment Task 2: Multimodal Presentation, weighting 40%, Week 10 | | | | | | | | | | |
| EA 11-1, EA 11-2, EA 11-3, EA 11-5 & EA 11-7 | | | | | | | | | | | |
| Term 3 2024 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
| | Module B – Critical Study of Literature | | | | | | | | | End of Course Examination | |
| | Assessment Task 3: Examination, weighting 30%, Week 9/10 | | | | | | | | | | |
| EA 11-1, EA 11-3, EA 11-5, EA 11-6 & EA 11-8 | | | | | | | | | | | |

English Standard Assessment Schedule

| Course Overview: Common Module – Reading to Write Module A – Contemporary Possibilities Module B – Close Study of Literature | | | | | |
|--|--|---|---|--------------------|--|
| Component | Task 1 | Task 2 | Task 3 | Weighting % | |
| | Reading to Write Imaginative text with reflection statement | Contemporary Possibilities Multimodal presentation | End of Course Examination Critical response on Module A and Module B | | |
| | Term 1, Week 10 | Term 2, Week 10 | Term 3, Week 9-10 | | |
| | Outcomes assessed EN11-3, EN11-4, EN11-5 & EN11-9 | Outcomes assessed EN11-1, EN11-2, EN11-3, EN11-5 & EN11-7 | Outcomes assessed EN11-1, EN11-3, EN11-5, EN11-6 & EN11-8 | | |
| Knowledge and understanding of course content | 15 | 20 | 15 | 50 | |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 20 | 15 | 50 | |
| Total % | 30 | 40 | 30 | 100 | |

Assessment Syllabus Outcome

- EN11-1** responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
- EN11-2** uses and 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

English Standard Scope and Sequence

The scope and sequence covers the following content:

- Common Module – Reading to Write
- Module A – Contemporary Possibilities
- Module B – Close Study of Literature

| | | | | | | | | | | | |
|-----------------------|--|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------------------|----------------|
| Term 1 2024 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
| | Common Module: Reading to Write | | | | | | | | | | |
| | Assessment Task 1: Imaginative Writing and Reflection, weighting 30%, Week 10 | | | | | | | | | | |
| | EN11-3, EN11-4, EN11-5 & EN11-9 | | | | | | | | | | |
| Term 2 2024 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
| | Module A – Contemporary Possibilities | | | | | | | | | | |
| | Assessment Task 2: Multimodal Presentation, weighting 40%, Week 10 | | | | | | | | | | |
| | EN11-1, EN11-2, EN11-3, EN11-5 & EN11-7 | | | | | | | | | | |
| Term 3 2024 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
| | Module B – Close Study of Literature | | | | | | | | | End of Course Examination | |
| | Assessment Task 3: Examination, weighting 30%, Week 9/10 | | | | | | | | | | |
| | EN11-1, EN11-3, EN11-5, EN11-6 & EN11-8 | | | | | | | | | | |

English Studies Assessment Schedule

| Course Overview: Mandatory Module – Achieving Through English Module F – MiTunes and Texts: English and the language of songs Module A – We Are Australian: English in citizenship, community and cultural identity | | | | |
|---|---|--|---|--------------------|
| Component | Task 1 | Task 2 | Task 3 | Weighting % |
| | Achieving Through English Written report | MiTunes Multimodal presentation | Portfolio of Work Collection of work from across all modules | |
| | Term 1, Week 11 | Term 2, Week 10 | Term 3, Week 9 | |
| | Outcomes assessed ES11-1, ES11-4 & ES11-5 | Outcomes assessed ES11-2, ES11-3, ES11-5, ES11-9 & ES11-10 | Outcomes assessed ES11-3, ES11-4, ES11-6, ES11-7 & ES11-8 | |
| Knowledge and understanding of course content | 15 | 15 | 20 | 50 |
| Skills in comprehending texts communicating ideas using language accurately, appropriately and effectively | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

Assessment Syllabus Outcome

- 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** gains skills in accessing, comprehending and using information to communicate in a variety of ways
- 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, media, 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

English Studies Scope and Sequence

The scope and sequence covers the following content:

- Mandatory Module – Achieving Through English
- Module F – MiTunes and Texts: English and the Language of Songs
- Module A – We Are Australian: English in citizenship, community and cultural identity

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|-----------------------|--|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|
| Term 1 2024 | Mandatory Module: Achieving Through English | | | | | | | | | | |
| | Assessment Task 1: Written Report, weighting 30%, Week 11 | | | | | | | | | | |
| | ES11-1, ES11-4 & ES11-5 | | | | | | | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|-----------------------|---|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| Term 2 2024 | Module F: MiTunes and Texts | | | | | | | | | |
| | Assessment Task 2: Multimodal Presentation, weighting 30%, Week 10 | | | | | | | | | |
| | ES11-2, ES11-3, ES11-5, ES11-9 & ES11-10 | | | | | | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|-----------------------|--|--------|--------|--------|--------|--------|--------|--------|---------------------------|---------|
| Term 3 2024 | Module A: We Are Australian | | | | | | | | End of Course Examination | |
| | Assessment Task 3: Portfolio, weighting 40%, Week 9 | | | | | | | | | |
| | ES11-3, ES11-4, ES11-6, ES11-7 & ES11-8 | | | | | | | | | |

English Extension Assessment Schedule

| Course Overview: Module: Texts, Culture and Value Related Research Project | | | | |
|---|---|---|---|--------------------|
| Component | Task 1 | Task 2 | Task 3 | Weighting % |
| | Imaginative writing & reflection | Critical Response | Multimodal Presentation | |
| | Term 1, Week 10 | Term 3, Week 2 | Term 3, Week 9-10 | |
| | Outcomes assessed EE11-2, EE11-3 & EE11-6 | Outcomes assessed EE11-1, EE11-2, EE11-3 & EE11-5 | Outcomes assessed EE11-1, EE11-2, EE11-3, EE11-4 & EE11-5 | |
| Knowledge and understanding of texts and why they are valued | 15 | 15 | 20 | 50 |
| Skills in complex analysis composition and investigation | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

Assessment Syllabus Outcome

- 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 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

English Extension Scope and Sequence

The scope and sequence covers the following content:

- Module: Texts, Values and Culture
- Related Research Project

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|-----------------------|--|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|
| Term 1 2024 | Module – Texts, Culture and Value | | | | | | | | | | |
| | Assessment Task 1: Imaginative Writing and Reflection, weighting 30%, Week 10 | | | | | | | | | | |
| | EE 11-2, EE 11-3 & EE 11-6 | | | | | | | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|-----------------------|---|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| Term 2 2024 | Module – Texts, Culture and Value | | | | | | | | | |
| | Assessment Task 2: Critical Response, weighting 30%, Term 3 Week 2 | | | | | | | | | |
| | EE 11-1, EE 11-2, EE 11-3 EE 11-5 | | | | | | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|-----------------------|---|--------|--------|--------|--------|--------|--------|--------|---------------------------|---------|
| Term 3 2024 | Independent Research Project | | | | | | | | End of Course Examination | |
| | Assessment Task 3: Multimodal Presentation, weighting 40%, Week 9/10 | | | | | | | | | |
| | EE 11-1, EE 11-2, EE 11-3, EE 11-4 & EE 11-5 | | | | | | | | | |

Food Technology Assessment Schedule

| Course Overview: Food Technology Stage 6 aims to develop an understanding about food systems and skills that enable students to make informed decisions and carry out responsible actions. Students will also develop an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia. | | | | |
|--|------------------------------|------------------------------|------------------------------------|--------------------|
| Component | Task 1 | Task 2 | Task 3 | Weighting % |
| | Food Quality Experiment | Nutrition Investigation | End of Course Examination | |
| | Term 1, Week 9 | Term 2, Week 9 | Term 3, Weeks 9-10 | |
| | Outcomes assessed | Outcomes assessed | Outcomes assessed | |
| | P2.2, P3.2, P4.1, P4.4, P5.1 | P2.1, P3.1, P3.2, P4.3, P5.1 | P1.1, P1.2, P2.1, P2.2, P3.1, P4.2 | |
| Knowledge and Understanding of course content | 10 | 10 | 20 | 40 |
| Knowledge and skills in designing, researching, analysing and evaluating | 10 | 10 | 10 | 30 |
| Skills in experimenting with and preparing food by applying theoretical concepts | 10 | 10 | 10 | 30 |
| Total % | 30 | 30 | 40 | 100 |

Assessment Syllabus Outcome

- P1.1** identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P1.2** accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P2.1** explains the role of food nutrients in human nutrition
- P2.2** identifies and explains the sensory characteristics and functional properties of food
- P3.1** assesses the nutrient value of meals/diets for particular individuals and groups
- P3.2** presents ideas in written, graphic and oral form using computer software where appropriate
- P4.1** selects appropriate equipment, applies suitable techniques and utilises safe and hygienic practices when handling food
- P4.2** plans, prepares and presents foods which reflect a range of the influences on food selection.
- P4.3** selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
- P4.4** applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
- P5.1** generates ideas and develops solutions to a range of food situations

Food Technology Scope and Sequence

The scope and sequence covers the following content:

- Food availability and selection 30%
- Food Quality 40%
- Nutrition 30%

| Term 1 2024 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|-----------------------|--|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|
| | Food Availability and Selection | | | | | | | | | | |
| | Assessment Task 1: Research Task, weighting 30%, Week 9 | | | | | | | | | | |
| | P1.1, P1.2, P4.2 | | | | | | | | | | |

| Term 2 2024 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
|-----------------------|--|--------|--------|--------|--------|--------|--------|--------|--------|---------|--|
| | Food Quality | | | | | | | | | | |
| | Assessment Task 2: Food Quality Experiment, weighting 30%, Week 9 | | | | | | | | | | |
| | P2.2, P3.2, P4.1, P4.4 | | | | | | | | | | |

| Term 3 2024 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
|-----------------------|---|--------|--------|--------|--------|--------|--------|--------|--------|---------------------------|--|
| | Nutrition | | | | | | | | | End of Course Examination | |
| | Assessment Task 3: End of Course Examination, weighting 40%, Week 9/10 | | | | | | | | | | |
| | P1.1, P1.2, P2.1, P2.2, P3.1, P4.2, P5.1 | | | | | | | | | | |

Geography Assessment Schedule

| Course Overview: | | | | |
|--|---|--|--|--------------------|
| The Year 11 Course is structured to provide students with opportunities to develop and apply their understanding of geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate natural systems; people, patterns and processes; and human-environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation. | | | | |
| Component | Task 1 | Task 2 | Task 3 | Weighting % |
| | Field Work & Extended Response Earth's Natural Systems | Geographical Investigation Report Geographical Investigation | End of Course Examination | |
| | Term 1, Week 9 | Term 2, Week 5 | Term 3, Week 9-10 | |
| | Outcomes assessed GE-11-02, GE-11-05, GE-11-07 | Outcomes assessed GE-11-01, GE-11-02, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09 | Outcomes assessed GE-11-01, GE-11-02, GE-11-03, GE-11-04, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09 | |
| Knowledge and understanding of content | 5 | 10 | 25 | 40 |
| Geographical skills and tools | 10 | 5 | 5 | 20 |
| Geographical inquiry and research, including field work | 10 | 10 | | 20 |
| Communication of geographical information, ideas and issues in appropriate forms | 5 | 5 | 10 | 20 |
| Total % | 30 | 30 | 40 | 100 |

Assessment Syllabus Outcome

- GE-11-01** examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time
- GE-11-02** explains geographical processes and influences, at a range of scales, that form and transform places and environments
- GE-11-03** explains geographical opportunities and challenges, and varying perspectives and responses
- GE-11-04** assesses responses and management strategies, at a range of scales, for sustainability
- GE-11-05** analyses and synthesises relevant geographical information from a variety of sources
- GE-11-06** identifies geographical methods used in geographical inquiry and their relevance in the contemporary world
- GE-11-07** applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
- GE-11-08** applies mathematical ideas and techniques to analyse geographical data
- GE-11-09** communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

Geography Scope and Sequence

The scope and sequence covers the following content:

- Earths Natural Systems- 40 hours
- People Patterns and Processes- 40 hours
- Geographical Investigation- 20 hours
- Human Environment Interactions- 20 hours

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|-----------------------|---|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|
| Term 1 2024 | Earth's Natural Systems | | | | | | | | | | |
| | Assessment Task 1: Field work & Extended response, weighting 30%, Week 9 | | | | | | | | | | |
| | GE-11-01, GE-11-02, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-9 | | | | | | | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|-----------------------|---|--------|--------|--------|--------|--|--------|--------|--------|---------|
| Term 2 2024 | Geographical Investigation | | | | | Human Environment Interactions | | | | |
| | Assessment Task 2: Geographical Investigation, weighting 30%, Week 5 | | | | | | | | | |
| | GE-11-01, GE-11-02, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09 | | | | | GE-11-01, GE-11-02, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09 | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|-----------------------|--|--------|--------|--------|--------|--------|--------|--------|---------------------------|---------|
| Term 3 2024 | People, Patterns and Processes | | | | | | | | End of Course Examination | |
| | Assessment Task 3: End of Course Examination, weighting 40%, Week 9/10 | | | | | | | | | |
| | GE-11-01, GE-11-02, GE-11-03, GE-11-04, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09 | | | | | | | | | |

Hospitality Assessment Schedule

Education

Hospitality

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

School Name: Cowra High School

Assessment Schedule Year 11 - 2024

| Assessment Tasks for SIT20322 Certificate II in Hospitality | | Task 1 Safety in the kitchen | Task 2 Service please |
|--|---|---------------------------------|--------------------------|
| <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i> | | Term 2 | Term 3 |
| Code | Unit of Competency | | |
| SITXFSA005 | Use hygienic practices for food safety | X | |
| SITXWHS005 | Participate in safe work practices | X | |
| SITXFSA006 | Participate in safe food handling practices | X | |
| SITHCCC025 | Prepare and present sandwiches | X | |
| SITXCCS011 | Interact with customers | | X |
| SITXCOM007 | Show social and cultural sensitivity | | X |

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.

*** Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

Hospitality Scope and Sequence

| Term 1 - Year 11 (Preliminary) year of study | | | | | | | | | | | | | |
|---|---|----------------|-------|-------|---|---|---|---|---|---|-------|----|--|
| List of units of competency to be delivered in each term. Teacher is to annotate when unit commences and ends. Please add local variations e.g. excursions, work placement, school examination periods. (LC refers to Learning Cycle where UOC first appears for delivery) | | Weeks | | | | | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| Term 1 | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| VET Course Induction | | No Students | | | | | | | | | | | |
| Task 1: Safety in the kitchen (70 hours) | | | | | | | | | | | | | |
| SITXFSA005 | Use hygienic practices for food safety | No Students | | (LC1) | | | | | | | | | |
| SITXWHS005 | Participate in safe work practices | | (LC1) | | | | | | | | | | |
| SITXFSA006 | Participate in safe food handling practices | | (LC1) | | | | | | | | | | |
| SITHCCC025 | Prepare and present sandwiches | | (LC1) | | | | | | | | | | |
| Task 2: Service please (30 hours) | | | | | | | | | | | | | |
| SITXCOM007 | Show social and cultural sensitivity | | | | | | | | | | (LC2) | | |
| SITXCCS011 | Interact with customers | | | | | | | | | | (LC4) | | |

Hospitality Scope and Sequence Continued

| Term 2 - Year 11 (Preliminary) year of study | | | | | | | | | | | | |
|---|---|---|---|---|---|---|--|---|---|---|----|-----|
| List of units holistically delivered. Teacher is to annotate when actual delivery noting variations e.g. excursions, work placement, school examination periods and assessments conducted etc | | Weeks | | | | | | | | | | |
| Term 2 | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Task: 1 Safety in the kitchen | | Assessment is ongoing throughout course delivery | | | | | Learning commences across all units | | | | | |
| SITXFSA005 | Use hygienic practices for food safety | | | | | | | | | | | N/A |
| SITXWHS005 | Participate in safe work practices | | | | | | | | | | | |
| SITXFSA006 | Participate in safe food handling practices | | | | | | | | | | | |
| SITHCCC025 | Prepare and present sandwiches | | | | | | | | | | | |
| Task 2: Service please | | | | | | | | | | | | |
| SITXCOM007 | Show social and cultural sensitivity | | | | | | | | | | | |
| SITXCCS011 | Interact with customers | | | | | | | | | | | |

Hospitality Scope and Sequence Continued

| Term 3 - Year 11 (Preliminary) year of study | | | | | | | | | | | | |
|--|--|--|---|---|---|---|-------|---|---|---|----|----|
| List of units of competency to be delivered in each term. Teacher is to annotate when unit actually commences and ends. Please add local variations e.g. excursions, work placement, school examination periods. | | Weeks | | | | | | | | | | |
| Term 3 | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Task 2: Service please | | | | | | | | | | | | |
| SITXCOM007 | Show social and cultural sensitivity | | | | | | | | | | | |
| SITXCCS011 | Interact with customers | | | | | | | | | | | |
| Task 3: The hospitality industry (20 hours) | | Learning commences in the remaining units | | | | | | | | | | |
| SITHIND006 | Source and use information on the hospitality industry | | | | | | (LC5) | | | | | |
| Task 4: Beverage making 101 (55 hours) | | | | | | | | | | | | |
| SITHFAB024 | Prepare and serve non-alcoholic beverages | | | | | | (LC6) | | | | | |
| BSBTWK201 | Work effectively with others | | | | | | (LC7) | | | | | |
| SITHFAB025 | Prepare and serve espresso coffee | | | | | | (LC6) | | | | | |
| Task 5: Working 9 to 5 (65 hours) | | | | | | | | | | | | |
| SITHFAB027 | Serve food and beverages | | | | | | (LC5) | | | | | |
| SITHIND007 | Use hospitality skills effectively | | | | | | | | | | | |

Japanese Continuers Assessment Schedule

| Course Overview: | | | | |
|---|---|--|---|-------------|
| <ul style="list-style-type: none"> • The Individual • Japanese Speaking Communities | | | | |
| Component | Task 1 | Task 2 | Task 3 | Weighting % |
| | <p>“Come stay at my house!”</p> <p>Students are to write a speech in a timed scenario about why someone should come to your house.</p> <p>Students will also listen to a description of some people doing homestay and their families.</p> <p>Theme: The Individual</p> | <p>My School on Display</p> <p>Students are to participate in a conversation with their teacher about their school, their teachers and they're daily lives.</p> <p>Students will also read Japanese texts that describes a typical Japanese school.</p> <p>Theme: The Individual</p> | <p>End of Course Examination</p> <p>Theme: The Individual and Japanese Speaking Communities</p> | |
| | Term 1, Week 10 | Term 2, Week 8 | Term 3, Week 9-10 | |
| | Outcomes assessed | Outcomes assessed | Outcomes assessed | |
| | 3.1, 3.2, 3.3, 3.4, 3.5,3.6, 4.2, 4.3 (L) 1.1, 1.2, 1.3, 1.4, 4.1 (S) | 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3 (R) 2.1, 2.2, 2.3, 4.1 (W) | 1.1, 1.2, 1.3, 1.4 (S) 3.1, 3.2, 3.3, 3.4, 3.5,3.6, 4.2, 4.3 (R, L) 2.1, 2.2, 2.3, 4.1 (W) | |
| Listening | 20 | | 10 | 30 |
| Reading | | 20 | 10 | 30 |
| Speaking | | 10 | 10 | 20 |
| Writing | 10 | | 10 | 20 |
| Total % | 30 | 30 | 40 | 100 |

Assessment Syllabus Outcome

- 1.1** uses a range of strategies to maintain communication
- 1.2** conveys information appropriate to context, purpose and audience
- 1.3** exchanges and justifies opinions and ideas
- 1.4** reflects on aspects of past, present and future experience
- 2.1** applies knowledge of language structures to create original text
- 2.2** composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3** structures and sequences ideas and information
- 3.1** conveys the gist of texts and identifies specific information
- 3.2** summarises the main ideas
- 3.3** identifies the tone, purpose, context and audience
- 3.4** draws conclusions from or justifies an opinion
- 3.5** interprets, analyses and evaluates information
- 3.6** infers points of view, attitudes or emotions from language and context
- 4.1** recognises and employs language appropriate to different social contexts
- 4.2** identifies values, attitudes and beliefs of cultural significance
- 4.3** reflects upon significant aspects of language and culture

Japanese Continuers Scope and Sequence

The scope and sequence covers the following content:

- The Individual
- Japanese Speaking Communities

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|-----------------------|---|--------|--------|--------|--------|--------|---|--------|--------|---------|---------|
| Term 1 2024 | Stage 5 Revision – My First Time in Japan | | | | | | My Leisure and Free Time | | | | |
| | Assessment Task 1: “Come stay at my house!”, weighting 30%, Week 10 | | | | | | | | | | |
| | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2 & 4.3 | | | | | | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2 & 4.3 | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|-----------------------|---|--------|--------|--------|--------|---|--------|--------|--------|---------|
| Term 2 2024 | My Family | | | | | Mine or your school, what’s better? | | | | |
| | Assessment Task 2: My School on Display, weighting 30%, Week 8 | | | | | | | | | |
| | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2 & 4.3 | | | | | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2 & 4.3 | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|-----------------------|---|--------|--------|--------|--------|---|--------|--------|---------------------------|---------|
| Term 3 2024 | My Lively School Life | | | | | My trip to Japan | | | End of Course Examination | |
| | Assessment Task 3: End of Course Examination, weighting 40%, Week 9/10 | | | | | | | | | |
| | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2 & 4.3 | | | | | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2 & 4.3 | | | | |

Legal Studies Assessment Schedule

| Course Overview: | | | | |
|--|--|---|---|--------------------|
| Legal Studies focuses on the way in which law is generated, how it is structured and how it operates in Australian and international contexts. Students will develop an understanding of the implications legal decisions can have for Australian society and the ways in which the legal system can affect the lives of Australian citizens. The course enables students to have confidence in approaching and accessing the legal system, understanding their basic rights and provides them with a better appreciation of the relationships between social and legal structures | | | | |
| Component | Task 1 | Task 2 | Task 3 | Weighting % |
| | Research Task The Legal System | Research based Essay The Individual and the Law | End of Course Examination | |
| | Term 1, Week 10 | Term 3, Week 1 | Term 3, Week 9-10 | |
| | Outcomes assessed P2, P3, P5, P6, P8 | Outcomes assessed P1, P4, P7, P8, P9, P10 | Outcomes assessed P1, P2, P3, P4, P5, P6, P7, P10 | |
| Knowledge and understanding of course content | 15 | 15 | 30 | 60 |
| Inquiry and research | 10 | 10 | | 20 |
| Communication of information, ideas and issues in appropriate forms | 5 | 10 | 5 | 20 |
| Total % | 30 | 35 | 35 | 100 |

Assessment Syllabus Outcome

- 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

Legal Studies Scope and Sequence

The scope and sequence covers the following content:

- Legal System (40% of course time)
- Individual and the Law (30% of course time)
- Law in Practice (30% of course time)

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|-----------------------|---|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|
| Term 1 2024 | Legal System | | | | | | | | | | |
| | Assessment Task 1: Research Task, weighting 30%, Week 10 | | | | | | | | | | |
| | P1, P3, P5, P6, P8 | | | | | | | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|-----------------------|--|----------------------------|--------|--------|--------|--------|--------|--------|--------|---------|
| Term 2 2024 | Legal System | The Individual and the Law | | | | | | | | |
| | Assessment Task 2: Research Essay, weighting 35%, Term 3 Week 1 | | | | | | | | | |
| | | P1, P4, P7, P8, P9, P10 | | | | | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|-----------------------|---|--------|--------|--------|--------|--------|--------|--------|---------------------------|---------|
| Term 3 2024 | Law in Practice | | | | | | | | End of Course Examination | |
| | Assessment Task 3: End of Course Examination, weighting 35%, Week 9/10 | | | | | | | | | |
| | P1, P2, P3, P4, P5, P6, P7, P10 | | | | | | | | | |

Mathematics Advanced Assessment Schedule

| Course Overview: | | | | |
|---|--------------------------|--------------------------------|---------------------------|--------------------|
| The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning. | | | | |
| Component | Task 1 | Task 2 | Task 3 | Weighting % |
| | Midcourse Examination | Assignment/ Investigation | End of Course Examination | |
| | Term 1, Week 10 | Term 2, Week 6 | Term 3, Week 9-10 | |
| | Outcomes assessed | Outcomes assessed | Outcomes assessed | |
| | MA11-1, MA11-2, MA11-9 | MA11-3, MA11-4, MA11-8, MA11-9 | MA11-1 to MA11-9 | |
| Understanding, Fluency and Communicating | 15 | 15 | 20 | 50 |
| Problem Solving, Reasoning and Justification | 10 | 20 | 20 | 50 |
| Total % | 25 | 35 | 40 | 100 |

Assessment Syllabus Outcome

- 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** provides reasoning to support conclusions which are appropriate to the context

Mathematics Advanced Scope and Sequence

The scope and sequence covers the following content:

- Functions – 40 hours
- Trigonometric Functions – 28 hours
- Calculus – 12 hours
- Exponential Functions – 12 hours
- Statistical Analysis – 16 hours

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|-----------------------|---|--------|--------|--------|--|--------|--|--------|--------|--|---------|
| Term 1 2024 | Algebraic Techniques (MA-F1.1) | | | | Introduction to Functions (MA-F1.2) | | Linear, Quadratic and Cubic Functions (MA-F1.3) | | | Further Functions and Relations (MA-F1.4) | |
| | Assessment Task 1: Midcourse Examination, weighting 25%, Week 10 | | | | | | | | | | |
| | MA11-1, MA11-2, MA11-8, MA11-9 | | | | MA11-1, MA11-2, MA11-8, MA11-9 | | MA11-1, MA11-2, MA11-8, MA11-9 | | | MA11-1, MA11-2, MA11-8, MA11-9 | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|-----------------------|--|--------|--------|--------------------------------|--------|---|--------|--|--------|---------|
| Term 2 2024 | Trigonometry (MA-T1.1) | | | Radians (MA-T1.2) | | Trigonometric Functions and Identities (MA-T2) | | Introduction to Differentiation (MA-C1) | | |
| | Assessment Task 2: Assignment/Investigation Task, weighting 35%, Week 6 | | | | | | | | | |
| | MA11-1, MA11-3, MA11-8, MA11-9 | | | MA11-1, MA11-3, MA11-8, MA11-9 | | MA11-1, MA11-4, MA11-8, MA11-9 | | MA11-1, MA11-5, MA11-8, MA11-9 | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|-----------------------|---|--------|--------|--|--------|---|--------|----------|---------------------------|---------|
| Term 3 2024 | Logarithms and Exponentials (MA-E1) | | | Probability and Venn Diagrams (MA-S1.1) | | Discrete Probability Distributions (MA-S1.2) | | Revision | End of Course Examination | |
| | Assessment Task 3: End of Course Examination, weighting 40%, Week 9/10 | | | | | | | | | |
| | MA11-6, MA11-8, MA11-9 | | | MA11-1, MA11-2, MA11-8, MA11-9 | | MA11-7, MA11-8, MA11-9 | | | MA11-1 to MA11-9 | |

Mathematics Standard Assessment Schedule

| Course Overview: | | | | |
|---|--|--|---|--------------------|
| The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects. | | | | |
| Component | Task 1 | Task 2 | Task 3 | Weighting % |
| | Midcourse Examination | Assignment/ Investigation | End of Course Examination | |
| | Term 1, Week 10 | Term 2, Week 6 | Term 3, Week 9-10 | |
| | Outcomes assessed MS11-1, MS11-2, MS11-7, MS11-10 | Outcomes assessed MS11-2, MS11-5, MS11-6, MS11-9, MS11-10 | Outcomes assessed MS11-1 to MS11-10 | |
| Understanding, Fluency and Communicating | 15 | 15 | 20 | 50 |
| Problem Solving, Reasoning and Justification | 10 | 20 | 20 | 50 |
| Total % | 25 | 35 | 40 | 100 |

Assessment Syllabus Outcome

- 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 Standard Scope and Sequence

The scope and sequence covers the following content:

- Algebra – 20 hours
- Measurement – 32 hours
- Financial Mathematics – 32 hours
- Statistical Analysis – 28 hours

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|-----------------------|---|--------|--------|--------|--|--------|--------|---------------------------------|--------|---|---------|
| Term 1 2024 | Formulae and Equations (MS-A1) | | | | Classifying and Representing Data (MS-S1.1) | | | Summary Statistics (MS-S1.2) | | Linear Relationships (MS-A2) | |
| | Assessment Task 1: Midcourse Examination, weighting 25%, Week 10 | | | | | | | | | | |
| | MS11-1, MS11-6, MS11-9, MS11-10 | | | | MS11-2, MS11-7, MS11-9, MS11-10 | | | MS11-2, MS11-7, MS11-9, MS11-10 | | MS11-1, MS11-2, MS11-6, MS11-9, MS11-10 | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|-----------------------|--|--------|--------|---|---|--|---|--------|---|-------------------------|
| Term 2 2024 | Earning and Managing Money (MS-F1.2) | | | Budgeting and Household Expenses (MS-F1.3) | | Interest and Depreciation (MS-F1.1) | | | Relative Frequency and Probability (MS-S2) | |
| | Assessment Task 2: Assignment/Investigation Task, weighting 35%, Week 6 | | | | | | | | | |
| | MS11-2, MS11-5, MS11-6, MS11-9, MS11-10 | | | | MS11-2, MS11-5, MS11-6, MS11-9, MS11-10 | | MS11-2, MS11-5, MS11-6, MS11-9, MS11-10 | | | MS11-8, MS11-9, MS11-10 |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|-----------------------|---|---|--------|--------|---------------------------------------|--------|---------------------------------|--------|---------------------------|---------|
| Term 3 2024 | Practicalities of Measurement (MS-M1.1) | Perimeter, Area and Volume (MS-M1.2) | | | Units of Energy and Mass (MS-M1.3) | | Working with Time (MS-M2) | | End of Course Examination | |
| | Assessment Task 3: End of Course Examination, weighting 40%, Week 9/10 | | | | | | | | | |
| | MS11-3, MS11-4, MS11-9, MS11-10 | MS11-3, MS11-4, MS11-9, MS11-10 | | | MS11-3, MS11-4, MS11-9, MS11-10 | | MS11-3, MS11-4, MS11-9, MS11-10 | | MS11-1 to MS11-10 | |

Modern History Assessment Schedule

| Course Overview: This model includes three assessment tasks with a formal written examination. One task is the Historical Investigation – a requirement of school-based assessment in Year 11. | | | | |
|--|---|---|--|--------------------|
| Component | Task 1 | Task 2 | Task 3 | Weighting % |
| | Oral task Investigating Modern History | Research and essay Historical Investigation | End of Course Examination | |
| | Term 1, Week 8 | Term 2, Week 9 | Term 3, Week 9-10 | |
| | Outcomes assessed MH11-6 MH11-7 MH11-9 MH11-10 | Outcomes assessed MH11-2 MH11-4 MH11-6 MH11-8 MH11-9 | Outcomes assessed MH11-1 MH11-3 MH11-5 MH11-9 | |
| 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 |
| Total % | 30 | 30 | 40 | 100 |

Assessment Syllabus Outcome

- 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

Modern History Scope and Sequence

The scope and sequence covers the following content:

- one study from the Nature of Modern History – 10 hours
- two Case Studies – 25 hours each (50 hours total)
- the Historical Investigation – 20 hours
- one study from the Shaping of the Modern World – 20 hours.

The Historical concepts and skills content is integrated throughout the course.

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|-----------------------|---|--------|--------|--|---------------------------------|--------|---|--------|--------|---------------------------|---------|
| Term 1 2024 | Nature of Modern History – The Day After (Film) | | | | | | Investigating Modern History – Case Study 1 The decline and fall of the Romanov Dynasty | | | | |
| | Assessment Task 1: Oral Task, weighting 30%, Week 8 | | | | | | | | | | |
| | MH11-6, MH11-7, MH11-9, MH11-10 | | | | | | MH11-6, MH11-7, MH11-9, MH11-10 | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
| Term 2 2024 | Investigating Modern History – Case Study 1 The decline and fall of the Romanov Dynasty | | | Investigating Modern History – Case Study 2 The Cuban Revolution | | | | | | | |
| | Assessment Task 2: Research and Essay, weighting 30%, Week 9 | | | | | | | | | | |
| | MH11-6, MH11-7, MH11-9, MH11-10 | | | | MH11-6, MH11-7, MH11-9, MH11-10 | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
| Term 3 2024 | Historical Investigation | | | | | | | | | End of Course Examination | |
| | Assessment Task 3: End of Course Examination, weighting 40%, Week 9/10 | | | | | | | | | | |
| | MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9, MH11-10 | | | | | | | | | | |

Music 1 Assessment Schedule

| Course Overview: | | | | |
|---|--|---|--|-------------|
| <ul style="list-style-type: none"> • Methods of Notating Music • Popular Music • Music for Small Ensembles (World Music Focus) | | | | |
| Component | Task 1 | Task 2 | Task 3 | Weighting % |
| | Composition Portfolio Topic 1: 'Methods of Notating Music' Composition and Composition Diary | Performance and Viva Voce Topic 1: 'Popular Music' Solo or ensemble performance and in class Viva Voce using performance repertoire demonstrating an understanding of techniques and features of the topic. | Performance and Aural Written Exam Topic 3: 'Music for Small Ensembles' Respond to four aural excerpts using a range of concepts under exam conditions. Present a Performance demonstrating understanding of the topic. | |
| | Term 1, Week 10 | Term 2, Week 7 | Term 3, Weeks 9-10 | |
| | Outcomes assessed P2, P3, P5, P7, P8 | Outcomes assessed P1, P4, P6, P9 | Outcomes assessed P1, P4, P6, P8, P9 | |
| Performance | | 10 | 15 | 25 |
| Composition | 25 | | | 25 |
| Musicology | | 25 | | 25 |
| Aural | | | 25 | 25 |
| Total % | 25 | 35 | 40 | 100 |

Assessment Syllabus Outcome

- 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

Music 1 Scope and Sequence

The scope and sequence covers the following content:

- Methods of Notating Music
- Popular Music
- Music for Small Ensembles (World Music Focus)

| | | | | | | | | | | | |
|-----------------------|--|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------------------|----------------|
| Term 1 2024 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
| | Methods of Notating Music | | | | | | | | | | |
| | Assessment Task 1: Composition Portfolio, weighting 25%, Week 10 | | | | | | | | | | |
| | P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11 | | | | | | | | | | |
| Term 2 2024 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
| | Popular Music | | | | | | | | | | |
| | Assessment Task 2: Performance and Viva Voce, weighting 35%, Week 7 | | | | | | | | | | |
| | P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11 | | | | | | | | | | |
| Term 3 2024 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
| | Music for Small Ensembles (World Music Focus) | | | | | | | | | End of Course Examination | |
| | Assessment Task 3: Performance and Aural Written Exam, weighting 40%, Week 9/10 | | | | | | | | | | |
| | P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11 | | | | | | | | | | |

Numeracy CEC Assessment Schedule

| Course Overview: | | | | |
|---|--|--|--|-------------|
| The Numeracy Stage 6 CEC Syllabus is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively. | | | | |
| The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities. | | | | |
| Component | Task 1 | Task 2 | Task 3 | Weighting % |
| | Assessment Task 1 | Assessment Task 2 | Assessment Task 3 | |
| | Term 1, Week 9 | Term 2, Week 6 | Term 3, Week 8 | |
| | Outcomes assessed | Outcomes assessed | Outcomes assessed | |
| | N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-3.1, N6-3.2 | N6-1.1, N6-1.2, N6-2.3, N6-3.1, N6-3.2 | N6-1.1, N6-1.2, N6-1.3, N6-2.2, N6-3.1, N6-3.2 | |
| Knowledge and Understanding | 15 | 15 | 20 | 50 |
| Skills | 20 | 15 | 15 | 50 |
| Total % | 35 | 30 | 35 | 100 |

Assessment Syllabus Outcome

- 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 appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
- 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

Numeracy CEC Scope and Sequence

The scope and sequence covers the following content:

- Module 1 – 56 hours
- Module 2 – 48 hours

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|-----------------------|--|--------|--|--|--|--|--------------------------------|--------|---|---------|---------|
| Term 1 2024 | Whole Numbers (1.1) | | | Operations with Whole Numbers (1.2) | | Fractions and Decimals (2.1) | | | Operations with Fractions and Decimals (2.2) | | |
| | Assessment Task 1: Assignment/Investigation Task 1, weighting 35%, Week 9 | | | | | | | | | | |
| | N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-3.1 | | | N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-3.2 | | N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-3.1, N6-3.2 | | | N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-3.1, N6-3.2 | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
| Term 2 2024 | Chance (2.5) | | Data, Graphs and Tables (1.5) | | | | Metric Relationships (2.3) | | Length, Mass and Capacity (2.4) | | |
| | Assessment Task 2: Assignment/Investigation Task 2, weighting 30%, Week 6 | | | | | | | | | | |
| | N6-1.1, N6-1.2, N6-2.3, N6-3.1, N6-3.2 | | N6-1.1, N6-1.2, N6-1.3, N6-2.3, N6-3.1, N6-3.2 | | | | N6-1.1, N6-1.2, N6-2.2, N6-3.1 | | N6-1.1, N6-1.2, N6-1.3, N6-2.2, N6-3.1, N6-3.2 | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
| Term 3 2024 | Distance, Area and Volume (1.3) | | | | Time (1.4) | | | | | | |
| | Assessment Task 3: Assignment/Investigation Task 3, weighting 35%, Week 8 | | | | | | | | | | |
| | N6-1.1, N6-1.2, N6-1.3, N6-2.2, N6-3.1, N6-3.2 | | | | N6-1.1, N6-1.2, N6-1.3, N6-2.2, N6-3.1, N6-3.2 | | | | | | |

PDHPE Assessment Schedule

Course Overview:

The aim of PDHPE at Stage 6 is to develop in each student a capacity to think critically about key issues related to health and physical activity in order to make informed decisions that support and contribute to healthy, active lifestyles and communities

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|---|---|--|-------------|
| | Topic Test Core 2: The Body in Motion | Report and In Class Task Core 1: Better Health for Individuals | End of Course Examination | |
| | Term 1, Week 10 | Term 2, Week 10 | Term 3, Week 9/10 | |
| | Outcomes assessed P8, P10, P11, P16 | Outcomes assessed P1, P2, P3, P4, P5, P6, P15, P16 | Outcomes assessed P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17 | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Skills in critical thinking, research, analysing and communicating | 20 | 20 | 20 | 60 |
| Total % | 30 | 30 | 40 | 100 |

Assessment Syllabus Outcome

- 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
- 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 Scope and Sequence

The scope and sequence covers the following content:

- Core 1: Better Health for Individuals - This compulsory module examines the meanings of health, the perceptions individuals have about health and the range of factors and behaviours that influence health. Students are introduced to health promotion and investigate approaches and strategies that can assist individuals to achieve better health.
- Core 2: The Body in Motion - This compulsory module examines the scientific foundations of human movement. In this module, students explore how the body moves and why it moves in particular ways. Students focus on the relationships between anatomy, physiology, fitness, biomechanics and efficient human movement.
- Option 1: First Aid - This option module addresses the need for a well-rehearsed, established routine in the delivery of first aid. In this module, students engage in the investigation and practical application of the major assessment and management techniques for the types of injury and medical conditions that require first aid attention. They explore the cause and symptoms of these main injuries and medical conditions. Students also explore the ethical arguments associated with the delivery of first aid.
- Option 3: Fitness Choices - This option module examines the exercise options that are available to meet the varying fitness needs of individuals. In this module, students investigate what exercise means to different people and the factors that influence exercise choices. As a major focus of this module, students experience a range of exercise options and evaluate the ability of each to meet individual fitness needs.

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|-----------------------|---|--------|--------|--------|--------|--------|--------|--------|--------|---------------------|---------|
| Term 1 2024 | Core 2: The Body in Motion | | | | | | | | | Option 1: First Aid | |
| | Assessment Task 1: The Body in Motion weighting 30%, Week 10 | | | | | | | | | | |
| | P7, P8, P9, P10, P11, P16, P17 | | | | | | | | | P6, P12, P15, P16 | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
|-----------------------|--|--------|--------|---------------------------------------|--------|--------|--------|--------|--------|---------|--|
| Term 2 2024 | Option 1: First Aid | | | Core 1: Better Health for Individuals | | | | | | | |
| | Assessment Task 2: Better Health for Individuals weighting 30%, Week 10 | | | | | | | | | | |
| | P6, P12, P15, P16 | | | P1, P2, P3, P4, P5, P6, P15, P16 | | | | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
|-----------------------|---|--------|------------------------------|--------|--------|--------|--------|--------|---------------------------|---------|--|
| Term 3 2024 | Core 1: Better Health for Individuals | | Option 2: Outdoor Recreation | | | | | | End of Course Examination | | |
| | Assessment Task 3: End of Course Examination, weighting 40%, Week 9/10 | | | | | | | | | | |
| | P1, P2, P3, P4, P5, P6, P15, P16 | | P5, P6, P10, P15, P16, P17 | | | | | | | | |

Society and Culture Assessment Schedule

| Course Overview: Society and Culture is a conceptually based course designed to facilitate the development of a student's social and cultural literacy. The course encourages students to manage their own learning in areas of direct relevance to their lives. Society and Culture should provide students with a body of knowledge, understanding and skills that allow them to share, communicate effectively and respect themselves and others, so that they may effectively participate in citizenship at local, national, regional and global levels. | | | | |
|--|---|---|--|--------------------|
| Component | Task 1 | Task 2 | Task 3 | Weighting % |
| | Research Task Social and Cultural World | Research methodology and essay Personal and Social Identity | End of Course Examination | |
| | Term 1, Week 8 | Term 2, Week 7 | Term 3, Week 9-10 | |
| | Outcomes assessed P1, P3, P6, P9, P10 | Outcomes assessed P7, P8, P9, P10 | Outcomes assessed P1, P2, P3, P4, P5, P6 | |
| Knowledge and understanding of course content | 20 | 10 | 20 | 50 |
| Application and evaluation of social and cultural research methods | 5 | 20 | 5 | 30 |
| Communication of information, ideas and issues in appropriate forms | 5 | 5 | 10 | 20 |
| Total % | 30 | 35 | 35 | 100 |

Assessment Syllabus Outcome

- P1** identifies and applies social and cultural concepts
- P2** describes personal, social and cultural identity
- P3** identifies and describes relationships and interactions within and between social and cultural groups
- P4** identifies the features of social and cultural literacy and how it develops
- P5** explains continuity and change and their implications for societies and cultures
- P6** differentiates between social and cultural research methods
- P7** selects, organises and considers information from a variety of sources for usefulness, validity and bias
- P8** plans and conducts ethical social and cultural research
- P9** uses appropriate course language and concepts suitable for different audiences and contexts
- P10** communicates information, ideas and issues using appropriate written, oral and graphic forms

Society and Culture Scope and Sequence

The scope and sequence covers the following content:

- The Social and Cultural World (30% of course time)
- Personal and Social Identity (40% of course time)
- Intercultural Communication (30% of course time)

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|-----------------------|--|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|
| Term 1 2024 | The Social and Cultural World | | | | | | | | | | |
| | Assessment Task 1: Research Task, weighting 30%, Week 8 | | | | | | | | | | |
| | P1, P3, P6, P9. P10 | | | | | | | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|-----------------------|---|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| Term 2 2024 | Personal and Social Identity | | | | | | | | | |
| | Assessment Task 2: Research Methodology and Essay, weighting 35%, Week 7 | | | | | | | | | |
| | P1, P2, P3, P5, P8. P10 | | | | | | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|-----------------------|---|--------|--------|--------|--------|--------|--------|--------|---------------------------|---------|
| Term 3 2024 | Intercultural Communication | | | | | | | | End of Course Examination | |
| | Assessment Task 3: End of Course Examination, weighting 35%, Week 9/10 | | | | | | | | | |
| | P1, P3, P4, P7, P8. P9 | | | | | | | | | |

Sport, Lifestyle & Recreation Assessment Schedule

| Course Overview: | | | | |
|---|---|--|--|-------------|
| <ul style="list-style-type: none"> Games and Sports Applications II First Aid and Sports Injuries Sports Coaching and Training | | | | |
| Component | Task 1 | Task 2 | Task 3 | Weighting % |
| | Practical Demonstration and Task Games and Sports Application II | Practical Demonstration and In Class Task First Aid and Sports Injuries | End of Course Examination | |
| | Term 1, Week 8 | Term 2, Week 8 | Term 3, Weeks 9-10 | |
| | Outcomes assessed 1.1, 1.3, 2.1, 3.1, 3.2 4.1, 4.4 | Outcomes assessed 1.3, 2.5, 3.6, 4.2, 4.4, 4.5 | Outcomes assessed 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5 | |
| Knowledge and understanding | 15 | 15 | 20 | 50 |
| Skills | 15 | 20 | 15 | 50 |
| Total % | 30 | 35 | 35 | 100 |

Assessment Syllabus Outcome

- 1.1** applies the rules and conventions that relate to participation in a range of physical activities
- 1.3** demonstrates ways to enhance safety in physical activity
- 2.1** explains the principles of skill development and training
- 2.2** analyses the fitness requirements of specific activities
- 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
- 3.6** assesses and responds appropriately to emergency care situations
- 4.1** plans strategies to achieve performance goals
- 4.2** demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 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

Sport, Lifestyle & Recreation Scope and Sequence

The scope and sequence covers the following content:

- Games and Sports Applications II - In this module students will develop knowledge, understanding and skills that promote confidence and success in a range of games and sports. Students will investigate elements of movement in selected activities and aspects of team dynamics as they develop competence and positive attitudes towards participation.
- First Aid and Sports Injuries - In this module students develop the knowledge, understanding and skills necessary to assess and manage a variety of injury-related situations. Students will explore resuscitation procedures, preventive strategies, and assessment and management of first aid and of sports injuries.
- Sports Coaching and Training - In this module students develop knowledge, understanding and skills in sports coaching and training methodology. Students examine the roles and responsibilities of the coach, various aspects of training sessions and the role of psychology in coaching. This process will lead students to develop and instruct their own coaching program. Students also develop appropriate ways of evaluating their coaching and training performance

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|-----------------------|---|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|
| Term 1 2024 | Games and Sports Application II | | | | | | | | | | |
| | Assessment Task 1: Practical Demonstration and Task, weighting 30%, Week 8 | | | | | | | | | | |
| | 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4 | | | | | | | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|-----------------------|--|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| Term 2 2024 | First Aid and Sports Injuries | | | | | | | | | |
| | Assessment Task 2: Practical Demonstration and In Class Task, weighting 35%, Week 8 | | | | | | | | | |
| | 1.3, 2.5, 3.6, 4.2, 4.4, 4.5 | | | | | | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|-----------------------|---|--------|--------|--------|--------|--------|--------|--------|---------------------------|---------|
| Term 3 2024 | Sports Coaching and Training | | | | | | | | End of Course Examination | |
| | Assessment Task 3: End of Course Examination, weighting 35%, Week 9/10 | | | | | | | | | |
| | 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5 | | | | | | | | | |