

COWRA HIGH SCHOOL

Year 11 2025

**ASSESSMENT AND MANDATORY
REQUIREMENTS HANDBOOK**

KNOWLEDGE IS POWER

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Guide to acronyms used in this booklet	
ACE	Assessment Certification Examination
ATAR	Australian Tertiary Admission Rank
HSC	Higher School Certificate
‘N’ determination	Non-completion determination
NESA	New South Wales Education Standards Authority
RoSA	Record of School Achievement
UAC	Universities Admissions Centre

Year 11 Assessment Guidelines 2025

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 3.

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 the requirements of the Year 11 Course.

A. Eligibility for the award of an HSC

According to the ACE Rules (Section 1.2.2, current as of 14 October 2024), to be eligible for the award of the Higher School Certificate, students must:

- a. Have completed Year 10, and
- b. Have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW Institute, and
- c. Have completed All My Own Work (AMOW) or its equivalent, and
- d. Have demonstrated the minimum standard of literacy and numeracy, and
- e. Have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC, and
- f. Undertake and make a serious attempt at the requisite Higher School Certificate examinations.

Further, the ACE Rules outline NESA's pattern of study for the HSC (Section 12.1.1, current as of 14 October 2024).

To be eligible for the award of the HSC credential, students must satisfactorily complete:

- a. A Preliminary pattern of study comprising at least 12 units, and
- b. A HSC pattern of study comprising at least 10 units.

To ensure students satisfy NESA's requirements, the pattern of study in both Preliminary and HSC must include:

- a. 2 units of a Board Developed Course in English.
- b. At least 4 more units of Board Developed Courses.
- c. At least 3 Courses of 2 or more units (which may be either Board Developed or Board Endorsed), and
- d. At least 4 subjects.

Students may study a maximum of 6 units of Preliminary Science Courses, and 7 units of HSC Science Courses.

The ACE Rules also outline what is required to **satisfactorily complete both Preliminary and Higher School Certificate Courses** (Section 4.1.2). In particular, a student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- a. Followed the course developed or endorsed by NESA; and
- b. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course

by the school; and

- c. Achieved some or all of the course outcomes.

A student will be considered to have satisfactorily completed a Preliminary Course if, in the Principal's view, there is sufficient evidence that the student has met the course completion criteria. Satisfactory completion of the Preliminary Course, or its equivalent is a prerequisite for entry into a HSC Course.

Students who then study a HSC Course must make a genuine attempt to complete the course requirements. NESA have outlined that it is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete the requirements. For courses where school-based assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of the available marks. It is emphasised by NESA that completion of assessment tasks worth exactly 50 percent is not sufficient; tasks worth in excess of 50 percent must be attempted, and students must also fulfil the course completion criteria.

It should be noted that, as a result of absence from a course, the Principal may determine that course completion criteria may not be met. **Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.**

Additionally, to meet course requirements, where students are studying a HSC Course that includes a requisite HSC Examination they must sit for, and make a genuine attempt, at this examination.

School assessment guidelines

1. The nature and purpose of assessment

Assessment is the process of identifying, gathering and interpreting information about student learning. The central purpose of assessment is to provide information on student achievement and progress and set the direction for ongoing teaching and learning.

Assessment is used to:

- Assist student learning
- Evaluate and improve teaching and learning programs
- Provide information on student learning and progress in a course in relation to learning outcomes
- Report on the achievement of each student at the end of a course

Our assessment program provides a measure of a student's achievement in each course, based on:

- A wider range of syllabus outcomes and competencies than may be measured by examination alone
- Multiple measures and observations made throughout the year rather than a single assessment event

Assessment tasks indicate achievement in both Preliminary and HSC programs of study. Students will receive the

following advice about assessment in each course before assessment begins:

- What is being assessed in the task
- The nature of the elements of the task on which their assessment is to be based (e.g. a practical task involving building a model)
- The manner that performance in the task will be assessed
- An indication as to when the task is to be completed or when the task will be held

Each assessment item enables teachers to collect information about student achievement in relation to a number of outcomes and competencies, to indicate achievement in accordance with marking guidelines, and to provide constructive feedback to students on their performances, highlighting their strengths and where they can make improvements.

In looking at the principles of assessment, NESA's guidelines indicate that each assessment task should:

- Be based on syllabus outcomes
- Be a valid instrument for what they are designed to assess
- Include criteria to clarify for students' what aspects of learning are being assessed
- Enable students to demonstrate their learning in a range of task types
- Be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- Be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- Enable students and teachers to use feedback effectively and reflect on the learning process.
- Be inclusive of and accessible for all students
- Be part of an ongoing process where progress is monitored over time

If an assessment task fails to meet these criteria it is deemed to be invalid. Invalid tasks are those which do not function as required, or where there are problems with administration, and it is possible one student may be advantaged or disadvantaged over other candidates.

2. School responsibilities with respect to assessment

The school is responsible for providing:

- Guidelines for assessment in each course, as found in this booklet
- An assessment schedule and course requirements for each course
- **At least two weeks written notification** that an assessment task will take place or be due on a particular date. Where appropriate this will include details of the specific nature of the task e.g. a short report
- **At least two weeks' notice of a change** to a previously notified assessment task
- **Prompt feedback on each assessment task.** If students have concerns about a grade, mark or feedback on a particular task, they should speak to their teacher as soon as possible after the issue of results

- Advice on procedures to be followed in the event of an illness and/or misadventure preventing a student from completing an assessment task or examination by the given due date
- Advice on the procedures and consequences which flow from failure to maintain satisfactory progress in coursework or assessment
- The process involved in appealing any decisions made with respect to a student's performance in an assessment item

3. Student responsibilities with respect to assessment

Each student is responsible for:

- Meeting all course requirements, including those in their HSC studies related to school attendance, course work and assessment requirements
- Applying themselves with diligence and sustained effort to the set tasks and experiences provided
- Making a serious attempt at all assessment tasks. If a student does not make a serious attempt at assessment tasks they may receive 'N' determination warning letters which outline what must be done to avoid receiving an 'N' determination for that course
- Undertaking the required minimum hours of mandatory work placement (where applicable)
- Their personal honesty – work submitted must be a student's own work and sources consulted or quoted must be acknowledged
- Submitting all tasks on or before the due date and time
- Following the examination timetable for the school examination period, as well as complying with the school's examination rules

Failure to complete all course and assessment requirements could result in an 'N' determination in that course and possibly, the withholding of the Record of School Achievement (RoSA) and HSC.

4. Scheduling and submission of assessment tasks

Every effort will be made to minimise the coincidence of assessment tasks across subjects, however some may be inevitable and students should allow for this in their planning and time management.

Assessment tasks have set due dates, as per the assessment schedules, provided at the end of this booklet for each course, in each faculty area. Each task must be submitted on, or completed, by the due date.

5. Absence from or non-completion of assessment tasks

Failure to complete any assessment task will automatically result in the task being recorded as a non-attempt.

If a student does not attend, or submit an assessment task, which is to be used as a piece of formal assessment, they will receive a zero mark and a warning letter for that task unless:

- (a) **The reason for absence was foreseeable and written application to the Deputy Principal for leave has been made and that leave is granted.** This includes work placement, other VET requirements and sporting commitments.
 - Written application must be made through the submission of an illness/misadventure form **prior** to the expected period of leave
 - In the case of approved absence, the school will expect the student to sit for the task or an equivalent one on the day of return
- (b) If the absence is a prolonged one, students may receive an estimate that will be determined at the end of the assessment process
- (c) **The absence was genuinely unforeseeable (e.g. illness or similar) and confirmed through the successful completion of an illness/misadventure form.** This would involve contact being made with the Deputy Principal or Senior Tutor/Youth Worker Tayla Crawley on the day of the task, outlining the reason for the absence. This would be followed up by the submission of an illness/misadventure application with appropriate supporting independent documentation to the Deputy Principal, or Senior Tutor/Youth Worker (Tayla Crawley), as soon as the supporting evidence is available.
 - Note: A mark of zero will be recorded despite contact from parents if suitable documentation is not provided to the Deputy Principal, or Senior Tutor/Youth Worker (Tayla Crawley).

In addition, assessment represents 50% of the final mark a student receives in their HSC course of study. Students who are continually absent on the days of scheduled assessment tasks may fail to meet the NSW Education Standards Authority's requirements for the completion of tasks.

Work submitted late will be marked and feedback provided where this is reasonable, but the lateness will be recorded and if a mark is to be awarded, it will be a zero score. For this reason, it is preferable to submit work in progress, though incomplete, rather than submit the completed work late.

6. Applying for an extension to a due date for a task

If a student wishes to apply for an extension to a due date for a task, they **must apply before the due date of the task**. It is advisable that the extension be applied for as early as possible – in the event that the application is declined, this will allow the student as much time as possible to complete the task.

A student is able to apply for an extension by using the Illness/Misadventure Application Form. **Students must submit the Illness/Misadventure Application Form as soon as the supporting evidence is available.** The independent evidence supporting the application should outline the reasons for the application.

The Deputy Principal will ensure that the student is notified of the status of their application as soon as practically possible

following its submission.

If a student's application is upheld in any of the circumstances listed above, it will be decided by the Deputy Principal that the student will receive:

- the mark they actually gained on the task,
- the mark they gained on an alternate task, or
- a predicted mark. *This is only possible in exceptional circumstances (as determined by the Principal) and will be determined after review of comparable tasks by the Head Teacher.*

Since students frequently perform better in stressful circumstances than they expect, it is important for students to complete the task if possible rather than rely on predictions or estimations.

7. Serious attempts

Students studying a Preliminary or HSC Course must make a genuine attempt to complete course requirements. It is a matter for the teacher's professional judgment to determine whether a student has made a genuine attempt to complete these requirements.

Students will be considered as having made a serious attempt at a task if there is evidence that the student has made reasonable efforts and/or has tried to use the available resources to complete the requirements of the task. Responses submitted which are of a trivial, frivolous or offensive nature may be regarded as non-serious.

Where students are studying a Preliminary or HSC Course that includes a requisite examination, students must sit for and make a genuine attempt at the examination. If it is determined that a student has not made a genuine attempt to complete course requirements, the Principal must indicate on the appropriate documentation that the course has not been satisfactorily completed.

8. Academic malpractice in assessment tasks

The honesty of students in completing assessment tasks, examinations and course materials underpins the integrity of the Preliminary and HSC Course. Throughout the assessment process, the highest level of honesty is required.

Academic dishonesty by students in any form is unacceptable. All work that is submitted for assessment purposes must be the independent work of the student concerned (or, where group work is permitted, of the students concerned). 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 NESA guidelines specific to each subject. This includes the use of material from sources such as books, journals and the internet.

To help students to fully understand the principles and practices of good scholarship, NESA have designed a program,

HSC: All My Own Work. To be eligible for the HSC, a student must successfully complete this program or equivalent. It includes helping students to follow the principles and practices of good scholarship, such as understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. This resource builds on existing programs taught in schools through four interconnected modules:

- Topic 1 – What is all my own work?
- Topic 2 – What is plagiarism?
- Topic 3 – How do I acknowledge other people's work?
- Topic 4 – How can I work honestly?

NESA identifies that malpractice occurs in many forms, including plagiarism, collusion, misrepresentation, and a breach of assessment conditions. Allegations of malpractice are treated very seriously, and detected malpractice will jeopardise a student's award and achievement of the RoSA or the HSC.

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures, to deliberate attempts to gain an unfair advantage involving intentional wrongdoing. Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information. It can include but is not limited to:

- a. Making up journal entries for a project, and/or
- b. Submitting falsified or altered documents, and/or
- c. Referencing incorrect or non-existent sources, and/or
- d. Contriving false explanations to explain work not handed in by the due date.

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source. Plagiarism includes but is not limited to:

- a. Copying someone else's work in part or in whole, and presenting it as their own, and/or
- b. Using material directly from books, journals, the internet or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- c. Building on the ideas or words of another person without appropriate acknowledgement, and/or
- d. Using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment. Collusion includes but is not limited to:

- a. Sharing answers to an assessment with other students, and/or
- b. Submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- c. Contract cheating by outsourcing to a third part, and/or

- d. Unauthorised use of artificial intelligence technologies.

A breach of assessment conditions can include any breach of:

- a. HSC exam rules and procedures, and
- b. HSC minimum standard test rules and procedures.

When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. In the event of a HSC exam or HSC minimum standard test, students must comply with the assessment conditions set by NESA. At all other times, students must adhere to the rules prescribed by our school or alternate venue conducting the assessment.

Any form of academic dishonesty is a serious offence. For example, students who submit the work of others without recognition will be penalised and may be given a mark of zero. As outlined above, the term “work of others” applies to all forms of information sources, whether it be copied, for example, from another student, a textbook, or from the internet.

In extended response answers and assignments, it is appropriate to reference the following:

- The source of all quotations
- All material put into the student’s own words or summarised from other sources such as books, articles and websites
- Factual information not commonly known and accepted in the subject the student is studying
- A line of thinking borrowed from someone else
- Tables, diagrams, maps and illustrations that are taken from other sources

If a student was unsure of how to correctly reference or footnote material in an assignment in a given subject, they should consult their teacher before the assessment task is due. In the case of submitted assignments, students can be required to sign a statement saying that the material they are submitting is their own work. This is in addition to acknowledging on receipt of their faculty assessment booklet that all work they submit for marking is their own original work and will only include the work of others when it is appropriately acknowledged and referenced. The school reserves the right for all assessment tasks submitted by students to be subject to tests for academic malpractice.

In the case of suspected malpractice, a student will be required to provide evidence that any submitted work, including unacknowledged material 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, notes from teacher check ins regarding the work, and progressive drafts to show the development of their ideas

At our school, academic malpractice in any task will be penalised and may result in the award of a mark of zero, and the student's parents will be notified of the malpractice.

Where a teacher suspects a student of academic malpractice, the following procedures will apply:

1. The teacher will present the details and evidence to the faculty Head Teacher who will determine whether to proceed with the matter
2. The Head Teacher, if necessary, will interview the student in order to establish the student's response to the alleged plagiarism
3. Should the Head Teacher determine to proceed further, the matter will be referred to the Deputy Principal/Principal.

Should a case of plagiarism or other academic dishonesty be established, the Deputy Principal is obliged to enter the student on the NESA Malpractice Register and may do one or more of the following:

- a. Require the student to undertake additional assessment in that subject
- b. Return a mark of zero for the assessment
- c. Record the task as a non-attempt
- d. Issue an 'N' determination warning

9. Submission of a hand-in assessment task

The submission time for the **hard copy of a hand-in assessment task will be at the start of a student's timetabled lesson** or turned in via Google Classroom for that subject on that day. If students do not have an allocated class on the day of submission, they are required to submit tasks by 3:15pm to their class teacher or via Google Classroom. Receipt of the task will be acknowledged by the class teacher. Failure to submit a hand-in assessment task on time without a successful application for illness/misadventure will result in **a zero mark being awarded and an 'N' determination warning letter being issued.**

If a student is absent on the day a task is to be submitted, they should arrange to have their task delivered to the school office where possible or, where appropriate, their class teacher. If a student is aware in advance that they will be absent on the day a task is due, they should submit the task prior to the due date to their class teacher.

A problem with technology (e.g. a computer failure) will not be accepted as a valid excuse for failing to submit a hand-in task. Students are reminded to utilise appropriate data storage options when completing course material, such as storing work on multiple USBs or hard drives, utilising cloud-based storage facilities, and/or printing out work as it is completed.

10. Procedures for applying for illness/misadventure

Students are advised to complete all assessment tasks to the best of their ability if it is at all possible and to advise the school immediately if circumstances will prevent them from doing so.

Students who are absent from a scheduled task, who are unable to submit a task on a given due date or who believe that special circumstances adversely affected their performance, may submit an Illness/Misadventure Application Form. This form can be found on our school website or can be collected from Deputy Principal or Senior Tutor/Youth Worker.

The form must be supported by independent evidence that clearly identifies disadvantage experienced during the time that the student was attempting to complete the assessment task. The independent evidence **must be dated on or before the date of the assessment task, covering the actual date of the task and specified dates surrounding it.**

It is the student's responsibility to:

- a. Contact the school **on the day the task is due to be submitted or completed**. *Where this is not possible (e.g. in the event of an unexpected travel delay on the way to school), the email must be sent to the Deputy Principal as soon as possible.*
- b. Submit the Illness/Misadventure Application Form to the Deputy Principal or Senior Tutor/Youth Worker as soon as the supporting evidence is available.
- c. Provide appropriate independent evidence to support the details on the application form, detailing why the circumstances prevented them from attempting or submitting the task. Details can be supplied on a confidential basis where necessary. Students who apply on the grounds of illness must provide a medical certificate certifying the illness **at the time in question and the full duration of absence after the date of the task. Certificates obtained after the event will not be accepted.** Students wishing to apply for illness/misadventure should follow the procedures outlined below which explain what to do in the case of:

11. Illness/misadventure during an in-school assessment

- a. The **student must notify the supervisor of the task that they are feeling unwell before they view the task.** At this stage the student will need to decide;
 - i. To sit the task, in which case the mark earned will be awarded. The student cannot apply retrospectively for any special consideration due to illness/misadventure.
 - ii. Leave the task and apply for illness/misadventure. The student must then complete the Illness/Misadventure Application Form and follow the illness/misadventure application process. A medical certificate dated on the day of the task will be required. Certificates obtained after the event will **NOT** be accepted.
- b. Students must be prepared to complete the task on the first day of their return to school unless an alternative arrangement has been made with the Deputy Principal.

12. Illness/misadventure during an examination period

- a. The student or family member must email the relevant Deputy Principal by 7.30 am on the day of any scheduled

examination if they will miss the examination, as per point (a) on page 19.

b. Students must submit the Illness/Misadventure Application Form as soon as the supporting evidence is available.

The independent evidence supporting the application should outline the reasons for the application as well as the full duration of the absence. Evidence, such as medical certificates, obtained after the event will **NOT** be accepted.

c. The Deputy Principal will make arrangements with the Head Teacher of the faculty for the completion of the task as near as possible to the original date of the task and this may require the student to sit two examinations in one day.

d. Students who are unable to provide appropriate independent supporting evidence and/or fail to follow these procedures will receive zero for the task and an 'N' determination warning letter will be issued.

13. 'N' determination warnings

The school is required to warn students in sufficient time to allow them to correct the problem which has placed them at risk. In general, a student who enrolled at the start of a course will receive three warnings before the Principal will recommend an 'N' determination. The warnings should not be a surprise to students since they will usually follow from in-class indications that the student is at risk of failing to meet course requirements.

- **First Warning:** This warning is an initial indication that a student is at risk in a course and the student will have had an interview with the class teacher. The teacher will have explained the reasons for the warning and indicated what has to be done to correct the situation. If the student is under 18 years of age, parents and guardians may wish to seek an interview with the teacher
- **Second Warning:** This warning indicates that a student needs to speak immediately with his/her teacher and make every effort to correct any problems. The student and parent will have had an interview with the Head Teacher and will have been told what steps will need to be taken to avoid an 'N' determination
- **Third Warning:** This warning indicates a very serious concern that the student is at risk of receiving an 'N' determination and will have to act immediately to avoid it. The student and parent will have had an interview with one of the Deputy Principals or Principal to explain why they should not receive an 'N' determination. The Principal or Deputy Principal will have explained what actions, if any, the student can take to meet course requirements as well as the NESA appeals process regarding 'N' determinations

14. Non-completion ('N') determinations

NESA has delegated to Principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA. Principals therefore will determine if there is sufficient evidence that each student has applied diligence and sustained effort to the set tasks and experiences provided in the course by the school. A non-completion ('N') determination is a decision by the Principal that a student has not met the requirements of a particular course and do not merit accreditation of the subject in their Preliminary or HSC record.

If a student receives a 'N' determination in a HSC Course and this course is part of their required pattern of study, they may have their HSC withheld until they satisfy requirements.

Principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied. Principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who will give students early warning of the consequences of such absences. Warning letters will relate the student's absence to the non-completion of course requirements.

If a student is at risk of not meeting course requirements, teachers must send written notifications outlining this. That is, the notification will explain the nature of the problem and the consequences of an 'N' determination.

15. Appealing an assessment decision

Any concerns relating to a decision connected to an assessment task (e.g. mark awarded) can only be considered at the time the decision is given back. The process for a student to follow is:

- Discuss the concern first with their class teacher and seek clarification regarding the decision
- If the student is not satisfied with the outcome of this discussion, they should approach the Deputy Principal who will take it to the Head Teacher **within twenty four hours of receiving the decision from the class teacher**

Any concerns relating to a decision made about an assessment task made by the Deputy Principal (e.g. an illness/misadventure application, as assessment appeal) must be raised with the Principal **within two school days of the student receiving the Deputy Principal's decision**. The appeal must be submitted in writing outlining the concerns regarding the decision. The Principal will then direct a Deputy Principal to convene the Assessment Appeals Panel to review the decision in light of the concern(s) raised. This Panel will be made up of the Deputy Principals, a member of the Executive Team and an experienced staff member who is not a member of the Executive Team. A decision regarding the appeal will be made by the Panel.

Any further appeals will need to be submitted in writing to the Principal within twenty four hours of receiving the Panel's decision. **The Principal's decision in the matter will be final.**

16. Appealing final rank order or final grade

Any concerns relating to a final rank order in a HSC Course or final grade should be submitted in writing to the Deputy Principal who will then speak to the Head Teacher within twenty four hours of the student receiving the rank or grade from their class teacher.

The submission to the Principal should outline the reasons which underpin the concern(s).

The Principal will then direct a Deputy Principal to convene the Assessment Appeals Panel to review the decision in light of the concern(s) raised. This Panel will be made up of the Deputy Principals, a member of the Executive Team and an experienced staff member who is not a member of the Executive Team. A decision regarding the concerns will be made by the Panel.

Any further appeals will need to be submitted in writing to the Principal within twenty four hours of receiving the Panel's decision. The Principal's decision in the matter will be final.

17. Disability Adjustments

Schools ensure that assessment activities are accessible to students with disability, as required under the *Disability Standards for Education 2005*. Some students with a disability need adjustments to assessment activities to enable access to the task as well as an equitable opportunity to demonstrate what they know and can do. In some cases alternative assessment strategies may be needed.

Decisions regarding adjustments for students with disability in school-based assessment tasks, including school-based examinations, are made at our school. These decisions are based on evidence provided by medical, health and other relevant professionals which explain how the adjustments will provide equitable opportunities for students with disability rather than give an advantage. The types of adjustments made will vary according to the needs of the individual student.

Students may need provisions for:

- a. A permanent condition (such as diabetes or reading difficulty),
- b. A temporary condition (such as a broken arm), or
- c. An intermittent condition (such as back pain when sitting for long periods).

While schools are responsible for decisions about adjustments to course work and formal school-based assessment tasks throughout Years 11 and 12, there is no guarantee that the same disability provisions will be granted by NESA for the HSC Examinations.

Where a student has a condition that might manifest itself during a task (e.g. epilepsy or asthma), the occurrence of an episode will be covered by the school's illness/misadventure process.

Students for whom accommodations and/or adjustments are approved may not be eligible for illness/misadventure consideration for the same condition, unless they experience a deterioration or variation in their condition during the assessment task (e.g. examination).

18. Applying for accommodations and/or adjustments to assessment tasks

Students who wish to apply for an accommodation and/or adjustment to a school-based task should submit their application with supporting evidence to the Deputy Principal **at least one week prior to the date of the assessment task**.

In completing the application, students are encouraged to contact the Deputy Principal or Senior tutor/Youth Worker (Tayla Crawley) with any questions regarding possible accommodations and/or adjustments, as well as the elements of the application process.

The supporting evidence that accompanies a student's application should be less than twelve months old except where an existing medical condition/diagnosis will not change with time e.g. permanent vision loss, diabetes. It should indicate the nature of the disability and the details of how it impacts on student performance.

If all necessary information is not provided, requested provisions will be declined.

Provisions for emergencies (e.g. a broken arm) may be sought up to the day of the assessment task.

Students studying for the HSC who successfully apply for disability provisions with NESA for their HSC examinations will have these provisions applied for their school-based Trial HSC examinations and similar tasks.

The details of the process regarding applying for disability provisions for the HSC examinations can be found on NESA's website <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

19. Expectations of students regarding examinations

Examinations will be conducted as far as possible in accordance with the NESA's procedures for the particular subject. These procedures cover such things as materials and equipment that may be taken into and used during examinations. In particular, it is an offence to take into or out of the examination room any material, including paper, blank or otherwise, that is not specifically authorised.

These expectations apply before, during and after the examination until all students have left. Students **must**:

- Behave in a safe and respectful way to all supervisors and other students
- Follow the supervisors' instructions at all times
- Remain silent throughout the examination
- Raise their hand if the student wishes to ask a question during an examination and wait for a teacher to respond
- Remain in their seat, unless permission to move is granted by a teacher
- Only use approved aides

- Complete their own work. Copying someone else's work in part or in whole and presenting it as their own will result in an award of zero marks.

Students must not:

- take a mobile phone or programmable watch or device into the examination room
- take any electronic device, including a digital media player or electronic tablet, into the examination room, unless approved by NESAs
- communicate or attempt to communicate with any other person, except the supervising teacher during an examination. The penalty for communication or attempted communication may result in the loss of all marks for an examination
- borrow equipment from any person during an examination
- behave in any way likely to disturb the work of any other student or upset the conduct of the examination
- take into the examination room, or refer to during the examination, any books or notes, (including writing on their body), the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable
- eat in the examination room, except as approved by the Presiding Officer, e.g. for diabetic students
- take any writing booklets or question papers, whether used or not, from the examination room.

Breaches of these rules may result in zero marks and/or other penalties as determined by the assessment committee.

20. Stage 6 Life Skills Assessment

Student progress in Stage 6 (Year 11 and 12) Life Skills Courses is assessed via the achievement of outcomes determined in their Individual Education Plan. Students will be provided with a profile which lists the demonstrated achievement of outcomes for each Life Skills course.

ILLNESS/MISADVENTURE PROCESS

Students missing an assessment item wishing to make an application for illness/misadventure must follow the procedure outlined below:

Step One: Contact your Deputy Principal

The student or family member **MUST email** Deputy Principal Senior Tutor / Youth Worker Tayla Crawley of the illness and/or misadventure on **the day of the task**.



Step Two: Obtain relevant documentation

The student must ensure that relevant, independent supporting documentation is collected on or before the day of the task e.g. Medical Certificate from GP.



Step Three: Complete the Illness/Misadventure Application Form and submit it with the supporting evidence as soon as it becomes available

This involves completing the application form and submitting the supporting evidence which will aid in the processing of the application.



Step Four: Faculty Head Teacher Consideration

The application form is given to the Faculty Head Teacher to sign and arrange/recommend new dates.



Step Five: Review and feedback

The Deputy Principal will review the student's application form in light of supporting documentation, the Head Teacher's recommendation and the school's assessment policy.

Resolution and feedback will be given to the faculty Head Teacher and the student.

Illness/Misadventure/Extension Request Form



Education
Public Schools

Cowra High School

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



COWRA HIGH SCHOOL

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:

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

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.



Higher School Certificate Non-Completion of Course Determination

Student Appeal Form

*This form should be completed only if the student feels that he/she has met NSW Education Standards Authority (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 <i>(Please list Extension courses separately)</i>	Course Number

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: _____

Course: _____

Course: _____

Your Principal will advise you of the outcome of the School Review of your appeal by the date specified in the *HSC and Record of School Achievement (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)

Date _____

I. School Term Dates

Term 1, 2025	31 January to 11 April
Term 2, 2025	28 April to 4 July
Term 3, 2025	21 July to 26 September

II. Examination Dates

End of Course Examination	Term 3, 2025: Weeks 9 and 10 15 th September 2025 to 26 th September 2025
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Assessment Calendar Term 1, 2025

WEEK	SUBJECT	ASSESSMENT	DATE
1			27 – 31 Jan
2			3 – 7 Feb
3			10 – 14 Feb
4			17 – 21 Feb
5			24 – 28 Feb
6	Exploring Early Childhood	In Class Test	3 – 7 Mar
7			10 – 14 Mar
8	Aboriginal Studies Ancient History Community & Family Studies Modern History Society & Culture	Source Analysis Archaeological Report Resource Management Source Study Research Task	17 – 21 Mar
9	Numeracy Sports, Lifestyle & Recreation	Assignment/Investigation 1 Practical Demonstration	24 – 28 Mar
10	Agriculture Biology Business Studies Chemistry Dance English Advanced English Standard English Studies Food Technology Geography Human Movement & Science Mathematics Advanced Mathematics Standard Physics Visual Arts	Assessment Week Skills Task Assessment Week Skills Task Case Study Skills Test Performance Task Imaginative Text with Reflection Statement Imaginative Text with Reflection Statement Written Report Research Task Fieldwork Extended Response In Class Task Midcourse Examination Midcourse Examination Assessment Week Skills Task Artmaking – Drawing & Artist Analysis	31 Mar – 4 Apr
11			7 – 11 Apr

Assessment Calendar Term 2, 2025

WEEK	SUBJECT	ASSESSMENT	DATE
1			28 Apr – 2 May
2			5 – 9 May
3			12 – 16 May
4	Agriculture Community & Family Studies Dance	Plant Production Report Individuals & Groups Core Appreciation	19 – 23 May
5	Ancient History Geography	Historical Investigation & Presentation Geographical Investigation Report	26 – 30 May
6	Exploring Early Childhood	Child Growth & Development	2 – 6 Jun
7	Mathematics Advanced Numeracy Mathematics Standard Society & Culture	Assignment/Investigation Task Assignment/Investigation Task 2 Assignment/Investigation Task Research Methodology & Essay	9 – 13 Jun
8			16 – 20 Jun
9	Aboriginal Studies Food Technology Modern History Visual Arts	Comparative Study Food Quality Practical Task Historical Investigation Research & Essay Artmaking – Sculpture & Written Artists Practice Response	23 – 27 Jun
10	Biology Business Studies Chemistry English Advanced English Standard English Studies Human Movement & Science Physics Sports, Lifestyle & Recreation	Depth Study Small Business Plan Depth Study Report Multimodal Presentation Multimodal Presentation Multimodal Presentation Case Study Depth Study Practical Demonstration & In-Class Task	30 Jun – 4 Jul

Assessment Calendar Term 3, 2025

WEEK	SUBJECT	ASSESSMENT	DATE
1			21 – 25 Jul
2	Agriculture	Farm Case Study	28 Jul – 1 Aug
3			4 – 8 Aug
4			11 – 15 Aug
5	Dance Exploring Early Childhood	Core Performance Play and the Developing Child	18 – 22 Aug
6			25 – 29 Aug
7			1 – 5 Sep
8	English Studies Numeracy	Portfolio of Work Assignment/Investigation Task 3	8 – 12 Sep
9 & 10	Aboriginal Studies Agriculture Ancient History Biology Business Studies Chemistry Community & Family Studies Dance English Advanced English Standard Food Technology Geography Human Movement & Science Mathematics Advanced Mathematics Standard Modern History Physics Society & Culture Sports, Lifestyle & Recreation Visual Arts	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 Core Composition Stimulus Response Written & Practical 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 End of Course Examination End of Course Examination End of Course Examination End of Course Examination Artmaking – Painting & End of Course Examination	15 – 26 Sep

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	Comparative Study International Indigenous Community	End of Course Examination	
	Term 1, Week 8	Term 2, Week 9	Term 3, Week 9/10	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	P1.2, P2.2, P3.2, P4.1 & P4.2	P1.2, P2.2, P3.2, P3.3, P4.1 & P4.3	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 Outcomes

- 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:

- Aboriginality and the Land
- Heritage and Identity
- International Indigenous Community Comparative Study
- Research and Inquiry Methods: Local Case Study

Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Aboriginality and the Land								Part II: Heritage and Identity		
	Assessment Task 1: Source Analysis, weighting 30%, Week 8										
	P1.2, P2.2, P3.2 , P4.1 & P4.2										

Term 2 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Heritage and Identity					Part III: International Indigenous Community Comparative Study Oglala Sioux or Lakota People					
	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										

Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Part III continued			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									
	P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P3.2 & P3.3									

Agriculture Assessment Schedule

Course Overview: <ul style="list-style-type: none"> Module 1: Agricultural systems, Agricultural history, social aspects surrounding agriculture Module 2: Plant Production Module 3: Farm Case Study Module 4: Animal Production 					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assessment Week	Plant Production Report	Farm Case Study	End of Course Examination	
	Term 1, Week 10	Term 2, Week 4	Term 3, Week 2	Term 3, Week 9/10	
	Outcomes assessed P1.1 P1.2 P2.1 P2.3	Outcomes Assessed P1.1 P1.2 P2.3 P4.1 P5.1	Outcomes assessed P1.1 P1.2 P2.1 P2.2 P2.3 P3.1	Outcomes Assessed P1.1 P1.2 P2.1 P2.2 P2.3 P3.1	
Knowledge and understanding of course content	5	10	10	15	40
Knowledge, understanding and skills required to manage agricultural production systems	5	10	10	15	40
Skills in effective research, experimentation and communication	5	5	5	5	20
Total %	15	25	25	35	100

Assessment Syllabus Outcomes

P1.1	describes the complex, dynamic and interactive nature of agricultural production systems
P1.2	describes the factors that influence agricultural systems
P2.1	describes the biological and physical resources and applies the processes that cause changes in plant production systems
P2.2	describes the biological and physical resources and applies the processes that cause changes in animal production systems
P2.3	describes the farm as a basic unit of production
P3.1	explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements
P4.1	applies the principles and procedures of experimental design and agricultural research
P5.1	investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

Agriculture Scope and Sequence

The scope and sequence covers the following content:

- **Module 1:** Agricultural systems, Agricultural history, social aspects surrounding agriculture
- **Module 2:** Plant Production
- **Module 3:** Farm Case Study
- **Module 4:** Animal Production

Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Module 1: Agricultural systems, history and social aspects						Module 2: Plant Production				
	Assessment Task 1: Skills Task, weighting 15%, Week 10										
	P1.1, P1.2, P2.1 & P2.3										

Term 2 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 2 Plant Production (continued)				Module 3: Farm Case Study					
	Assessment Task 2: Plant Production Report, weighting 25%, Week 4									
	P1.1, P1.2, P2.3, P4.1 & P5.1									

Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 4: Animal Production								End of Course Examination	
	Assessment Task 3: Farm Case Study, weighting 25%, Week 2									
	Assessment Task 4: Yearly Examination, weighting 35%, Weeks 9/10									
	P1.1, P1.2, P2.1, P2.2, P2.3 & P3.1									
	P1.1, P1.2, P2.1, P2.2, P2.3 & P3.1									

Ancient History Assessment Schedule

Course Overview:

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.

Component	Task 1	Task 2	Task 3	Weighting %
	Archaeological Report Investigating Ancient History	Source analysis and presentation Historical Investigation	End of Course Examination	
	Term 1, Week 8	Term 2, Week 5	Term 3, Week 9/10	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	AH11-6, AH11-9 & AH11-10	AH11-1, AH11-2, AH11-4, AH11-5, AH11-6 & AH11-9	AH11-3, AH11-6, AH11-7, AH11-8 & AH11-9	
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations		10	10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	10	5	5	20
Total %	30	35	35	100

Assessment Syllabus Outcomes

- AH 11-1** Describes the nature of continuity and change in the ancient world
- AH 11-2** Proposes ideas about the varying causes and effects of events and developments
- AH 11-3** Analyses the role of historical features, individuals and groups in shaping the past
- AH 11-4** Accounts for the different perspectives of individuals and groups
- AH 11-5** Examines the significance of historical features, people, places, events and developments of the ancient world
- AH 11-6** Analyses and interprets different types of sources for evidence to support an historical account or analysis
- AH 11-7** Discusses and evaluates differing interpretations and representations of the past
- AH 11-8** Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH 11-9** communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms
- AH 11-10** 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:

- Investigating the Past
- Ancient Alexandria Case Study
- Teotihuacan Case Study
- Historical Investigation
- Slavery in Ancient Rome
- Weapons and Warfare in Ancient Assyria

Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Investigating the Past – Ancient Sites and Sources					Ancient Alexandria					
	Assessment Task 1: Archaeological Report, weighting 30%, Week 8										
	AH11-6, AH11-9 & AH11-10										

Term 2 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Teotihuacan					Historical Investigation			Slavery in Ancient Rome		
	Assessment Task 2: Historical Investigation Essay and Presentation, weighting 35%, Week 5										
	AH11-1, AH11-2, AH11-4, AH11-5, AH11-6 & AH11-9										

Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Slavery in Ancient Rome		Weapons and Warfare in Ancient Assyria						End of Year Course Examination	
	Assessment Task 3: End of Course Examination, weighting 35%, Week 9/10									
	AH11-3, AH11-6, AH11-7, AH11-8 & AH11-9									

Biology Assessment Schedule

Course Overview: <ul style="list-style-type: none"> Module 1: Cells Module 2: Organisation Module 3: Diversity Module 4: Ecosystems 				
Component	Task 1	Task 2	Task 4	Weighting %
	Assessment Week	Depth Study	End of Course Examination	
	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9	
	Outcomes assessed BIO 11-5 BIO 11-6 BIO 11-7 BIO 11-8	Outcomes assessed BIO 11-1 BIO 11-2 BIO 11-3 BIO 11-4 BIO 11-5 BIO 11-6 BIO 11-7 BIO 11-9	Outcomes assessed BIO 11-4 BIO 11-5 BIO 11-6 BIO 11-7 BIO 11-8 BIO 11-9 BIO 11-10 BIO 11-11	
Knowledge and understanding of course content	10	20	10	40
Skills in Working Scientifically	20	20	20	60
Total %	30	40	30	100

Assessment Syllabus Outcomes

BIO 11-1	develops and evaluates questions and hypotheses for scientific investigation
BIO 11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO 11-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO 11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO 11-5	analyses and evaluates primary and secondary data and information
BIO 11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO 11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO 11-8	describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
BIO 11-9	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
BIO 11-10	describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
BIO 11-11	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
- **Module 2:** Organisation
- **Module 3:** Diversity
- **Module 4:** Ecosystems

Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit 1 Cells							Unit 2 Organisation			
	Assessment Task 1: Skills Task, weighting 30%, Week 10										
	BIO 11-5, BIO 11-6, BIO 11-7 & BIO 11-8										

Term 2 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit 2 Organisation (continued)				Unit 3 Diversity					
	Assessment Task 2: Depth Study, weighting 40%, Week 10									
	BIO 11-1, BIO 11-2, BIO 11-3, BIO 11-4, BIO 11-5, BIO 11-6, BIO 11-7 & BIO 11-9									

Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit 4 Ecosystems								End of Course Examination	
	Assessment Task 3: End of Course Examination, weighting 30%, Week 9/10									
	BIO 11-4, BIO 11-5, BIO 11-6, BIO 11-7, BIO 11-8, BIO 11-9, BIO 11-10 & 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	Outcomes assessed	Outcomes assessed	
	P1, P2, P4, P6, P7 & P8	P1, P2, P3, P6, P7 & P9	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 Outcomes

- 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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1 2025	Nature of Business										
	Assessment Task 1: Case Study (Nature of a local business), weighting 30%, Week 10										
	P1, P2, P4, P6, P7 & P8										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2 2025	Business Management									
	Assessment Task 2: Small Business Plan, weighting 30%, Week 10									
	P1, P2, P3, P6, P7 & P9									

Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Business Planning								End of Course Examination	
	Assessment Task 3: End of Course Examination, weighting 40%, Week 9/10									
	P3, P4, P5, P8, P9 & P10									

Chemistry Assessment Schedule

Course Overview: <ul style="list-style-type: none"> Module 1 Properties and Structure of Matter Module 2 Introduction to Quantitative Chemistry Module 3 Reactive Chemistry Module 4 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 2, Week 10	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	
Component 1	15	35	10	60
Component 2	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:

- Module 1 Properties and Structure of Matter
- Module 2 Introduction to Quantitative Chemistry
- Module 3 Reactive Chemistry
- Module 4 Drivers of Reactions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1 2025	Introduction to Quantitative Chemistry										
	Assessment Task 1: Skills Test, weighting 25%, Week 10										
	CH11-4, CH11-5, CH11-6 & CH11-9										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2 2025	Reactive Chemistry								Drivers of Reactions	
	Assessment Task 2: Depth Study Report, weighting 40%, Week 10									
	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-7& CH11-10									

Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Drivers of Reactions				Properties and Structure of Matter				End of Course Examination	
	Assessment Task 3: End of Course Examination, weighting 35%, Week 9/10									
	CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10 & CH11-11									

Community and Family Studies Assessment Schedule

Course Overview:

Community and Family Studies Stage 6 aims to develop in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society.

Component	Task 1	Task 2	Task 3	Weighting %
	Resource Management	Individuals & Groups	End of Course Examination	
	Term 1, Week 8	Term 2, Week 4	Term 3, Week 9/10	
	Outcomes assessed P1.1, P1.2, P5.1 & P6.2	Outcomes assessed P1.2, P2.1, P4.2 & P6.2	Outcomes assessed P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P5.1 & P6.1	
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, methodology, analysing and communicating	20	20	20	60
Total %	30	30	40	100

Assessment Syllabus Outcomes

- P1.1** describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals.
- P1.2** proposes effective solutions to resource problems.
- P2.1** accounts for the roles and relationships that individuals adopt within groups.
- P2.2** describes the role of the family and other groups in the socialisation of individuals.
- P2.3** examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement.
- P2.4** analyses the interrelationships between internal and external factors and their impact on family functioning.
- P3.1** explains the changing nature of families and communities in contemporary society.
- P3.2** analyses the significance of gender in defining roles and relationships.
- P4.1** utilises research methodology appropriate to the study of social issues.
- P4.2** presents information in written, oral and graphic form.
- P5.1** applies management processes to maximise the efficient use of resources.
- P6.1** distinguishes those actions that enhance well-being.
- P6.2** uses critical thinking skills to enhance decision making.

Community and Family Studies Scope and Sequence

The scope and sequence covers the following content:

- **Resource Management:** basic concepts of resource management
- **Individuals & Groups:** the individual's roles, relationships and tasks within and between groups.
- **Families and Communities:** family structures and functions, and the interactions between family and community.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1 2025	Resource Management										
	Assessment Task 1: Resource Management, weighting 30%, Week 8										
	P1.1, P1.2, P5.1 & P6.2										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2 2025	Individuals & Groups									
	Assessment Task 2: Individuals & Groups, weighting 30%, Week 4									
	P1.2, P2.1, P4.2 & P6.2									

Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Families and Communities								End of Course Examination	
	Assessment Task 3: End of Course Examination, weighting 40%, Week 9/10									
	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P5.1 & P6.1									

Dance Assessment Schedule

Course Overview: <ul style="list-style-type: none"> Core Performance Core Appreciation Core Composition 					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Core Performance Performance Task Technique and Safe Dance Practice – Interview	Core Appreciation Research and Written Component	Core Performance Performance Task Technique and Safe Dance Practice- Interview	Core Composition Stimulus Response Written and Practical	
	Term 1, Week 10	Term 2, Week 4	Term 3, Week 5	Term 3, Week 9/10	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	P1.2, P2.1, P2.2, P2.3, P2.4, P2.5 & P2.6	P1.1, P1.4, P 4.1, P4.2, P4.3, P4.4 & P4.5	P1.2, P2.1, P2.2, P2.3, P2.4, P2.5 & P2.6	P1.3, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6 & P3.7	
Performance	20		20		40
Appreciation		30			30
Composition				30	30
Total %	20	30	20	30	100

Assessment Syllabus Outcomes

P1.1	understands dance as the performance and communication of ideas through movement and in written and oral form
P1.2	understands the use of dance terminology relevant to the study of dance as an art form
P1.3	develops the skills of dance through performing, composing, and appreciating dance
P1.4	values the diversity of dance as an art form and its inherent expressive qualities
P2.1	identifies the physiology of the human body as it is relevant to the dancer
P2.2	identifies the body's capabilities and limitations
P2.3	recognises the importance of the application of safe dance practice
P2.4	demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination
P2.5	performs combinations, phrases, and sequences with due consideration of safe dance practices)
P2.6	values self-discipline, commitment, and consistency in technical skills and performance
P3.1	identifies the elements of dance composition
P3.2	understands the compositional process
P3.3	understands the function of structure as it relates to dance composition
P3.4	explores the elements of dance relating to dance composition
P3.5	devises movement material in a personal style in response to creative problem-solving tasks in dance composition
P3.6	structures movement devised in response to specific concept/intent
P4.1	understands the socio-historic context in which dance exists
P4.2	develops knowledge to critically appraise and evaluate dance
P4.3	demonstrates the skills of gathering, classifying, and recording information about dance
P4.4	develops skills in critical appraisal and evaluation
P4.5	values the diversity of dance from national and international perspectives

Dance Scope and Sequence

The scope and sequence cover the following content:

- Core Performance
- Core Composition
- Core Appreciation

Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	The Performer, The Choreographer and the Critic										
	Assessment Task 1: Core Performance Technique, weighting 20%, Week 10										
	P1.2, P2.1, P2.2, P2.3, P2.4, P2.5 & P2.6										

Term 2 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	The Performer, The Choreographer and the Critic									
	Assessment Task 2: Core Appreciation - Research and Written component, weighting 30%, Week 4									
	P1.1, P1.4, P 4.1, P4.2, P4.3, P4.4, & P4.5									

Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	The Performer, The Choreographer and the Critic								End of Course Examination	
	Assessment Task 3: Core Performance - Technique, Safe Dance Practice, and Interview, weighting 20% Week 5									
	Assessment Task 4: Core Composition - Stimulus Response Written and Practical, weighting 30%, Week 9/10									
	P1.2, P2.1, P2.2, P2.3, P2.4, P2.5 & P2.6, P1.3, P 3.1, P3.2, P3.3, P3.4, P3.5, P3.6 & P3.7									

Exploring Early Childhood Assessment Schedule

Course Overview:

Exploring Early Childhood Stage 6 aims to develop understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact through the provision of safe, nurturing and challenging environments.

Component	Task 1	Task 2	Task 3	Weighting %
	Pregnancy and Childbirth In class test	Child Growth and Development - Activity plan/Observation	Play and the Developing Child - Resource	
	Term 1, Week 6	Term 2, Week 6	Term 3, Week 5	
	Outcomes assessed 1.1, 1.5, 2.1, 5.1 & 6.1	Outcomes assessed 1.2, 1.3, 1.4, 2.2, 2.4, 4.1 & 4.3	Outcomes assessed 1.3, 2.3, 3.1, 4.2, 5.1 & 6.2	
Knowledge and Understanding	15	17.5	17.5	50
Skills	15	17.5	17.5	50
Total %	30	35	35	100

Assessment Syllabus Outcomes

- 1.1 analyses prenatal issues that have an impact on development
- 1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
- 1.4 examines ways in which family, community and culture influence the growth and development of young children
- 1.5 examines the implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 3.1 evaluates strategies that encourage positive behaviour in young children
- 4.1 demonstrates appropriate communication skills with children and or adults
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3 demonstrates appropriate strategies to resolve group conflict
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 demonstrates understanding of decision making processes
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others

Exploring Early Childhood Scope and Sequence

The scope and sequence covers the following content:

- Core A: Pregnancy and Childbirth - Students learn about physical and emotional demands on the mother during pregnancy and childbirth and the implications for those around them. Students gain knowledge that empowers themselves, their partners, family members or friends when making decisions about future pregnancies and birth.
- Core B: Child Growth and Development - students explore development from birth to the end of early childhood years and the implications for carers for children at different points in their development.
- Module 2: Play and the Developing Child - understanding the nature and importance of play to child growth, development and learning.
- Module 12: Food and Nutrition - students learn about the importance of healthy feeding practices and their relationship to optimum development in children.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1 2025	Core A: Pregnancy and Childbirth										
	Assessment Task 1: Pregnancy and Childbirth - In class test, weighting 30%, Week 6										
	1.1, 1.5, 2.1, 5.1 & 6.1										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2 2025	Core B: Child Growth and Development									
	Assessment Task 2: Child Growth and Development - Activity plan/Observation, weighting 35%, Week 6									
	1.2, 1.3, 1.4, 2.2, 2.4, 4.1 & 4.3									

Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 2: Play and the Developing Child					Module 12: Food and Nutrition			End of Course Examination	
	Assessment Task 3: Play and the Developing Child - Resource, weighting 35%, Week 5									
	1.3, 2.3,3.1, 4.2, 5.1 & 6.2									

English Advanced Assessment Schedule

Course Overview: <ul style="list-style-type: none"> 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 Outcomes

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 2025	Common Module: Reading to Write										
	Assessment Task 1: Imaginative Task and Reflection, weighting 30%, Week 10										
	EA11-3, EA11-4, EA11-5 & EA11-9										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2 2025	Module A – Narratives That Shape Our World									
	Assessment Task 2: Multimodal Presentation, weighting 40%, Week 10									
	EA11-1, EA11-2, EA11-3, EA11-5 & EA11-7									

Term 3 2025	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									
	EA11-1, EA11-3, EA11-5, EA11-6 & EA11-8									

English Standard Assessment Schedule

Course Overview: <ul style="list-style-type: none"> 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	Contemporary Possibilities	End of Course Examination	
	Imaginative writing with reflection statement	Multimodal presentation	Critical response on Module A and Module B	
	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9/10	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	EN11-3, EN11-4, EN11-5 & EN11-9	EN11-1, EN11-2, EN11-3, EN11-5 & EN11-7	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 Outcomes

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 2025	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 2025	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 2025	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: <ul style="list-style-type: none"> 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	MiTunes	Portfolio of Work	
	Written report	Multimodal presentation	Collection of work from across all modules	
	Term 1, Week 10	Term 2, Week 10	Term 3, Week 8	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	ES11-1, ES11-4 & ES11-5	ES11-2, ES11-3, ES11-5, ES11-9 & ES11-10	ES11-3, ES11-4, ES11-6, ES11-7 & ES11-8	
Knowledge and understanding of course content	15	15	20	50
Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively 	15	15	20	50
Total %	30	30	40	100

Assessment Syllabus Outcomes

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

Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Mandatory Module: Achieving Through English										
	Assessment Task 1: Written Report, weighting 30%, Week 10										
	ES11-1, ES11-4 & ES11-5										

Term 2 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module F: MiTunes and Texts									
	Assessment Task 2: Multimodal Presentation, weighting 30%, Week 10									
	ES11-2, ES11-3, ES11-5, ES11-9 & ES11-10									

Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module A: We Are Australian								End of Course Examination	
	Assessment Task 3: Portfolio, weighting 40%, Week 8									
	ES11-3, ES11-4, ES11-6, ES11-7 & ES11-8									

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 %
	Research Task	Food Quality Practical Task	End of Course Examination	
	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9/10	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	P1.1, P1.2 & P4.2	P2.2, P3.2, P4.1 & P4.4	P1.1, P1.2, P2.1, P2.2, P3.1, P4.2, P4.3 & P5.1	
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 Outcomes

- 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
- Food Quality
- Nutrition

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1 2025	Food Availability and Selection										
	Assessment Task 1: Research Task, weighting 30%, Week 10										
	P1.1, P1.2 & P4.2										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2 2025	Food Quality									
	Assessment Task 2: Food Quality Practical Task, weighting 30%, Week 9									
	P2.2, P3.2, P4.1 & P4.4									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3 2025	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, P4.3 & 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 %
	Fieldwork extended response	Geographical Investigation Report	End of Course Examination	
	Term 1, Week 10	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 fieldwork	10	10		20
Communication of geographical information, ideas and issues in appropriate forms	5	5	10	20
Total %	30	30	40	100

Assessment Syllabus Outcomes

- 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
- People Patterns and Processes
- Geographical Investigation
- Human Environment Interactions

Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Earth's Natural Systems										
	Assessment Task 1: Fieldwork and Extended Response, weighting 30%, Week 10										
	GE-11-02, GE-11-05 & GE-11-07										

Term 2 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	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									

Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	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									

Human Movement and Science Assessment Schedule

Course Overview:				
<ul style="list-style-type: none"> Health for individuals and communities - Core 1 The Body and Mind in Motion 				
Component	Task 1	Task 2	Task 3	Weighting %
	Health for Individuals and Communities - Core 1	The Body and Mind In Motion	End of Course Examination	
	Collaborative Investigation In-Class Task	Case Study	Formal Written Examination	
	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9/10	
	Outcomes assessed HM11-1, HM11-2, HM11-5, HM11-7, HM11-8, HM11-10	Outcomes assessed HM11-3, HM11-4, HM11-6, HM11-9	Outcomes assessed HM11-1, HM11-2, HM11-3, HM11-4, HM11-6, HM11-10	
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research, methodology, analysing and communicating	20	20	20	60
Total %	30	35	35	100

Assessment Syllabus Outcomes

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

Human Movement and Science Scope and Sequence

The scope and sequence covers the following content:

- Health for individuals and communities - Core 1
- The Body and Mind in Motion

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1 2025	Health for individuals and communities - Core 1										
	Assessment Task 1: Collaborative Investigation, weighting 30%, Week 10										
	HM11-1, HM11-2, HM11-5, HM11-7, HM11-8 & HM11-10										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2 2025	The Body and Mind In Motion									
	Assessment Task 2: Case Study, weighting 35%, Week 10									
	HM11-3, HM11-4, HM11-6 & HM11-9									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3 2025	Health for individuals and communities - Core 1 - Integrated 10-hour depth study								End of Course Examination	
	The Body and Mind In Motion - Integrated 10-hour depth study									
	Assessment Task 3: End of Course Examination, weighting 35%, Week 9/10									
	HM11-1, HM11-2, HM11-3, HM11-4, HM11-6 & HM11-10									

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 Task	End of Course Examination	
	Term 1, Week 10	Term 2, Week 7	Term 3, Week 9/10	
	Outcomes assessed MA11-1 MA11-2 MA11-8 MA11-9	Outcomes assessed MA11-1 MA11-3 MA11-4 MA11-8 MA11-9	Outcomes assessed MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-8 MA11-9	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	20	10	20	50
Total %	35	25	40	100

Assessment Syllabus Outcomes

- 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
- Trigonometric Functions
- Calculus
- Exponential Functions
- Statistical Analysis

Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	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, 35%, Week 10										
	MA11-1, MA11-2, MA11-8, MA11-9										

Term 2 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	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, 25%, Week 7									
	MA11-1, MA11-3, MA11-4, MA11-8, MA11-9					MA11-1, MA11-4, MA11-8, MA11-9		MA11-1, MA11-5, MA11-8, MA11-9		

Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Logarithms and Exponentials (MA-E1)			Probability and Venn Diagrams (MA-S1.1)		Discrete Probability Distributions (S1.2)		Revision	End of Course Examination	
	Assessment Task 3: End of Course Examination, weighting 40%, Weeks 9/10									
	MA11-6, MA11-8, MA11-9			MA11-7, MA11-8, MA11-9				MA11-1 to MA11-9		

Numeracy 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 %
	Assignment/Investigation Task 1	Assignment/Investigation Task 2	Assignment/Investigation Task 3	
	Term 1, Week 9	Term 2, Week 7	Term 3, Week 8	
	Outcomes assessed N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-3.1 N6-3.2	Outcomes assessed N6-1.1 N6-1.2 N6-1.3 N6-2.3 N6-3.1 N6-3.2	Outcomes assessed 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 Outcomes

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

Numeracy Scope and Sequence

The scope and sequence covers the following content:

- Module 1
- Module 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1 2025	Whole Numbers (1.1)			Operations with Whole Numbers (1.2)		Fractions and Decimals (2.1)		Work on Assignment/ Investigation Task 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					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2 2025	Chance (2.5)		Data, Graphs and Tables (1.5)			Work on Assignment/ Investigation Task 2	Metric Relationships (2.3)		Length, Mass and Capacity (2.4)	
	Assessment Task 2: Assignment/Investigation Task 2, weighting 30%, Week 7									
	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	

Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Distance, Area and Volume (1.3)				Time (1.4)		Work on Assignment/ Investigation Task 3	Time (1.4)	End of Course Examination	
	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					

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 Task	End of Course Examination	
	Term 1, Week 10	Term 2, Week 7	Term 3, Week 9/10	
	Outcomes assessed MS11-1 MS11-2 MS11-6 MS11-7 MS11-9 MS11-10	Outcomes assessed MS11-2 MS11-5 MS11-6 MS11-9 MS11-10	Outcomes assessed MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-9 MS11-10	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	20	10	20	50
Total %	35	25	40	100

Assessment Syllabus Outcomes

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
- Measurement
- Financial Mathematics
- Statistical Analysis

Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	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 35%, Week 10											
	MS11-1, MS11-6, MS11-9, MS11-10				MS11-2, MS11-7, MS11-9, MS11-10						MS11-1, MS11-2, MS11-6, MS11-9, MS11-10	

Term 2 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	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 25%, Week 7									
	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10								MS11-8, MS11-9, MS11-10	

Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	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)		Revision	End of Course Examination	
	Assessment Task 3: End of Course Examination, weighting 40%, Weeks 9/10									
	MS11-3, MS11-4, MS11-9, MS11-10							MS11-1 to MS11-10		

Modern History Assessment Schedule

Course Overview: Modern History enables students to trace the historical background of contemporary issues and to explore the significance of individuals, events and ideas. It equips students with knowledge, understanding and skills to help them examine and make sense of the world around them.				
Component	Task 1	Task 2	Task 3	Weighting %
	Source Study	Research and Essay Historical Investigation	End of Course Examination	
	Term 1, Week 8	Term 2, Week 9	Term 3, Week 9/10	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	MH11-6, MH11-7, MH11-9 & MH11-10	MH11-2, MH11-4, MH11-6, MH11-8 & MH11-9	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 interpretation	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 Outcomes

- 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:

- Investigating Modern History
- The Decline and Fall of the Romanov Dynasty
- The Cuban Revolution
- Historical Investigation
- World War One

Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Investigating Modern History				Decline and Fall of the Romanov Dynasty						
	Assessment Task 1: Research Presentation, weighting 30%, Week 8										
	MH11-6, MH11-7, MH11-9 & MH11-10										

Term 2 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	World War One					Historical Investigation				
	Assessment Task 2: Historical Investigation, weighting 30%, Week 9									
	MH11-2, MH11-4, MH11-6, MH11-8 & MH11-9									

Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	The Cuban Revolution								End of Course Examination	
	Assessment Task 3: End of Course Examination, weighting 40%, Week 9/10									
	MH11-1, MH11-3, MH11-5 & MH11-9									

Physics Assessment Schedule

Course Overview: <ul style="list-style-type: none"> Module 1: Kinematics Module 2: Dynamics Module 3: Waves Module 4: Electricity 				
Component	Task 1	Task 2	Task 3	Weighting %
	Assessment Week	Depth Study	End of Course Examination	
	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9	
	Outcomes assessed PH 11-5 PH 11-6 PH 11-7 PH 11-8	Outcomes assessed PH 11-1 PH 11-2 PH 11-3 PH 11-4 PH 11-5 PH 11-6 PH 11-7 PH 11-9	Outcomes assessed PH 11-4 PH 11-5 PH 11-6 PH 11-7 PH 11-8 PH 11-9 PH 11-10 PH 11-11	
Knowledge and understanding of course content	10	20	10	40
Skills in Working Scientifically	20	20	20	60
Total %	30	40	30	100

Assessment Syllabus Outcomes

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

Physics Scope and Sequence

The scope and sequence covers the following content:

- **Module 1:** Kinematics
- **Module 2:** Dynamics
- **Module 3:** Waves and thermodynamics
- **Module 4:** Electricity and magnetism

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1 2025	Unit 1 Kinematics							Unit 2 Dynamics			
	Assessment Task 1: Skills Task, weighting 30%, Week 10										
	PH 11-5, PH 11-6, PH 11-7 & PH 11-8										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2 2025	Unit 2 Dynamics (continued)				Unit 3 Waves and thermodynamics					
	Assessment Task 2: Depth Study, weighting 40%, Week 10									
	PH 11-1, PH 11-2, PH 11-3, PH 11-4, PH 11-5, PH 11-6, PH 11-7 & PH 11-9									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3 2025	Unit 4 Electricity								End of Course Examination	
	Assessment Task 3: End of Course Examination, weighting 30%, Week 9/10									
	PH 11-4, PH 11-5, PH 11-6, PH 11-7, PH 11-8, PH 11-9, PH 11-10 & PH 11-11									

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 Outcomes

- 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 culture
- P6** differentiates between social and cultural research method
- 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 context
- 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
- Personal and Social Identity
- Intercultural Communication

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1 2025	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 2025	Personal and Social Identity									
	Assessment Task 2: Research Methodology and Essay, weighting 35%, Week 7									
	P7, P8, P9 & P10									

Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Intercultural Communication								End of Course Examination	
	Assessment Task 3: End of Course Examination, weighting 35%, Week 9/10									
	P1, P2, P3, P4, P5 & P6									

Sports, Lifestyle and Recreation Assessment Schedule

Course Overview: <ul style="list-style-type: none"> Games and Sports Application First Aid and Sports Injuries Preliminary Examination 				
Component	Task 1	Task 2	Task 3	Weighting %
	Games and Sports Application	First Aid and Sports Injuries	End of Course Examination	
	Practical Demonstration	Practical Demonstration and in Class Task		
	Term 1, Week 9	Term 2, Week 10	Term 3, Week 9/10	
	Outcomes Assessed	Outcomes assessed	Outcomes Assessed	
	1.1, 1.3, 2.1, 3.1, 3.2, 4.1 & 4.4	1.3, 2.5, 3.6, 4.2, 4.4 & 4.5	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2 & 4.5	
Total %	30	35	35	100

Assessment Syllabus Outcomes

- | | |
|------------|---|
| 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 |

Sports, Lifestyle and Recreation Scope and Sequence

The scope and sequence cover the following content:

- Games and Sports Applications II
- First Aid and Sports Injuries
- Sports Coaching and Training

	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 Class - Task, weighting 30%, Week 9										
	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 2025	First Aid and Sports Injuries									
	Assessment Task 2: Practical Demonstration and In-Class Task, weighting 35%, Week 10									
	1.3, 2.5, 3.6, 4.2, 4.4 & 4.5									

Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Sports Coaching and Training								End of Course Examination	
	Assessment Task 3: Examination, weighting 35%, Week 9/10									
	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2 & 4.5									

Visual Arts Assessment Schedule

Course Overview:

Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view. Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.

Component	Task 1	Task 2	Task 3	Weighting %
	Artmaking Drawing Critical & Historical Analysis and explanation of selected artist practice	Artmaking Sculpture Critical & Historical Using research on selected artists as the basis for an in class extended response	Artmaking Painting Critical and Historical Written Examination	
	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9/10	
	Outcomes assessed P1, P4, P5, P6, P7, P9 & P10	Outcomes assessed P2, P4, P5, P6, P8 & P10	Outcomes assessed P3, P4, P5, P6, P7, P8, P9 & P10	
Artmaking	15	15	20	50
Critical & Historical Studies	10	20	20	50
Total %	25	35	40	100

Assessment Syllabus Outcomes

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

Visual Arts Scope and Sequence

The scope and sequence covers the following content:

- Artmaking
- Critical and Historical Studies

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1 2025	Critical & Historical Studies - Case Study: Conventions in Visual Arts, John Wolseley and Janet Laurence										
	Artmaking – Drawing and Mixed Media – Landscape, John Wolseley, Janet Laurence, Sophie Cape										
	Assessment Task 1: A Layered Landscape and Artist Analysis, weighting 25%, Week 10										
	P1, P4, P5, P6, P7, P9 & P10										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2 2025	Critical & Historical Studies – Case Study: The Gods of Tiny Things, Freya Jobbins and Deborah Kelly									
	Artmaking – 3D Sculptures, Waste2Art recycled materials, Brian Griffiths, Jeff Koons									
	Assessment Task 2: Sculpture and VAPD & Written Artists Practice Response, weighting 35%, Week 9									
	P2, P4, P5, P6, P8 & P10									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3 2025	Critical & Historical Studies – Case Study: Shades of Whiteley								End of Course Examination	
	Artmaking – Painting: informed by examples of Modern styles, subject matter – Portrait, Interior or Landscape. Modigliani, Edward Hopper, Ginger Riley, Russell Drysdale, Jeffrey Smart, Sidney Nolan, Brett Whiteley, Wendy Stavrianos									
	Assessment Task 3: Painting and VAPD, 20% + End of course Examination, weighting 20%, Week 9 &10									
	P3, P4, P5, P6, P7, P8, P9 & P10									

