

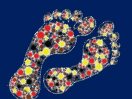


COWRA HIGH SCHOOL

YEAR 11 2021

ASSESSMENT HANDBOOK AND
MANDATORY REQUIREMENTS

Knowledge Is Power



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YEAR 11 ASSESSMENT GUIDELINES 2021

What is the Year 11 Certificate?

The Year 11 Certificate is awarded by the NSW Education Standards Authority (NESAs) to eligible students at the end of the Year 11 Course, which concludes at the end of Term 3, Year 11.

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

The main types of courses are outlined below:

- **Board Developed Courses** have HSC exams (except for Life Skills) and may contribute to the ATAR (Australian Tertiary Admission Rank).
Category A: Based on academic rigour, knowledge and understanding
Category B: Based on competency, knowledge and understanding e.g. VET Curriculum Frameworks which provide both VET qualifications and HSC unit credit.
- **Vocational Education Training (VET) and External Delivered Vet Courses (EVET) Curriculum Frameworks** can be learnt at school or through TAFE or other providers. Examples include Business Services, Construction, Hospitality, Information Technology and Automotive. VET subjects are based on competency based assessment, where evidence is collected to determine competency has been achieved. The purpose of assessment is to confirm that an individual can perform to the standard expected in the workplace, as expressed in the relevant endorsed industry or enterprise competency standards.
- **Board Endorsed Courses** count towards the HSC, though there are no HSC exams. Results are based on school assessment marks. Board Endorsed courses cannot contribute to the ATAR (university admission)

NSW EDUCATION STANDARDS AUTHORITY/SCHOOL REQUIREMENTS

The required pattern of study for full time students is a **minimum** of 12 units of Year 11 Year 11 courses and 10 units of HSC courses in Year 12. Some students may choose to study more than 12 units in Year 11.

Students must study

- At least **2** units of English
- At least **4** subjects
- At least **6** of the mandatory 12 units must be Board Developed Courses
- At least **3** of the courses must be of 2 units or greater value
- No more than 6 units of Science courses may count towards Year 11 or Higher School Certificate.

The Record of Student Achievement (or RoSA)

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

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

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

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

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

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

ATAR – Requirements

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

- 8 units from Category A courses (no more than two units of Category B or VET courses)
- 2 units of English
- 3 Board Developed courses of two units or greater
- 4 subjects.

SCHOOL BASED ASSESSMENT

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

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

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

The specific topics covered in this section are:

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

NESA rules and work requirements relating to diligence and sustained effort

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

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

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

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

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

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

Students have the right to appeal to the school against such determinations using school developed proformas and processes. If unsuccessful, they may appeal to the NESA.

If a student does not satisfactorily complete a course, they will receive no results in that course, and the course will not count towards their pattern of study for the award of a Year 11 Certificate.

Completion of HSC: All My Own Work program

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

CHS Procedure for completion of All My Own Work

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

CHS procedures for teaching staff regarding the Administration of Assessment Tasks

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

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

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

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

- **CHS Procedures relating to Informing students in writing of their assessment schedules**

Copies of this policy are provided to all Year 11 students who sign to acknowledge they have received the booklet. **The Year 11 Adviser** manages this process.

- **CHS Procedures relating to planning the scheduling of tasks in a coordinated way.**

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

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

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

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

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

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

The **class teacher** will provide the library supervisor with a copy of the task when it is distributed to the class as well as a class list.

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

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

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

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

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

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

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

If granting an extension of time is not possible, administering a substitute task is preferable to providing an estimate mark.

Only the Principal will have this discretion and students should be aware that the estimate will be such that it will not change their current rank or gaps in relation to other students in the cohort.

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

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

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

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

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

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

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

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

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

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

The features of quality assessment tasks

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

Assessment tasks should:

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

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

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

Feedback and reporting on student progress and achievement should be:

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

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

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

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

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

Students must:

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

CHS Procedures relating to the submission of assessment tasks

To ensure fairness for all, please note that any students submitting a task and NOT attending school the day of submission, will be required to provide documentation conforming a medical reason for non- attendance. Otherwise, the submitted task may be given a zero.

If students are granted an extension for an assessment task, it must be submitted to the Faculty Head Teacher by 9.00 am on the new due date.

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

Computer Failures: Technical failures related to computing equipment **do not** constitute sufficient grounds for not submitting an assessment task on time, and extensions will not be granted in these instances.

Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date back up copies, allowing sufficient time to deal with potential technical failures and the retention of printed back-up copies.

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

CHS Procedures relating to occasions when zero marks are awarded.

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

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

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

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

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

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

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

Original task not submitted after N award letter sent

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

Multiple N awards

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

Attendance

While the ESA does not stipulate attendance requirements, significant absence has a negative impact on a student's ability to meet the course completion criteria. Twice a term, **Deputy Principals** identify those students with significant attendance concerns.

N award determination warning letters will be sent to students, relating it to the non-completion of course requirements as a result of their absence.

CHS Procedures for application for Illness/Misadventure

If a student is unable to complete or submit an assessment task on time, or they feel that their performance in a task has been affected by factors outside their control e.g. illness or accident, they may apply for **Illness/Misadventure**. Students must formally apply by completing the Illness/Misadventure Form.

Misadventure refers to any **valid** reason immediately before or during task, other than illness, for not completing, submitting or being present for an assessment task. Whether an event will be considered to be a valid misadventure, warranting consideration, will depend on the circumstances of the event and the independent **documentary evidence** that is handed in to support the misadventure claim.

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

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

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

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

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

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

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

CHS Procedures for application for consideration of absence or extension

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

In general, activities such as work placement, sporting commitments and excursions, do not provide grounds for extensions unless exceptional circumstances exist. There is an expectation that students are organised and it is their responsibility to ensure that deadlines are met. This may involve submitting a task before the due date if the student has knowledge that they will be away on the due date of submission

Students are permitted to submit tasks prior to the due date in these and other situations as long as the class teacher agrees. It is the student's responsibility to plan around foreseeable absences.

It is important to note that:

Students are responsible to pursue the illness/misadventure, extension or consideration of absence process. There is no onus on the class teacher to instigate this process.

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

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

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

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

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

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

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

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

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

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

Any substitute task should:

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

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

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

CHS Procedures for students who have prolonged absences

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

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

Expectations of students regarding honesty/submitting own work

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

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

Each student's mark will be determined by the quality of the work produced by the student only. To

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

What constitutes malpractice?

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

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

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

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

CHS Processes for dealing with malpractice

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

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

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

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

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

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

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

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

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

Other Features of the Year 11 Certificate

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

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

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

2. Acceleration

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

3. Advanced Standing

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

4. Students re-entering the NSW school system

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

5. Special Examination Provisions

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

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



Forms

Consideration of Absence

Name:

Year:

Date:

Subject:

Teacher:

Assessment Task Number (As per Assessment Policy booklet):

Assessment Task Title:

*I apply for an extension based on the consideration of the following factors which may affect my performance in this Assessment Task. (**Documentary evidence must be provided**, except in exceptional circumstances)*

In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

Student's Signature:

Parent/Guardian's Signature:

Recommendation of Teacher/Head Teacher:

Signature of Teacher/Head Teacher:

Recommendation of Assessment Committee: Application for Absence

Subject/Course:

Assessment Task Number:

Assessment Task Title:

Principal/Deputy Principal:

Date:

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



Application for Extension

Name: _____ **Year:** _____ **Date:** _____

Subject: _____ **Teacher:** _____

Assessment Task Number (As per Assessment Policy booklet): _____

Assessment Task Title: _____

*I apply for an extension based on the consideration of the following factors which may affect my performance in this Assessment Task. (**Documentary evidence must be provided**, except in exceptional circumstances)*

In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

Student's Signature: _____

Parent/Guardian's Signature: _____

Recommendation of Teacher/Head Teacher:

Signature of Teacher/Head Teacher:

Recommendation of Assessment Committee: Application for

Extension Subject/Course: _____ **Assessment Task**

Number: _____

Assessment Task Title: _____

Principal/Deputy Principal: _____

Date: _____

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



Year 11 Certificate Illness/Misadventure Form

Name:

Year:

Date:

Subject:

Teacher:

Assessment Task Number (As per Assessment Policy booklet):

Assessment Task Title:

*I apply for an extension based on consideration of the following factors which may affect my performance in this Assessment Task. (**Documentary evidence must be provided, except in exceptional circumstances**).*

In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

Student's Signature:

Parent/Guardian's Signature:

Recommendation of Teacher/Head Teacher:

Signature of Teacher/Head Teacher:

Recommendation of Assessment Committee: Illness/Misadventure

Subject/Course:

Assessment Task Number:

Assessment Task Title:

Principal/Deputy Principal:

Date:

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



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: _____

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COWRA HIGH SCHOOL Assessment Task (Student's Copy)

Student's Name: _____

Course: _____

Teacher: _____

Assessment Task received by: _____

Signature: _____

Date: _____ Time: _____

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

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



Year 11 Certificate

Non-Completion of Course Determination

Student Appeal Form

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

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

Student Name _____

Student Number: _____

School Name: _____

Student's Home Address: _____

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

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

Course Name (Please list Extension courses separately)	Course Number

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

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

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

SCHOOL TERM DATES - 2021

Term 1, 2021	29 January 2021 – 1 April 2021 (10 weeks)
Term 2 - 2021	20 April 2021 – 25 June 2021 (10 weeks)
Term 3 - 2021	13 July 2021 – 17 September 2021 (10 weeks)
Term 4 - 2021	4 October 2021 - 16 December 2021 (11 Weeks)

EXAMINATION DATES

End of Course Examinations	<p style="text-align: center;">Term 3, 2021: Weeks 9 and 10 6th – 17th September, 2021</p>
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ASSESSMENT CALENDARS

YEAR 11 ASSESSMENT CALENDAR TERM 1, 2021			
WEEK	SUBJECT	ASSESSMENT	DATE
1			29 January
2			1 February
3			8 February
4			15 February
5			22 February
6			1 March
7	Economics Modern History Society and Culture	In-Class Test Case Study Research Task	8 March
8	LIFE READY CAMP CAFS Industrial Technology Timber PDHPE Physics SLR	MON-WED Resource Management Industry Case Study The Body in Motion Formative Review Skills Games and Sports Application II	15 March
9	EEC Legal Studies Mathematics Advanced Mathematics Ext 1 Mathematics Standard Music Photography	Learning Experience for Young Children Research Task In-Class Test In-Class Test In-Class Test Performance and Viva Voce Digital Journal	22 March
10	Ancient History Business Studies English Advanced English Standard English Studies Japanese Beginners Japanese Continuers	Research Task Presentation Case Study Imaginative Task and Reflection Statement Imaginative Task and Reflection Statement Written Report Daily Routine Vlog Stay at my House Vlog	29 March

YEAR 11 ASSESSMENT CALENDAR TERM 2, 2021			
WEEK	SUBJECT	ASSESSMENT	DATE
1			20 April
2	Chemistry English Extension	Skills Test (Summative) Imaginative Task and Reflection Statement	26 April
3	Biology Physics	Skills Test Skills Test (Summative)	3 May
4	Agriculture Dance Photography	Plant Production Core Performance, Core Composition, Core Appreciation Presentation of Film	10 May
5	CAMDEN		17 May
6	Mathematics Advanced Mathematics Ext 1 Mathematics Standard	Assignment/Investigation Task Assignment/Investigation Task Assignment/Investigation Task	24 May
7	CAFS Music	Individuals and Groups Composition Portfolio and Musicological Research	31 May
8	Japanese Beginners Japanese Continuers Society and Culture SLR	My Fictional School My School Research Methodology Task First Aid and Sports Injury	7 June
9	Economics EEC Modern History	Research Task Children's Literature WW1 Historical Investigation	15 June
10	Ancient History Business Studies English Advanced English Standard English Studies PDHPE	Historical Investigation Small Business Plan Multimodal Presentation Multimodal Presentation Multimodal Presentation Better Health for Individuals	21 June

YEAR 11 ASSESSMENT CALENDAR TERM 3, 2021

WEEK	SUBJECT	ASSESSMENT	DATE
1	Agriculture Legal Studies	Farm Case Study Essay	13 July
2	Chemistry Dance English Extension Industrial Technology	Depth Study Core Performance Critical Response Project/Folio	19 July
3			26 July
4	VET	Work Placement	2 August
5	Biology Physics	Depth Study Depth Study	9 August
6			16 August
7	Photography	In-Class examination and Portfolio of Work	23 August
8	English Studies	Portfolio	30 August
9	EXAMS Dance Music	Core Performance, Core Composition, Core Appreciation Performance and Aural Examination	6 September
10	EXAMS Dance English Extension Music	Core Performance, Core Composition, Core Appreciation Multimodal Presentation Performance and Aural Examination	13 September

YEAR 12 ASSESSMENT CALENDAR TERM 4, 2021			
WEEK	SUBJECT	ASSESSMENT	DATE
1			4 October
2			11 October
3			18 October
4	TVET	Work Placement	25 October
5			1 November
6			8 November
7			15 November
8			22 November
9			29 November
10			6 December
11			13 December

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SUBJECTS, COURSE COMPONENTS, OUTCOMES ASSESSED AND WEIGHT

Agriculture Technology Assessment Schedule

Course Overview: The Year 11 course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issues of sustainability of the farming system. This is an 'on-farm', environment-orientated course.				
Component	Task 1	Task 2	Task 3	Weighting %
	Plant Production Investigation and Report	Farm Case Study	End of Course Examination	
	Term 2, Week 4	Term 3, Week 1	Term 3, Week 9 & 10	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	P1.1, P1.2, P2.1, P2.3, P4.1, P5.1.	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1,	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1	
Knowledge and understanding of course content		10	30	40
Knowledge, understanding and skills required to manage agricultural production systems	30		10	40
Skills in effective research, experimentation and communication		20		20
Total %	30	30	40	100

Assessment Syllabus Outcome

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 Technology Scope and Sequence

The scope and sequence below covers the following content:

- **Overview:** Agricultural Systems, Agricultural history, Social aspects surrounding Agriculture
- **Farm Case Study:** The farm as a production unit, Farm management, Marketing, Farm Technology, The Agricultural Workplace
- **Plant Production:** Plants and the commercial production, Animals climate and resource interaction, Microbes, invertebrates and pests, Technology, Experimental design and research
- **Animal Production:** Animals and their commercial production, Plants, climate and resource interaction, Microbes, invertebrates and pests, Technology, Experimental design and research

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Content	8.1 Overview					8.3 Plant Production				
	Agricultural Systems	Agricultural systems	Agricultural systems	Agricultural History	Social aspects	Experimental design and research	Plants & commercial production	Plants & commercial production	Plants & commercial production	Animals, climate and resource interaction
Outcomes	P1.1; P1.2; P2.3					P2.1; P3.1; P4.1; P5.1				

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Content	8.3 Plant Production					8.2 Farm Case Study				
	Animals, climate and resource interaction	Microbes, invertebrates & Pests	Microbes, invertebrates & Pests	Technology	Farm as a production unit	Farm management	Farm management	Marketing	Farm technology	The agricultural workplace
Assessment	Assessment Task 1 - Plant Trial (30%) - Due: Week 4									
Outcomes	P2.1; P3.1; P4.1; P5.1					P1.1; P1.2; P2.3; P3.1; P5.1				

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Content	8.4 Animal Production									Assessment Task 3 End of Course Examination (40%) Due: Week 9-10
	Animals & commercial production	Animals & commercial production	Animals & commercial production	Experimental design & research	Technology	Plants, climate & resource interaction	Microbes, invertebrates & pests	Animals & commercial production		
Assessment	Assessment Task 2 Farm Case Study (30%) Due: Week 1									
Outcomes	P2.2; P3.1; P4.1; P5.1									

Ancient History Assessment Schedule

Course Overview:

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world. The investigation of the ancient past develops students' appreciation of the diversity of ancient societies and the longevity of Australia's Aboriginal and Torres Strait Islander Peoples.

Component	Task 1	Task 2	Task 3	Weighting %
	Research Task and Presentation	Historical Investigation	Year 11 Exams	
	Emergence of Early Societies	City of Rome		
	Term 1, Week 10	Term 2, Week 10	Weeks 9-10	
	Outcomes assessed AH11-3 AH11-5 AH11-6 AH11-7 AH11-9	Outcomes assessed AH11-6 AH11-7 AH11-8 AH11-9	Outcomes assessed AH11-1 AH11-2 AH11-4 AH11-9 AH11-10	
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	30	30	40	100

Assessment Syllabus Outcomes

AH11-1 describes the nature of continuity and change in the ancient world.

AH11-2 proposes ideas about the varying causes and effects of events and developments.

AH11-3 analyses the role of historical features, individuals and groups in shaping the past.

AH11-4 accounts for the different perspectives of individuals and groups.

AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world.

AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument.

AH11-7 discusses and evaluates differing interpretations and representations of the past.

AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources.

AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms.

AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history.

Ancient History Scope and Sequence

The following scope and sequence covers the following content:

- Nature of Ancient History/Sites and Sources 20 hours
- Emergence of Early Societies (Case Study B) 20 hours
- Tutankhamun’s Tomb (Case Study A) 20 hours
- Historical Investigation (City of Rome) 20 hours
- Features of Ancient Societies (Weapons and Warfare) 40 hours

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Nature of Ancient History/Sites and Sources						Emergence of Early Societies (Case Study B)					
	Assessment Task 1: Research Task and Presentation, 30%, Due: Week 10											
	AH11-6 AH11-7 AH11-9 AH11-10						AH11-1 AH11-2 AH11-3 AH11-4 AH11-5 AH11-6 AH11-7 AH11-9					

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Tutankhamun’s Tomb (Case Study A)					Historical Investigation: The City of Rome					
	Assessment Task 2: Historical Investigation, 30% Due Term 2 Week 10										
	AH11-1 AH11-2 AH11-3 AH11-4 AH11-5 AH11-6 AH11-7 AH11-9						AH11-1 AH11-2 AH11-3 AH11-4 AH11-5 AH11-6 AH11-7 AH11-8 AH11-9 AH11-10				

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Features of Ancient Societies: Weapons and Warfare										
	Assessment Task 3: End of Course Examination, 40% Due Week 9-10										
	AH11-1 AH11-2 AH11-3 AH11-4 AH11-5 AH11-6 AH11-7 AH11-8 AH11-9										

Biology Assessment Schedule

Course Overview:

The study of *Biology in Stage 6* enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.

Component	Task 1	Task 2	Task 3	Weighting %
	Skills Test	Depth Study	End of Course Examination	
	Term 2, Week 3	Term 3, Week 5	Term 3, Week 9 & 10	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	BIO11-2 BIO11-4 BIO11-5 BIO11-6 BIO11-7 BIO11-10	BIO11-1 BIO11-3 BIO11-4 BIO11-5 BIO11-6 BIO11-7 BIO11-10 BIO11-11	BIO11-4 BIO11-5 BIO11-6 BIO11-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	
Knowledge and understanding of course content	10	10	20	40
Skills in Working Scientifically	15	30	15	60
Total %	25	40	35	100

Assessment Syllabus Outcome

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

BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes

BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms

BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species

BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

Biology Scope and Sequence

The scope and sequence below covers the following content:

- Unit 3: Biological Diversity: biotic and abiotic factors; populations and distribution; adaptations, natural selection; Darwin and evolution.
- Unit 4: Ecosystem Dynamics: impacts of abiotic and biotic factors; predation, competition, symbiosis and disease, extinction, palaeontological and geological evidence; reasons for change; future impact; mining, land degradation.
- Unit 1: Cells as the Basis of Life: prokaryotic and eukaryotic cells; cell structure and technology; scaled diagrams; cell organelles and fluid mosaic model; diffusion and osmosis; endo- and exocytosis; cell requirements; enzymes.
- Unit 2: Organisation of Living Things: cell organelle structure; specialisation; autotrophs; gas exchange; transpiration-cohesion-tension; digestion; vascular plants; open and closed systems.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Unit 3: Biological Diversity							Unit 4: Ecosystem Dynamics		
	Assessment Task 1: Skills Task 1, 25%, Week 3 Term 2									
	3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.3.1, 3.3.2, 3.3.3, 3.3.4							4.1.1, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.2		
Term 2	Unit 4: Ecosystem Dynamics (continued)					Unit 1: Cells as the Basis of Life				
						Assessment Task 2: Depth Study, 40% Week 5 Term 5				
						1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5				
Term 3	Unit 1: Cells as the Basis of Life		Unit 2: Organisation of Living Things						End of Course Examination	
	Assessment Task 3: End of Course Examinations, 35% Week 9 and 10									
			2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.3.1, 2.3.2, 2.3.3, 2.3.4							

Business Studies Assessment Schedule

Course Overview: The study of Business Studies engages students in an 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 by introducing them to a range of business issues existing in the present day.				
Component	Task 1	Task 2	Task 3	Weighting %
	Case Study – Nature of a Local Business	Small Business Plan	End of Course Examination	
	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9/10	
	Outcomes assessed P1, P2, P4, P6, P7, P8	Outcomes assessed P1, P2, P3, P6, P7, P9	Outcomes assessed P3, P4, P5, P8, P9, P10	
Knowledge and understanding of course content	5	15	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 %	25	35	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
- P3 describes the factors contributing to the success or failure of small to medium enterprises
- P4 assesses the processes and interdependence of key business functions
- P5 examines the application of management theories and strategies
- P6 analyses the responsibilities of business to internal and external stakeholders
- P7 plans and conducts investigations into contemporary business issues
- P8 evaluates information for actual and hypothetical business situations
- P9 communicates business information and issues in appropriate formats
- P10 applies mathematical concepts appropriately in business situations

Business Studies Scope and Sequence

The following scope and sequence covers the following content:

The Nature of Business – 24 hrs

Business Management – 48 hrs

Business Planning – 48 hrs

The Business Studies concepts and skills content are integrated throughout the course.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	The Nature of Business					Business Management				
	Assessment Task 1: Case Study – The Nature of a Local Business 25% due week 10									
	Outcomes: P1, P2, P6, P7, P8					Outcomes: P2, P4, P5, P6, P7, P8, P9, P10				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Business Management							Business Planning		
	Assessment Task 2: Hypothetical Business Plan 35% Due Week 10									
	Outcomes: P2, P4, P5, P6, P7, P8, P9, P10							Outcomes: P1, P3, P4, P6, P7, P8, P9, P10		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Business Planning								All topics covered	
									Assessment Task 3: End of Course Examination 40%	
	Outcomes: P1, P3, P4, P6, P7, P8, P9, P10									

Chemistry Assessment Schedule

Course Overview:

Students will cover content in the following topics; properties and structure of matter, introduction to quantitative chemistry, reactive chemistry and drivers of reactions.

Component	Task 1	Task 2	Task 3	Weighting %
	Skills Test	Depth Study Report	End of Course Examination	
	Term 2, Week 2	Term 3, Week 2	Term 3, Weeks 9-10	
	Outcomes assessed CH11-4 CH11-5 CH11-6 CH11-9	Outcomes assessed CH11-1 CH11-2 CH11-3 CH11-4 CH11-5 CH11-7 CH11-10	Outcomes assessed CH11-4 CH11-5 CH11-6 CH11-7 CH11-8 CH11-9 CH11-10 CH11-11	
Working Scientifically	15	35	10	60
Knowledge and Understanding	10	5	25	40
Total %	25	40	35	100

Assessment Syllabus Outcome

CH11-1 develops and evaluates questions and hypotheses for scientific investigation

CH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH11-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11-5 analyses and evaluates primary and secondary data and information

CH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter

CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships

CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions

CH11-11 analyses the energy considerations in the driving force for chemical reactions

Chemistry Scope and Sequence

The following scope and sequence covers the following content:

Properties and Structure of Matter
 Introduction to Quantitative Chemistry
 Reactive Chemistry
 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	Properties and Structure of Matter						Introduction to Quantitative Chemistry				
	CH11-2, CH11-3, CH11-4, CH11-7, CH11-8						CH11-2, CH11-4, 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	Introduction to Quantitative Chemistry				Reactive Chemistry					
	Assessment Task 1: Skills Test, 25% Week 2 Term 2									
	CH11-2, CH11-4, CH11-6, CH11-9				CH11-2, CH11-3, CH11-4, CH11-10					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Reactive Chemistry		Drivers of Reactions							
	Assessment Task 2: Depth Study Report, 40% Week 2 Term 3								End of Course Examination, 35%	
	CH11-2, CH11-3, CH11-4, CH11-10		CH11-1, CH11-5, CH11-6, CH11-11						CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11	

Community & Family Studies Assessment Schedule

Component	Task 2	Task 3	Task 4	Weighting %
	Resource Management	Individuals & Groups	End of Course Exam	
	Term 1, Week 8	Term 2, Week 7	Term 3, Week 9/10	
	Outcomes assessed 1.1, 1.2, 5.1, 6.2	Outcomes assessed 1.2, 2.1, 4.2, 6.2	Outcomes assessed 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1, 5.1, 6.1	
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 wellbeing P6.2 uses critical thinking skills to enhance decision making

Community and Family Studies Scope and Sequence

The following scope and sequence covers the following content:

- **Core: Resource Management** - This module emphasises the fundamental importance of the skill of resource management, which is the use of resources to satisfy needs in order to achieve wellbeing. The concepts of wellbeing, needs and wants, resources, values, goal setting, communication, decision making and personal management explored in this module form the basis of study throughout the course.
- **Core: Individuals & Groups** - This module explores the role that individuals and groups play in meeting the specific needs of individuals, families and communities. Students explore the importance of building positive interpersonal relationships in order to promote a sense of belonging among individuals, families and social groups.
- **Core: Families & Communities** - This module provides students with an insight into family structures and communities and the roles individuals adopt within each. The module requires students to examine how constant change challenges families and communities, and that both informal and formal support available can assist them to manage the change effectively.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 1	Resource Management										
	Assessment Task 1: Resource Management							Term 1 Week 8 30%		Due: Week 8	
	1.1, 1.2, 5.1, 6.2										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 2	Individuals and Groups										
	Assessment Task 2: Individuals and Groups						Term 2 Week 7 30%		Due: Week 7		
	1.2, 2.1, 4.2, 6.2										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Families and Communities									
	Assessment Task 3: End of Course Exam 40%									Due: Week 9/10
	1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1, 5.1, 6.1									

Construction Assessment schedule

CPC20211 Certificate II in Construction Pathways	Observation of practical work	Product Assessment	Oral questioning	Written assignment, test, quiz	Role play, oral presentation	Third party report	Self-assessment	Other, HSC examinable
Cluster 1 Working safely in the construction industry								
CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry (Core)	Y		Y	Y			Y	Y
Cluster 2 White Card								
CPCCWHS1001 Prepare to work safely in the construction industry (Imported)			Y	Y	Y			Y
Cluster 3 Carpentry Basics								
CPCCCA2011A Handle carpentry materials (B)	Y	Y	Y	Y			Y	
CPCCCA2002B Use carpentry tools and equipment (B)	Y	Y	Y	Y			Y	CPCCCM2005B Use construction tools and equipment – syllabus content to be delivered
Cluster 4 Reading plans and levelling								
CPCCCM2001A Read and interpret plans and specifications (Core)	Y		Y	Y				Y
CPCCCM2006B Apply basic levelling procedures (H)	Y		Y	Y				
Cluster 5 Prepare for concreting								
CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground (B)	Y	Y		Y			Y	
CPCCCM1015A Carry out measurements & calculations (Core)	Y	Y		Y			Y	Y

Construction Scope and Sequence

2unit x 2year

Cowra High School

Qualification: CPC20211 Certificate II in Construction Pathways

Year 11 Course: 2020

Unit Code	Unit Title	NESAs Hrs	Term 1		Term 2		Term 3	
			1-5	6-10	1-5	6-10	1-5	6-10
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	15	C1					
CPCCCA2011A CPCCCA2002B	Handle carpentry materials Use carpentry tools and equipment	20 10		C2				
CPCCWHS1001	Prepare to work safely in the construction industry	10			C3			
CPCCCM2006B	Apply basic levelling procedures	15				C4		
CPCCCM2001A	Read and interpret plans and specifications	20					C5	

Dance Assessment Schedule

Component	Task 1	Task 2	Task 3	Weighting %
	Core Performance, Core Composition, Core Appreciation	Core Performance	Core Performance, Core Composition, Core Appreciation	
	Term 2, Week 4	Term 3, Week 2	Term 3, Week 9/10	
	Outcomes assessed Performance: P 1.1,1.2,1.3, 1.4, 2.1, 2.3, 2.4, 2.5, 2.6 Composition: P 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 Appreciation: P 4.1, 4.2, 4.3, 4.4, 4.5	Outcomes assessed Performance: P 1.1,1.2,1.3, 1.4, 2.1, 2.3, 2.4, 2.5, 2.6	Outcomes assessed Performance: P 1.1,1.2,1.3, 1.4, 2.1, 2.3, 2.4, 2.5, 2.6 Composition: P 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 Appreciation: P 4.1, 4.2, 4.3, 4.4, 4.5	
Core Performance	10	20	10	40
Core Composition	15		15	30
Core Appreciation	15		15	30
Total %	40	20	40	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 artform
- P1.3 develops the skills of dance through performing, composing and appreciating dance
- P1.4 values the diversity of dance as an artform 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 following scope and sequence covers the following content:

Core Performance consists of three areas of study. Firstly, there is the knowledge, understanding and skills that physically prepare the body for dance. The second area in the study of Performance relates to the knowledge, understanding and skills in which this physical preparation is applied to dance performance in the context of safe dance practice. The third area consists of the knowledge, understanding and skills of technique and performance applied to a 'Dance'.

Core Composition provides students firstly with opportunities to develop knowledge and understanding of the theories, principles, processes and practices of composition. Secondly, students develop the skills of composition through practice, observation and reflection that enable students to make choices in their own process. Students engage in exploration through problem-solving tasks to find movement for dance compositions. They learn essential aspects of the craft of composition, which they employ to communicate their intent through movement. The compositional process is designed to foster student's individual creativity. Students are encouraged to draw on their own movement vocabulary experiences in composing and selecting movement to create and develop a personal response that communicates their intent.

Core Appreciation consists of the knowledge of dance as an artform and the skills of research, analysis, writing and criticism. The content for the Year 11 course is a broad overview of dance as an artform from a national and international perspective. Students develop the knowledge, understanding, and skills of dance analysis. They learn about the eclectic nature of dance as they study the sociohistoric context of dance in Australia and/or on the international dance scene and its impact on the development of dance.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	The Performer, The Choreographer and the Critic									
	Performance: P 1.1,1.2,1.3, 1.4, 2.1, 2.3, 2.4, 2.5, 2.6, Composition: P 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, Appreciation: P 4.1, 4.2, 4.3, 4.4, 4.5									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	The Performer, The Choreographer and the Critic									
	Assessment Task 1: Core Performance, Core Composition, Core Appreciation Due: Week:4 Term 2 40%									
	Performance: P 1.1,1.2,1.3, 1.4, 2.1, 2.3, 2.4, 2.5, 2.6, Composition: P 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, Appreciation: P 4.1, 4.2, 4.3, 4.4, 4.5									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	The Performer, The Choreographer and the Critic									
	Assessment Task 2: Core Performance Due: Week: 2 Term 3 20%								Assessment Task 3: Core Performance, Core Composition, Core Appreciation Due: Week: 9/10 Term 3 40%	
	Performance: P 1.1,1.2,1.3, 1.4, 2.1, 2.3, 2.4, 2.5, 2.6								Performance: P 1.1,1.2,1.3, 1.4, 2.1, 2.3, 2.4, 2.5, 2.6 Composition: P 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 Appreciation: P 4.1, 4.2, 4.3, 4.4, 4.5	

Economics Assessment Schedule

Course Overview:

The Year 11 Economics course is essentially microeconomic in nature, focusing on aspects of the economic behaviour of consumers, business and governments. Much of this behaviour is influenced by the operation of markets. Two key markets, the labour market and the financial market, are examined in detail. The Year 11 course provides an essential foundation for the HSC course.

Component	Task 1	Task 2	Task 3	Weighting %
	In Class Test Topics 1&2	Research Task The Australian Economy	End of Course Examination	
	Term 1, Week 7	Term 2, Week 9	Term 3, Week 9	
	Outcomes assessed P1 P2 P4 P5 P7 P8 P9 P10 P12	Outcomes assessed P1 P2 P5 P6 P7 P8 P9 P10 P12	Outcomes assessed P1 P2 P3 P4 P5 P6 P7 P8 P9 P10 P11 P12	
Knowledge and understanding of course content	15	10	15	40
Stimulus based skills	5	5	10	20
Inquiry and research	5	10	5	20
Communication of business information, ideas, and issues in appropriate forms	5	5	10	20
Total %	30	30	40	100

Outcomes

A student:

- P1 demonstrates understanding of economic terms, concepts and relationships
- P2 explains the economic role of individuals, firms and government in an economy
- P3 describes, explains and evaluates the role and operation of markets
- P4 compares and contrasts aspects of different economies
- P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy
- P6 explains the role of government in the Australian economy
- P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments
- P8 applies appropriate terminology, concepts and theories in economic contexts
- P9 selects and organises information from a variety of sources for relevance and reliability
- P10 communicates economic information, ideas and issues in appropriate forms
- P11 applies mathematical concepts in economic contexts
- P12 works independently and in groups to achieve appropriate goals in set timelines.

Economics Scope and Sequence

The following scope and sequence covers the following content:

- Introduction to Economics – 12 hours
- Consumers and Business – 12 hours
- Markets – 24 hours
- Labour Markets – 24 hours
- Financial Markets – 24 hours
- Government in the Economy – 24 hours

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 1	Introduction to Economics			Consumers and Business				Markets			
				Assessment Task 1: Topic Test, 30%, Due Week 7							
	P1, P2, P4, P5, P7, P9, P10, P12			P1, P2, P7, P8, P9, P10, P12				P1, P2, P3, P5, P8, P10, P11, P12			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 2	Markets		Labour Markets				Financial Markets				
							Assessment Task 2: Assignment, 30%, Due Week 9				
			P1, P2, P3, P5, P6, P7, P8, P9, P10, P11, P12				P1, P2, P3, P5, P7, P8, P9, P10, P11				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Financial Markets	Government in the Economy					Course Revision			
							Assessment Task 3: End of Course Examination, 40%			
		P1, P2, P3, P5, P6, P7, P8, P9, P10, P11					P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12			

Exploring Early Childhood Assessment Schedule

Component	Task 1	Task 2	Task 3	Weighting %
	Learning Experiences for Young Children	Children's Literature	End of Course Exam	
	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
	Outcomes assessed 1.4, 1.5, 4.2	Outcomes assessed 1.2, 1.3, 4.1	Outcomes assessed 1.4, 2.1 2.4, 6.1, 6.2	
Knowledge and understanding	15	15	20	50
Skills	15	15	20	50
Total %	30	30	40	100

Assessment Syllabus Outcomes

- 1.1 analyses prenatal issues that have an impact on development
- 1.2 examines 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
- 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
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 demonstrates an 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 following scope and sequence covers the following content:

- **Module 1 Learning Experiences of Young Children:** In this module students develop an awareness of the range of learning experiences that are suitable for young children. Young children’s learning is based on their experiences and interactions. These experiences occur wherever the child happens to be: at home, in the playground, out shopping, or in a more formal educational setting. There are some things that we can do, as responsible carers, to help provide positive learning experiences for children that can contribute to their healthy growth, learning and development.
- **Module 11 Children’s Literature:** This module examines a wide range of literature for children. Literature can be shared with young children for learning and for leisure. Throughout the module, attention is directed to the criteria to be considered in choosing appropriate books for young children and strategies for sharing these with children from birth through to age eight.
- **Module 12: Food and Nutrition:** In this module students are introduced to the importance of healthy feeding practices and their relationship to optimum development in the child.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 1	Learning Experiences for Young Children										
	Assessment Task 2: Learning Experiences for Young Children 30%								Term 1	Due: Week 9	
	1.3, 1.4, 1.5, 2.1, 2.4, 4.2										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 2	Children’s Literature										
	Assessment Task 3: Children’s Literature 30%								Term 2	Due: Week 9	
	1.2, 1.3, 1.4, 4.1										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Food and Nutrition						Revision		Examination Period	
	Assessment Task 4: Food and Nutrition 40%							Term 3	Week 9/10	
	1.3, 1.4, 1.5, 6.1, 6.2									

English Advanced Assessment Schedule

Course Overview:

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

Component	Task 1	Task 2	Task 3	Weighting %
	Reading to Write	Narratives that Shape our World	End of Course examination	
	Imaginative text 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	
	EA11-3, EA11-4, EA11-5 & EA11-9	EA11-1, EA11-2, EA11-3, EA11-5 & EA11-7	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
Term 1	Common Module: Reading to Write <i>Various Texts</i>									
	Assessment Task 1: Imaginative Task and Reflection Statement Due: Week 10 Term 1 30%									
	EA 11-3, EA 11-4, EA 11-5 & EA 11-9									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Module A - Narratives That Shape Our World									
	Assessment Task 2: Multimodal Presentation Due: Week 10 Term 2 40%									
	EA 11-1, EA 11-2, EA 11-3, EA 11-5 & EA 11-7									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Module B - Critical Study of Literature								End of Course Examination	
									Assessment Task 3 30%	
	EA 11-1, EA 11-3, EA 11-5, EA 11-6 & EA 11-8								EA11-1, EA11-3, EA11-5, EA11-6 & EA11-8	

English Extension Assessment Schedule

Course Overview:					
<ul style="list-style-type: none"> • Module: Texts, Culture and Value • Related Research Project 					
Component	Task 1	Task 2	Task 3		Weighting %
	Imaginative writing & reflection	Critical Response	Multimodal Presentation		
	Term 2, Week 2	Term 3, Week 2	Term 3, Week 9/10		
	Outcomes assessed EE11-2, EE11-3 & EE11-6	Outcomes assessed EE11-1, EE11-2, EE11-3 & EE11-5	Outcomes assessed EE11-1, EE11-2, EE11-3, EE11-4 & EE11-5		
Knowledge and understanding of texts and why they are valued	15	15	20		50
Skills in complex analysis composition and investigation	15	15	20		50
Total %	30	30	40		100

<p>Assessment Syllabus Outcomes;</p> <p>EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies</p> <p>EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts</p> <p>EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts</p> <p>EE11-4 develops skills in research methodology to undertake effective independent investigation</p> <p>EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts</p> <p>EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity</p>
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English Extension Scope and Sequence

The scope and sequence covers the following content:

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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Module – Texts, Culture and Value <i>The Prince</i>									
	Assessment Task 1: Imaginative Task and Reflection Statement									
	EE 11-2, EE 11-3 & EE 11-6									

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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Independent Research – Related Project								End of Course Examination	
	Due: Term 3, Week 2 30%								Assessment Task 3: Multimodal Presentation 40%	
	EE 11-1, EE 11-2, EE 11-3, EE 11-4 & EE 11-5								EE 11-1, EE 11-2, EE 11-3, EE 11-4 & EE 11-5	

English Standard Assessment Schedule

Course Overview:

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

Component	Task 1	Task 2	Task 3	Weighting %
	Reading to Write	Contemporary Possibilities	End of Course examination	
	Imaginative text 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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Common Module: Reading to Write <i>Various Texts</i>									
	Assessment Task 1: Imaginative Task and Reflection Statement Due: Week 10									
	EN11-3, EN11-4, EN11-5 & EN11-9									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Module A – Contemporary Possibilities									
	Assessment Task 2: Multimodal Presentation Due: Week 10									
	EN11-1, EN11-2, EN11-3, EN11-5 & EN11-7									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Module B – Close Study of Literature								End of Course Examination	
									Assessment Task 3	
	EN11-1, EN11-3, EN11-5, EN11-6 & EN11-8								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 E – Playing the Game: English in Sport • Module A – We Are Australian: English in citizenship, community and cultural identity 					
Component	Task 1	Task 2	Task 3		Weighting %
	Achieving Through English Written report	Playing the Game Multimodal presentation	Portfolio of Work Collection of work from across all modules		
	Term 1, Week 10	Term 2, Week 10	Term 3, Week 8		
	Outcomes assessed ES11-1, ES11-4 & ES11-5	Outcomes assessed ES11-2, ES11-3, ES11-5, ES11-9 & ES11-10	Outcomes assessed ES11-3, ES11-4, ES11-6, ES11-7 & ES11-8		
Knowledge and understanding of course content	15	15	20		50
Skills in: <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 E – Playing the Game: English in Sport
- Module A – We Are Australian: English in citizenship, community and cultural identity

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Mandatory Module: Achieving Through English <i>Various Texts</i>									
	Assessment Task 1: Written Report Due: Week 10 Term 1 30%									
	ES11-1, ES11-4 & ES11-5									
Term 2	Module E – Playing the Game: English in Sport									
	Assessment Task 2: Multimodal Presentation Due: Week 10 Term 2 30%									
	ES11-2, ES11-3, ES11-5, ES11-9 & ES11-10									
Term 3	Module A – We Are Australian: English in citizenship, community and cultural identity								End of Course Examination	
	Assessment Task 3: Portfolio of Work from all Modules Due: Week 8 Term 3 40%									
	EA11-3, EA11-4, EA11-6, ES11-7 & EA11-8									

Hospitality, Food and Beverage Assessment Schedule

Evidence Collection Techniques - SIT20316 Certificate II in Hospitality Assessment Plan			Evidence gathering techniques			
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 1 – Working Together	BSBWOR203 BSBCMM201	Work effectively with others Communicate in the Workplace		X X		X X
Cluster 2 – Safe and hygienic food preparation	SITXFSA001	Part A Use hygienic practices for food safety	X			X
	SITHCCC001	Part B Use food preparation equipment	X	X		X
	SITXFSA002	Participate in safe food handling practices	X	X		X
Cluster 3 – Café Skills	SITHFAB005	Part A Prepare and serve espresso coffee	X	X	X	X
	SITHFAB004	Part B Prepare and serve non-alcoholic beverages	X	X	X	X

Cluster 4 – Safe and Sustainable work practices	SITXWHS001	Participate in safe work practices	X	X		X
	BSBSUS201	Participate in environmentally sustainable work practices	X	X		X
Cluster 5 – Interacting with diverse customers	SITXCCS003	Interact with customers	X	X		X
	SITXCOM002	Show social and cultural sensitivity	X	X		X
Cluster 6 – Serving food and beverages	SITHFAB007	Serve food and beverage	X	X	X	X
Cluster 7 – Keeping up to date with industry	SITHIND002	Source and use information on the hospitality industry				X
Cluster 8 – Use hospitality skills effectively	SITHIND003	Use hospitality skills effectively	X	X	X	X

Hospitality, Food and Beverage Scope and Sequence

2 unit x 2 year

Cowra High School					
Qualification: SIT20316 Certificate II in Hospitality					
Year 11 Commencement: Term1, 2020					
Unit Code	Unit Title	NESA Hrs	Term 1	Term 2	Term 3
BSBWOR203 BSBCMM201	Cluster 1 Work effectively with others Communicate in the Workplace	15 15	Delivery and assessment		
SITXFSA001	Cluster 2 Part A Use hygienic practices for food safety	10	Delivery and assessment		
SITHCCC001 SITXFSA002	Cluster 2 Part B Use food preparation equipment Participate in safe food handling practices	20 15	Delivery and assessment		

Unit Code	Unit Title	NESA Hrs	Term 1	Term 2	Term 3
SITHFAB005	Cluster 3 Part A Portfolio Prepare and serve espresso coffee	15		Delivery and collection of evidence	
SITHFAB004	Cluster 3 Part B Portfolio Prepare and serve non-alcoholic beverages	15		Delivery and collection of evidence	
SITHFAB007	Cluster 6 Portfolio Serve food and beverages	40			Delivery and collection of evidence
SITXWHS001	Cluster 4 Participate in safe work practices	15			Delivery
BSBSUS201	Participate in environmentally sustainable practices	15			
SITHIND003	Cluster 8 Portfolio Use hospitality skills effectively	20		Delivery and collection of evidence	

Unit Code	Unit Title	NESA Hrs	Term 4	Term 1	Term 2	Term3
SITXWHS001 BSBSUS201	Cluster 4 Participate in safe work practices Participate in environmentally sustainable practices	15 15	Delivery and assessment			
SITXCCS003 SITXCOM002	Cluster 5 Interact with customers Show social and cultural sensitivity	15 10	Delivery and assessment			
SITHFAB007	Cluster 6 Portfolio Serve food and beverages	40	Delivery, collection of evidence and assessment			

Unit Code	Unit Title	NESA Hrs	Term 4	Term 1	Term 2	Term3
SITHFAB005	Cluster 3 Part A Portfolio Prepare and serve espresso coffee	15	Delivery, collection of evidence and assessment			
SITHFAB004	Cluster 3 Part B Portfolio Prepare and serve non-alcoholic beverages	15	Delivery, collection of evidence and assessment			
SITHIND02	Cluster 7 Source and use information on the hospitality industry	20				Delivery and assessment
SITHIND003	Cluster 8 Portfolio Use hospitality skills effectively	20	Delivery, collection of evidence and assessment			

Industrial Technology Timber Assessment Schedule

Course Overview:

The course requirements are:

- a Year 11 and HSC course, each of 120 hours indicative time.
- exclusions exist between Industrial Technology and some Vocational Education and Training Curriculum Frameworks, and some Content Endorsed Courses.

For details of these exclusions refer to the current ACE Manual. The Year 11 course, of 120 indicative hours, consists of project work and an industry study that provide a broad range of skills and knowledge related to the focus area chosen and an introduction to industrial processes and practices.

Component	Task 1	Task 2	Task 3	Weighting %
	Industry Case Study	Year 11 Project/Folio	End of Course Examination	
	Term 1, Week 8	Term 3, Week 2	Term 3, Week 9-10	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
Industry Study	15			15
Design		10		10
Management and Communication		20		20
Production		30	10	40
Industry Related Manufacturing Technology		5	10	15
Total %	15	65	20	100

Assessment Syllabus Outcomes

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

Industrial Technology Timber Scope and Sequence

The following scope and sequence covers the following content:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	- Industry Study 15%									
	Assessment Task 1: Industry Case Study Due: Week 8 Term 1 15%									
	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	<ul style="list-style-type: none"> - Management and Communication 20% - Production 30% - Design 10% - Industry Related Manufacturing Technology 5% 									
	Assessment Task 2: Year 11 Project/Folio Due: Week 2 Term 2 65%									
	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	<ul style="list-style-type: none"> - Production 10% Industry Related Manufacturing Technology 10% 									
	Assessment Task 3: End of Course Examination Due: Week 9-10 Term 3 20%									
	P1.1, P1.2, P2.1, P6.1, P7.1									

Japanese Beginners Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of tasks	<p>Daily Routine Vlog: Students will create a vlog about their daily routine and their life. Students will also listen to a text describing families, friends and routines. Theme: Personal World Topic: Daily Routine</p>	<p>My Fictional School in Japan Students will read multiple texts about a Japanese school and Daily life in Japan. Students will also create a multimodal text describing a fictional Japanese high school. Theme: Japanese Speaking Communities Topic: Free time and Schools</p>	<p>Year 11 Exam: Theme: The Personal World, Japanese Speaking Communities</p>	
Timing	Term 1, Week 10	Term 2, Week 8	Term 3, Week 9/10	
Outcomes assessed	1.1, 1.2, 1.3, 1.4 (S) 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 (L)	2.1, 2.2, 2.3, 2.4, 2.5, 2.6 (R) 3.1, 3.2, 3.3, 3.4 (W)	1.1, 1.2, 1.3, 1.4 (S) 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 (L, R) 3.1, 3.2, 3.3, 3.4 (W)	
Components				Weighting %
Listening	20%		10%	30%
Reading		20%	10%	30%
Speaking	10%		10%	20%
Writing		10%	10%	20%
Total %	30%	30%	40%	100%

Assessment Syllabus Outcomes;

- 1.1** establishes and maintains communication in Japanese
- 1.2** manipulates linguistic structures to express ideas effectively in Japanese audience
- 1.3** sequences ideas and information
- 1.4** applies knowledge of the culture of Japanese-speaking communities to interact appropriately
- 2.1** understands and interprets information in texts using a range of strategies
- 2.2** conveys the gist of and identifies specific information in texts
- 2.3** summarises the main points of a text
- 2.4** draws conclusions from or justifies an opinion about a text
- 2.5** identifies the purpose, context and audience of a text
- 2.6** identifies and explains aspects of the culture of Japanese-speaking communities in texts information
- 3.1** produces texts appropriate to audience, purpose and context
- 3.2** structures and sequences ideas and information
- 3.3** applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
- 3.4** applies knowledge of the culture of Japanese-speaking communities to the production of texts.

Japanese Beginners Scope and Sequence

The scope and sequence covers the following content:

- Personal World
- The Japanese-Speaking Communities

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	The Individual Sub-Topic: Script, Introductions, Family and Friends						The Individual Sub-Topic: Daily Routine			
							Assessment Task 1: Daily Routine Vlog Due: Week 10 30%			
	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4						1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 2	Topic: The Individual Sub-Topic: School, Events and Katakana					Topic: The Individual Sub-topic: Free Time, Body Parts and Major Events					
						Assessment Task 2: My Fictional School in Japan Due: Week 8 30%					
	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4					1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Topic: The Individual Sub-topic: Languages and Study, Shopping and Healthy Living					Topic: Japanese Speaking Communities Sub-topic: Hanging out, City and Country and Travel				
	Assessment Task 3: End of Course Exam 40%									
	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4									

Japanese Continuers Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of tasks	“Come stay at my house!” – Vlog Students create a vlog demonstrating why exchange students would want stay at their house. Students also listen to a description of some people doing homestay and their families. Theme: The Individual	My School on Display Students create a multimodal presentation on their school in Japanese to be shown to their sister school. Students will also read a task that describes a Japanese school. Theme: The Individual	End of Course Exam: Theme: The Individual and Japanese Speaking Communities	
Timing	Term 1, Week 10	Term 2, Week 8	Term 3, Week 9/10	
Outcomes assessed	3.1, 3.2, 3.3, 3.4, 3.5,3.6, 4.2, 4.3 (L) 1.1, 1.2, 1.3, 1.4, 4.1 (S)	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3 (R) 2.1, 2.2, 2.3, 4.1 (W)	1.1, 1.2, 1.3, 1.4 (S) 3.1, 3.2, 3.3, 3.4, 3.5,3.6, 4.2, 4.3 (R, L) 2.1, 2.2, 2.3, 4.1 (W)	
Components	Weighting %			
Listening	20%		10%	30%
Reading		20%	10%	30%
Speaking	10%		10%	20%
Writing		10%	10%	20%
Total %	30%	30%	40%	100

Assessment Syllabus Outcomes;

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

Japanese Continuers Scope and Sequence

The scope and sequence covers the following content:

- The Individual
- Japanese Speaking Communities

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	The Individual Sub-Topic: What do you want to Become Do you want to do a Homestay?						The Individual Sub-Topic: My Leisure and Free Time			
							Assessment Task 1: Come stay at my house - Vlog Due: Week 10 30%			
	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2 & 4.3						1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2 & 4.3			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 2	Topic: The Individual Sub-Topic: My Family					Topic: The Individual and Japanese Speaking Communities Sub-topic: Mine or your school, what's better?					
						Assessment Task 2: My School on Display Due: Week 8 30%					
	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2 & 4.3					1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2 & 4.3					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Topic: The Individual Sub-topic: My Lively School Life					Topic: Japanese Speaking Communities Sub-topic: My trip to Japan				
	Assessment Task 3: End of Course Exam 40%									
	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2 & 4.3									

Legal Studies Assessment Schedule

Course Overview:

Legal Studies focuses on the way in which law is generated, how it is structured and how it operates in Australian and international contexts. Students will develop an understanding of the implications legal decisions can have for Australian society and the ways in which the legal system can affect the lives of Australian citizens. The course enables students to have confidence in approaching and accessing the legal system, understanding their basic rights and provides them with a better appreciation of the relationships between social and legal structures.

Component	Task 1	Task 2	Task 3	Weighting %
	Research Task	Research based Essay	End of Course Examination	
	The Legal System	The Individual and the Law		
	Term 1, Week 9	Term 3, Week 1	Term 3, Week 9-10	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	P2, P3, P5, P6, P8,	P1, P4, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P10	
Knowledge and understanding of course content	15	15	30	60
Inquiry and research	10	10		20
Communication of information, ideas and issues in appropriate forms	5	10	5	20
Total %	30	35	35	100

Assessment Syllabus Outcomes:

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

Legal Studies Scope and Sequence

The following scope and sequence covers the following content:

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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Legal System (12 Weeks).									
	Assessment Task 1: Research Task, 30%, Due: Week 9									
	P1, P3, P5, P6, P8									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Legal System	The Individual and the Law (9 Weeks)								
		Assessment Task 2: Research essay, 35% Due Term 3 Week 1.								
		P1, P4, P7, P8, P9, P10								

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

Manufacturing and Engineering Assessment Schedule

Evidence Collection Techniques Assessment Plan			Evidence gathering techniques			
Cluster	Competency codes	Title of competency	Written Task/Questioning – written or oral related to knowledge e.g. quizzes, interviews	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks
Cluster 1 – Welcome to the Industry	MEM13015	Work safely and effectively in manufacturing and engineering				
	MEM16006	Organise and communicate information	x	x	x	
	MEM11011	Undertake manual handling				
Cluster 2 – Right tool, Right job	MEM18001	Use hand tools	x	x	x	
	MEM18002	Use power tools/hand held operations				
Cluster 3 – Engineering in Practice	MEM12024	Perform computations				
	MEM16008	Interact with computer technology	x	x	x	
	MEM07032	Use workshop machines for basic operations				
Cluster 4 – Can we build it	MEMPE006A	Undertake a basic engineering project	x	x	x	x
	MEMPE001A	Use engineering workshop machines				
Cluster 5 – Sparks and Noise	MEMPE002A	Use Electric welding machines	x	x		
	MEMPE004A	Use fabrication equipment				
Cluster 6 – My pathway	MEMPE005A	Develop a career plan for the engineering and manufacturing industry	x		x	

Manufacturing and Engineering Scope and Sequence

2unit x 2year

Cowra High School										
Qualification: MEM10119 Certificate I in Engineering										
Year 11 Commencement: 2021										
Unit Code	Unit Title	NESA Hrs	Term 1				Term 2		Term 3	
			1-5		6-10		1-5	6-10	1-5	6-10
MEM13015	Work safely and effectively in manufacturing and engineering	40								
MEM16006	Organise and communicate information	15								
MEM11011	Undertake manual handling	5								
MEM18001	Use hand tools	20								
MEM18002	Use power tools/hand held operations	20								
MEM12024	Perform computations	20								
MEM16008	Interact with computing technology	10								
MEM07032	Use workshop machines for basic operations	20								

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

Assessment Syllabus 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 following scope and sequence covers the following content:

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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	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)	
	AT1: In-Class Test, 25%, During Week 9									
	MA11-1, MA11-2, MA11-8, MA11-9									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Trigonometry (MA-T1.1)			Radians (MA-T1.2)		Trigonometric Functions and Identities (MA-T2)		Introduction to Differentiation (MA-C1)		
	AT2: Assignment/Investigation Task, 35%, Due Week 6									
	MA11-1, MA11-3, MA11-8, MA11-9			MA11-1, MA11-3, MA11-8, MA11-9		MA11-1, MA11-4, MA11-8, MA11-9		MA11-1, MA11-5, MA11-8, MA11-9		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Logarithms and Exponentials (MA-E1)			Probability and Venn Diagrams (MA-S1.1)		Discrete Probability Distributions (S1.2)		Revision	End of Course Examinations	
	AT3: End of Course Examination, 40%, During Weeks 9 and 10									
	MA11-6, MA11-8, MA11-9			MA11-7, MA11-8, MA11-9					MA11-1 to MA11-9	

Mathematics Extension 1 Assessment Schedule

Course Overview:

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of Mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of Mathematics, its beauty and its functionality.

Component	Task 1	Task 2	Task 3	Weighting %
	In-Class Test	Assignment/ Investigation	End of Course Examination	
	Term 1, Week 9	Term 2, Week 6	Term 3, Week 9-10	
	Outcomes assessed ME11-1 ME11-2 ME11-7	Outcomes assessed ME11-3 ME11-6 ME11-7	Outcomes assessed ME11-1 to ME11-7	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	10	20	20	50
Total %	25	35	40	100

Assessment Syllabus Outcomes

ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses

ME11-2 manipulates algebraic expressions and graphical functions to solve problems

ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems

ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change

ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering

ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts

ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs

Mathematics Extension 1 Scope and Sequence

The following scope and sequence covers the following content:

- Functions
- Trigonometric Functions
- Calculus
- Combinatorics

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Algebraic Techniques (MA-F1.1)		Inequalities (ME-F1.2)	Introduction to Functions (MA-F1.2)	Linear, Quadratic and Cubic Functions (MA-F1.3)	Further Functions and Relations (MA-F1.4)	Graphical Relationships (ME-F1.1)	Inverse Functions (ME-F1.3)	Parametric Form of a Function or Relation (ME-F1.4)	Trigonometry (MA-T1.1)
	AT1: In-Class Test, 25%, During Week 9									
	MA11-1, MA11-2, MA11-8, MA11-9		ME11-1, ME11-2, ME11-6, ME11-7	MA11-1, MA11-2, MA11-8, MA11-9			ME11-1, ME11-2, ME11-6, ME11-7			MA11-1, MA11-3, MA11-8, MA11-9

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Radians (MA-T1.2)	Inverse Trigonometric Functions (ME-T1)	Trigonometric Functions and Identities (MA-T2)	Further Trigonometric Identities (ME-T2)	Introduction to Differentiation (MA-C1)			Rates of Change (C1.1, C1.3)	Polynomials (ME-F2)	
	AT2: Assignment/Investigation Task, 35%, Due Week 6									
	MA11-1, MA11-3, MA11-8, MA11-9	ME11-1, ME11-3, ME11-6, ME11-7	MA11-1, MA11-4, MA11-8, MA11-9	ME11-1, ME11-3, ME11-6, ME11-7	MA11-1, MA11-5, MA11-8, MA11-9			ME11-1, ME11-4, ME11-6, ME11-7	ME11-1, ME11-2, ME11-6, ME11-7	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Logarithms and Exponentials (MA-E1)		Exponential Growth and Decay (ME-C1.2)	Probability and Venn Diagrams (MA-S1.1)	Discrete Probability Distributions (MA-S1.2)	Combinatorics (ME-A1)		Revision	End of Course Examinations	
	AT3: End of Course Examination, 40%, During Weeks 9 and 10									
	MA11-6, MA11-8, MA11-9		ME11-1, ME11-4, ME11-6, ME11-7	MA11-7, MA11-8, MA11-9		ME11-5, ME11-6, ME11-7			ME11-1 to ME11-7	

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

Assessment Syllabus 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 following scope and sequence covers the following content:

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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Formulae and Equations (MS-A1)			Classifying and Representing Data (MS-S1.1)		Summary Statistics (MS-S1.2)			Linear Relationships (MS-A2)	
	AT1: In-Class Test, 25%, During Week 9									
	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	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)	
	AT2: Assignment/Investigation Task, 35%, Due Week 6									
	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10								MS11-8, MS11-9, MS11-10	
Term 3	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)		End of Course Examinations	
	AT3: End of Course Examination, 40%, During Weeks 9 and 10									
	MS11-3, MS11-4, MS11-9, MS11-10								MS11-1 to MS11-10	

Modern History Assessment Schedule

Course Overview:

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

Component	Task 1	Task 2	Task 3	Weighting %
	Case Study – The Decline and Fall of the Romanov Dynasty	World War I Historical Investigation	End of Course Examination	
	Term 1, Week 7	Term 2, Week 9	Term 3, Week 9/10	
	Outcomes assessed MH11-1, MH11-2, MH11-3, MH11-4, MH11-9	Outcomes assessed MH11-3, MH11-5, MH11-6, MH11-8	Outcomes assessed MH11-2, MH11-3, MH11-6, MH11-7, MH11-9, MH11-10	
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	10	5	20
Historical inquiry and research	5	10	5	20
Communication of historical understanding in appropriate forms	10		10	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 following scope and sequence covers the following content:

- Case Study 1: The Decline and Fall of the Romanov Dynasty
- The Shaping of the Modern World and Historical Investigation
- Case Study 1: The Origins of the Arab Israeli Conflict
- The Nature of Modern History: History and Memory

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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Case Study 1: The Decline and Fall of the Romanov Dynasty					The Shaping of the Modern World and Historical Investigations: World War 1				
	Assessment Task 1: Due Week 7 30% Case Study – The Decline and Fall of the Romanov Dynasty									
	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9					MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9, MH11-10				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	The Shaping of the Modern World and Historical Investigations: World War 1								Case Study 2: The Origins of the Arab-Israeli Conflict	
	Assessment Task 2: Due Week 9 30% WW1 Historical Investigation									
	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9, MH11-10								MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9, MH11-10	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Case Study 2: The Origins of the Arab Israeli Conflict (continued)			The Nature of Modern History: History and Memory					All topics covered	
									Assessment Task 3: 40% End of Course Examination	
	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9, MH11-10			MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9						

Music 1 Assessment Schedule

Course Overview:

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

Component	Task 1	Task 2	Task 3	Weighting %
	Performance and Viva Voce Topic 1: Popular Music Solo or ensemble performance and in class viva voce using performance repertoire demonstrating an understanding of techniques and features of the topic.	Composition Portfolio and Musicological Research Topic 2: Methods of Notating Music Composition and composition portfolio and musicological research of stylistic features.	Performance and Aural Written Exam Topic 3: Music for Small Ensembles Respond to four aural excerpts using a range of concepts under exam conditions. Present a performance demonstrating understanding of the topic.	
	Term 1, Week 9	Term 2, Week 7	Term 3, Week 9-10	
	Outcomes assessed P1, P4, P6, P9	Outcomes assessed P2, P3, P5, P7, P8	Outcomes assessed P1, P4, P6, P8, P9	
Performance	10		15	25
Composition		25		25
Musicology	15	10		25
Aural			25	25
Total %	25	35	40	100

Assessment Syllabus Outcomes:

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

Music 1 Scope and Sequence

The scope and sequence covers the following content:

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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Popular Music									
	Assessment Task 1: Performance and Viva Voce Due: Week 9 Term 1 25%									
	P1, P4, P6, P9									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Methods of Notating Music									
	Assessment Task 2: Composition Portfolio and Musicological Research Due: Week 7 Term 2 35%									
	P2, P3, P5, P7, P8									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Music for Small Ensembles (World Music Focus)								End of Course Examination	
									Assessment Task 3: Performance and Aural Skills Due: Week 9-10 40%	
	P1, P4, P6, P8, P9								P1, P4, P6, P8, P9	

PDHPE Assessment Schedule

Component	Task 1	Task 2	Task 3	Weighting %
	The Body in Motion	Better Health for Individuals	End of Course Exam	
	Term 1, Week 8	Term 2, Week 10	Term 3, Week 9/10	
	Outcomes assessed P7, P8, P9, P11	Outcomes assessed P1, P2, P3, P4	Outcomes assessed P5, P6, P10, P12, P15, P16, P17	
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, analysing and communicating	20	20	20	60
Total %	30	30	40	100

Assessment Syllabus Outcomes

P1 identifies and examines why individuals give different meanings to health

P2 explains how a range of health behaviours affect an individual's health

P3 describes how an individual's health is determined by a range of factors

P4 evaluates aspects of health over which individuals can exert some control

P5 describes factors that contribute to effective health promotion

P6 proposes actions that can improve and maintain an individual's health

P7 explains how body systems influence the way the body moves

P8 describes the components of physical fitness and explains how they are monitored

P9 describes biomechanical factors that influence the efficiency of the body in motion

P10 plans for participation in physical activity to satisfy a range of individual needs

P11 assesses and monitors physical fitness levels and physical activity patterns

P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings

P15 forms opinions about health-promoting actions based on a critical examination of relevant information

P16 uses a range of sources to draw conclusions about health and physical activity concepts

P17 analyses factors influencing movement and patterns of participation

PDHPE Scope and Sequence

The following scope and sequence covers the following content:

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

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

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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Option 3: Fitness Choices								End of Course Examination	
	Assessment Task 3: End of Course Examination								Due: Week: 9/10	
	P5, P6, P10, P15, P16, P17									

Photography, Video and Digital Imaging Assessment Schedule

Course Overview: *Photography, Video and Digital Imaging in Stage 6 is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and to understand and value how these fields of practice invite different interpretations and explanations.*

Component	Task 1	Task 2	Task 3	Weighting %
	Critical & Historical Digital Journal	Artmaking Presentation of film	Exam End of course in class Examination Artmaking Portfolio of Work	
	Term 1, Week 9	Term 2, Week 4	Term 3, Week 7	
	CH1, CH2, CH3, CH4 & CH5	M1, M2, M3, M4, M5 & M6	CH1, CH2, CH3, CH4, CH5, M1, M2, M3, M4, M5 & M6	
Artmaking		40	30	70
Critical & Historical Studies	20		10	30
Total %	20	40	40	100

Assessment Syllabus Outcomes:

- M1-** generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2-** explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
- M3-** investigates different points of view in the making of photographs and/or videos and/or digital images
- M4-** generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5-** develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6-** takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works
- CH1-** generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2-** investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3-** distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4-** explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- CH5-** recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

Photography, Video & Digital Imaging 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
Term 1	Artmaking – Film Making Critical and Historical Studies									
	Assessment Task 1: Digital Journal Due: Week 9									
	CH1, CH2, CH3, CH4 & CH5									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Artmaking Critical and Historical Studies									
	Assessment Task 2: Artmaking (Presentation of film) Due: Week 4									
	M1, M2, M3, M4, M5 & M6									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Artmaking Critical and Historical Studies								End of Course Examinations	
	Assessment Task 3: In class examination and Portfolio of Work Due: Week 7									
	CH1, CH2, CH3, CH4, CH5, M1, M2, M3, M4, M5 & M6									

Physics Assessment Schedule

Course Overview: Students will cover content in the following topics; motion, forces, waves and thermodynamics, and electricity.				
Component	Task 1	Task 2	Task 3	Weighting %
	Skills Test Kinematics and Dynamics	Depth Study Dynamics	End of Course Examination	
	Term 2, Week 3	Term 3, Week 5	Term 3, Week 9 and 10	
	Outcomes assessed PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9	Outcomes assessed PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH11-9	Outcomes assessed PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11	
Skills in Working Scientifically	20	30	10	60
Knowledge and Understanding	10	10	20	40
Total %	30	40	30	100
Assessment Syllabus Outcome PH11-1 develops and evaluates questions and hypotheses for scientific investigation PH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information PH11-3 conducts investigations to collect valid and reliable primary and secondary data and information PH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media PH11-5 analyses and evaluates primary and secondary data and information PH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes PH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration PH11-9 describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism				

Physics Scope and Sequence

The following scope and sequence includes:

Module 1: Kinematics, where students are introduced to the characteristics, measurement and analysis of motion.

Module 2: Dynamics, where students investigate forces on objects and the results of forces in systems

Module 4: electricity and Magnetism, where students investigate the characteristics and features of charges and associated fields. They then examine the applications of flowing charges and subsequent magnetic phenomena.

Module 3: waves and thermodynamics where students investigate wave characteristics and behaviour. They also investigate the subsequent movement of energy and its modes of behaviour.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Module 1: Kinematics							Module 2: Dynamics		
	Assessment Task 1: Skills Test 1, 30%, Week 3 Term 2									
	PH11/12-1, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8							PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4,		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Unit 2: Dynamics (continued)					Unit 4: Electricity and Magnetism				
	Assessment Task 2: Depth Study investigation and report 40% due Term 3 Week 5									
	PH11/12-5, PH11/12-7 PH11-9					PH11/12-3, PH11/12-4, PH11/12-6, PH11/12-7,PH11-10				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Unit 4: Electricity and Magnetism (continued)		Unit 3: Waves and Thermodynamics						End of Course Examination	
	Assessment Task 3: End of Course Examinations, 30% Week 9 and 10									
			PH11/12-1, PH11/12-5, PH11/12-7, PH11-11						PH11/12-1, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11	

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	Research methodology and essay	End of Course Examination	
	Social and Cultural World	Personal and Social Identity		
	Term 1, Week 7	Term 2, Week 8	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 cultures
- P6 differentiates between social and cultural research methods
- P7 selects, organises and considers information from a variety of sources for usefulness, validity and bias
- P8 plans and conducts ethical social and cultural research
- P9 uses appropriate course language and concepts suitable for different audiences and contexts
- P10 communicates information, ideas and issues using appropriate written, oral and graphic forms

Society and Culture Scope and Sequence

The following scope and sequence covers the following content:

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

The Course Concepts are integrated throughout the course.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	The Social and Cultural World									
	Assessment Task 1: Research Task 30% Due Week 7									
	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	Personal and Social Identity									
	Assessment Task 2: Essay 35% Due Week 8									
	P1, P2, P3, P5, P8, P10									

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

Sport, Lifestyle and Recreation Assessment Schedule

Component	Task 1	Task 2	Task 3	Weighting %
	Games & Sports Application II	First Aid & Sports Injury	End of Course Exam	
	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9/10	
	Outcomes assessed 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4,	Outcomes assessed 1.3, 2.5, 3.6, 4.2, 4.4, 4.5	Outcomes assessed 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.4, 4.5	
Knowledge and understanding	15	15	20	50
Skills	20	15	15	50
Total %	35	30	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.

Sport, Lifestyle and Recreation Scope and Sequence

The following scope and sequence covers the following content:

- Games and Sports Applications II - In this module students will develop knowledge, understanding and skills that promote confidence and success in a range of games and sports. Students will investigate elements of movement in selected activities and aspects of team dynamics as they develop competence and positive attitudes towards participation.
- First Aid and Sport Injuries - In this module students develop the knowledge, understanding and skills necessary to assess and manage a variety of injury-related situations. Students will explore resuscitation procedures, preventive strategies, and assessment and management of first aid and of sports injuries.
- Sports Coaching and Training - In this module students develop knowledge, understanding and skills in sports coaching and training methodology.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
Term 1	Games and Sports Applications II											
	Assessment Task 1: Games and Sports Applications II								Due: Week 8		35%	
	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	First Aid and Sport Injuries											
	Assessment Task 2: First Aid & Sports Injuries								Due: Week 8		30%	
	1.3, 2.5, 3.6, 4.2, 4.4, 4.5											

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 3	Sports Coaching & Training								End of Course Examination		
	Assessment Task 3: End of Course Examination								Due: Week: 9/10 35%		
	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5								1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.4, 4.5		