

KNOWLEDGE IS POWER

Cowra High School

2023

**YEAR 11**

ASSESSMENT HANDBOOK

MANDATORY REQUIREMENTS

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## YEAR 11 ASSESSMENT GUIDELINES 2023

**What is the Year 11 Certificate?**

The Year 11 Certificate is awarded by the NSW Education Standards Authority (NESA) to eligible students at the end of the Year 11 Course, which concludes at the end of Term 3, 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 outline 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 courses in Year 11 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 NESA 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 d](http://www.boardofstudies.nsw.edu.au/schoolcertificate/sc_cpd.html)eveloped by NESA. 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 NESA.

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

This section deals with aspects relating to school-based assessment, including NESA 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:**

1. NESA rules and work requirements relating to diligence and sustained effort
2. Cowra High School procedures for teaching staff regarding the Administration of Assessment Tasks
3. Expectations of students regarding the satisfactory completion of school-based assessment following the course, working with diligence and sustained effort and achieving course outcomes
4. Expectations of students regarding honesty and the submission of “All My Own Work”
5. Other Features of the Year 11 Certificate

### 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:

1. followed the course developed or endorsed by the Board; **and**
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school: **and**
3. 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 777booklet and contribute to the End of Course assessment mark for each course. For courses where school assessment marks are submitted, students must make a genuine attempt at assessment tasks that total **more than 50%** of the available school assessment marks for that course, otherwise they have not met the requirements of that course.

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

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

**Completion of HSC: All My Own Work Program**

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

**CHS Procedure for completion of All My Own Work**

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

### CHS procedures for teaching staff regarding the Administration of AssessmentTasks

• **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 Teacheris responsible for ensuring these guidelines are followed.

The Deputy Principalchecks 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 Advisermanages this process.

* **CHS Procedures relating to planning the scheduling of tasks in a coordinated way.** The Deputy Principaloversees 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 teachersare 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 Teachermust 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 Teacherwill 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 Teachersmust 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 Teacheris responsible for ensuring this occurs. Students are required to sign and date, acknowledging they have received the task notification.

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

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

* **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 studentshould follow the illness/misadventure or consideration of absence process. If the Assessment Committeeconsiders 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 *A*ssessmentCommitteein 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 m*arks for individual assessment tasks. Raw marks should be entered immediately upon marking the assessment task. The Faculty Head Teacheris 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 teachersto reward work that shows more complex development and higher order achievement with higher marks. At the same time, students whose work demonstrates only a basic level of achievement should receive relatively low marks.

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

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

**The features of quality assessment tasks**

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

**Assessment tasks should:**

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

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

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

**Feedback and reporting on student progress and achievement should be:**

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

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

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

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

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

**Students must:**

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

* **CHS Procedures relating to the submission of assessment tasks**

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

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

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

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

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

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

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

Students who make a non-serious attempt will be required to re-submit or complete the task to a standard that meets the course outcomes as required by NESA. 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 studentto 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 teacheris 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 Principalsidentify those students with significant attendance concerns. N award determination warning letters will be sent to students, relating it to the noncompletion of course requirements as a result of their absence.

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

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

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

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

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

**Step 1 -** The studentcollects 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 studentmust fully complete the Illness/Misadventure form attaching any relevant documentation, ensuring that parents/guardians have signed the form.

**Step 3 -** The studentsubmits the completed form to the Faculty Head Teacher***.***

**Step 4 -** The Faculty Head Teacherwill 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 studentwill 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 Principalwill 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, a*t 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 studentas soon as possible.

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

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

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

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

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

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

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

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

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

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

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

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

Any substitute task should:

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

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

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

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

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

The studentshould 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 studentsin 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. NESA 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, NESA 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 studentwill 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 teachersshould 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.

1. **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.

1. **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.

1. **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.

1. **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.*

Year 11 Assessment Booklet 2021



**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/a](https://cowra-h.schools.nsw.gov.au/)nd then to the Assessment Tasks 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/a](https://cowra-h.schools.nsw.gov.au/)nd then to the Assessment Tasks 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.*

Preliminary Assessment Booklet 2019



**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/a](https://cowra-h.schools.nsw.gov.au/)nd then to the Assessment Tasks tab.

### Assessment Task Cover Sheet

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

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessment Task: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Extension granted \_\_\_\_\_ days
* Other circumstances ~ documents attached

I certify:

1. This assignment is entirely my own work and all borrowed material has been acknowledged
2. The material contained in this assignment has not previously been submitted for assessment in any formal course of study

Preliminary Assessment Booklet 2019



1. I retain in my possession a copy of this assignment
2. I understand that late assignments will be penalised unless an extension has been granted by Deputy Principal

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/a](https://cowra-h.schools.nsw.gov.au/)nd then to the Assessment Tasks tab.

**Year 11 Certificate Non-Completion of Course Determination**

### Student Appeal Form

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

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

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Year 11 Assessment Booklet 2021



**Student Number**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**School Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student’s Home Address:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

|  |  |
| --- | --- |
| ***Course Name****(Please list Extension courses separately)* | **Course Number** |
|  |  |
|  |  |
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**Student Statement in Support of Appeal**

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

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

*My appeal is based on the following grounds: `*

**Course:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Course:**

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**Course:**

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

**Student’s Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent/Guardian’s Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(if student is under 18 years of age)*

## SCHOOL TERM DATES - 2023

|  |  |
| --- | --- |
| **Term 1 - 2023** | 27 January 2023 – 6 April 2023 (11 weeks) |
| **Term 2 - 2023** | 24 April 2023 – 30 June 2023 (10 weeks) |
| **Term 3 - 2023** | 17 July 2023 – 22 September 2023 (10 weeks) |
| **Term 4 - 2023** | 03 October 2023 - 18 December 2023 (11 Weeks) |

## EXAMINATION DATES - 2023

|  |  |
| --- | --- |
| **End of Course**  **Examinations** | **Term 3**, **2023**: **Weeks 9 and 10**  11 - 22September, 2023 |

## ASSESSMENT CALENDARS - 2023

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **YEAR 11 ASSESSMENT CALENDAR**  **TERM 1, 2023** | | | | |
| **WEEK** | **SUBJECT** | **ASSESSMENT** | **DATE** |
| 1 |  |  | 27 Jan |
| 2 |  |  | 30 Jan – 3 Feb |
| 3 |  |  | 6 – 10 Feb |
| 4 |  |  | 13 – 17 Feb |
| 5 |  |  | 20 – 24 Feb |
| 6 |  |  | 27 – 3 Mar |
| 7 | Modern History  Society and Culture | Case Studies  Research Task | 6 – 10 Mar |
| 8 | CAFS  SLR | Resource Management  Practical Demonstration and Task | 13 – 17 Mar |
| 9 | Business Studies  Mathematics Advanced  Mathematics Standard  PDHPE  Numeracy CEC | Research Task  In Class Test  In Class Test  Research and In Class Task  Assessment Task 1 | 20 – 24 Mar |
| 10 | Biology  Chemistry  English Advanced  English Standard  English Studies  Legal Studies  Music 1  Visual Arts  Dance | Assessment Week  Skills Test  Reading to Write  Reading to Write  Achieving through English  Research Task  Composition Portfolio  Artmaking and Critical and Historical Analysis  Core Performance | 27 – 31 Mar |
| 11 |  |  | 3 – 6 Apr |

|  |  |  |  |
| --- | --- | --- | --- |
| **YEAR 11 ASSESSMENT CALENDAR**  **TERM 2, 2023** | | | |
| **WEEK** | **SUBJECT** | **ASSESSMENT** | **DATE** |
| 1 |  |  | 24 – 28 Apr |
| 2 |  |  | 1 – 5 May |
| 3 |  |  | 8 – 12 May |
| 4 | Agriculture  Dance  Food Technology | Plant Production Investigation and Report  Core Composition  Food Quality Experiment | 15 – 19 May |
| 5 |  |  | 22 – 26 May |
| 6 | Mathematics Advanced  Mathematics Standard  Numeracy CEC | Assignment/Investigation  Assignment/Investigation  Assessment Task 2 | 29 – 2 Jun |
| 7 | CAFS  Music 1 | Individuals and Groups  Performance and Viva Voce | 5 – 9 Jun |
| 8 | Society and Culture  SLR | Research Methodology and Essay  Practical Demonstration and In Class Task | 12 – 16 Jun |
| 9 | Business Studies  Modern History  Visual Arts | Research And Presentation  World War 1 Historical Investigation  Artmaking and Written Analysis | 19 – 23 Jun |
| 10 | English Advanced  English Standard  English Studies  PDHPE | Multimodal Presentation  Multimodal Presentation  Multimodal Presentation  Report and In Class Task | 26 – 30 Jun |

|  |  |  |  |
| --- | --- | --- | --- |
| **YEAR 11 ASSESSMENT CALENDAR**  **TERM 3, 2023** | | | |
| **WEEK** | **ASSESSMENT** | | **DATE** |
| 1 | Legal Studies | Research Based Essay | 17 – 21 Jul |
| 2 | Agriculture  Chemistry  Dance | Farm Case Study  Depth Study Report  Core Performance | 24 – 28 Jul |
| 3 |  |  | 31 – Jul – 4 Aug |
| 4 |  |  | 7 – 11 Aug |
| 5 | Biology | Depth Study | 14 – 1 8 |
| 6 | Food Technology | Nutrition Investigation | 21 – 25 Aug |
| 7 |  |  | 28 Aug – 1 Sep |
| 8 | English Studies  Numeracy CEC | Portfolio of Work  Assessment Task 3 | 4 - 8 Sep |
| 9&  10 | Agriculture  Biology  Business Studies  Chemistry  CAFS  Dance  English Advanced  English Standard  Food Technology  Legal Studies  Mathematics Advanced  Mathematics Standard  Modern History  Music 1  PDHPE  Society and Culture  SLR  Visual Arts | End of Course Examination  End of Course Examination  End of Course Examination  End of Course Examination  End of Course Examination  Core Performance, Core Composition, Core Appreciation  End of Course Examination  End of Course Examination  End of Course Examination  End of Course Examination  End of Course Examination  End of Course Examination  End of Course Examination  Performance and Aural Written Examination  End of Course Examination  End of Course Examination  End of Course Examination  Artmaking and End of Course Examination | 4 - 15 Sep |
| 11 |  |  | 18 – 22 Sep |

## 

## SUBJECTS,

## COURSE COMPONENTS, OUTCOMES ASSESSED AND WEIGHT

### Agriculture 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 2 | 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 Outcomes**

**P1.1** describes the complex, dynamic and interactive nature of agricultural production systems

**P1.2** describes the factors that influence agricultural systems

**P2.1** describes the biological and physical resources and applies the processes that cause changes in plant production systems

**P2.2** describes the biological and physical resources and applies the processes that cause changes in animal production systems

**P2.3** describes the farm as a basic unit of production

**P3.1** explains the role of decision-making in the management and marketing of agricultural products in response to consumer and marketing 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 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 | Week 11 |
|  |  |  | 8.1 Overview | |  |  | 8.3 Plant Production | | | |  |
| Outcomes |  | P | 1.1; P1.2; P2.3 | |  |  | P2.1; P3.1; P4.1; P5.1 | | | |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Term 2** | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|  | 8.3 Plant Production | | | |  |  | 8.2 Farm Case Study | | |  |
| 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 | | |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Term 3** | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|  | 8.4 Animal Production | | | | |  |  |  | **Assessment Task 3** | |
| Assessment | **Assessment Task 2 Farm Case Study (30%) Due: Week 2** | | | | |  |  |  | **Due: Week 9-10**  P1.1, P1.2, P2.1, P2.2,  P2.3, P3.1 | |
| Outcomes | P2.2; P3.1; P4.1; P5.1 | | | | |  |  |  |

### Biology Assessment Schedule

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| **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 %** |
| **Assessment Week** | **Depth Study** | **Yearly Examination** |
| Term 1 Week 10 | 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  BIO11-8  BIO11-9 | 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 | 20 | 30 | 10 | **60** |
| **Total %** | **30** | **40** | **30** | **100** |
| **Assessment Syllabus Outcomes**  **BIO11/12-1** develops and evaluates questions and hypotheses for scientific investigation  **BIO11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information  **BIO11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information  **BIO11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media  **BIO11/12-5** analyses and evaluates primary and secondary data and information  **BIO11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes  **BIO11/12-7** 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 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.
* 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.

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

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

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Unit 3: continued | | Unit 4: Ecosystem Dynamics | | | | | | Yearly Examination | |
|  | |  | | | | | | Assessment Task 3: Yearly Examinations, 30% Week 9 and 10 | |
|  | | 11-1, 11-2, 11-3, 11-4,11-5, 11-11 | | | | | | 11-4,11-5,11-6,11-7,11-8,11-9,11-10,11-11 | |

### Business Studies Assessment Schedule

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| --- | --- | --- | --- | --- |
| **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 imagination 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**  **%** |
| **Research Task**  Case Study –  Nature  of a Local Business | **Research and Presentation**  Small Business Plan | **End of Course Examination** |
| Term 1, Week 9 | Term 2, Week 9 | 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, it’s 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 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.

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
|  | The Nature of Business | | | | | | Business Management | | | | |
| **Assessment Task 1: Case Study – The Nature of a Local Business, Due: Week 10 (25%)** | | | | | | | | | | |
| P1, P2, P6, P7, P8 | | | | | | P2, P4, P5, P6, P7, P8, P9, P10 | | | | |

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

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Business Planning | | | | | | | | All topics covered | |
|  | | | | | | | | **Assessment Task 3: End of Course Examination (40%)** | |
| P1, P3, P4, P6, P7, P8, P9, P10 | | | | | | | | P3, P4, P5, P8, P9, P10 | |

### Chemistry Assessment Schedule

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| **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** | **Yearly Examination** |
| Term 1, Week 10 | 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 Outcomes**

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

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

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

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

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

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

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

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

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

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

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

### Chemistry Scope and Sequence

The scope and sequence covers the following content:

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

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Introduction to Quantitative Chemistry M1 IQ1 and M2 | | | | | | | | | |
| Assessment Task 1: Skills Test, 25% Week 10 | | | | | | | | | |
| CH11-2, CH11-3, CH11-4, CH11-6, CH11-7, CH11-8, CH11-9 | | | | | | | | | |

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Structure of Matter M1 IQ3 and IQ4 | | | | Reactive Chemistry | | | | | | |
|  | | | | Assessment Task 2: Depth Study Report, 40% DUE TERM 3 | | | | | | |
| CH11-2, CH11-4, CH11-6, CH11-9 | | | | CH11-2, CH11-3, CH11-4, CH11-10 | | | | | | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | | **Week 7** | **Week 8** | | **Week 9** | **Week 10** |
| Drivers of Reactions | | | | | | Atomic Structure M1 IQ2 | | |  | | |
| Assessment Task 2: Depth Study Report, 40%, Week 2 | |  | | | | | | | Yearly Examination, 35% | | |
| CH11-1, CH11-5, CH11-6, CH11-11 | | | | | | CH11-2, CH11-3, CH11-4, CH11-7 | | | CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11 | | |

### Community and Family Studies Assessment Schedule

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| --- | --- | --- | --- | --- |
| **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 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.

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
| Core: Resource Management | | | | | | | Core: Individuals and Groups | | | |
| Assessment Task 1: Take Home Research Task Due: Week 9 | | | | | | |  | | | |
| Outcomes: 1.1, 1.2, 3.2, 4.1, 4.2, 5.1, 6.2 | | | | | | | Outcomes: 1.2, 2.1, 2.3, 3.2, 4.1, 4.2, 6.2 | | | |

* **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.

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Core: Individuals and Groups | | | | | | | | Core: Families and Communities | |
| Assessment Task 2: Research and In Class Task Due: Week 8 | | | | | | | |  | |
| Outcomes: 1.2, 2.1, 2.3, 3.2, 4.1, 4.2, 6.2 | | | | | | | | Outcomes: 1.1, 1.2, 2.2, 2.4, 3.1, 3.2, 4.1, 4.2, 6.1 | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Core: Families and Communities | | | | | | | |  | |
| Assessment Task 3: Preliminary Examination Due: Week 9/10 | | | | | | | |  | |
| Outcomes: 1.1, 1.2, 2.2, 2.4, 3.1, 3.2, 4.1, 4.2, 6.1 | | | | | | | |  | |

### Dance Assessment Schedule

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| --- | --- | --- | --- | --- |
| Component | Task 1 | Task 2 | Task 3 | Weighting % |
| **Core Performance,** | **Core Composition** | **Core Performance,**  **Core Composition,**  **Core Appreciation** |
| Term 2, Week 10 | Term 3, Week 4 | Term 3, Week 9/10 |
| **Outcomes assessed**  Performance:  P1.2, P2.1, P2.3, P2.4, P2.5, P2.6 | **Outcomes assessed**  Composition:  P1.3, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P3.7 | **Outcomes assessed**  Performance: P1.1,1.2,1.3, 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 | 30 |  | 10 | 40 |
| Core Composition |  | 15 | 15 | 30 |
| Core Appreciation |  | 15 | 15 | 30 |
| **Total %** | **30** | **30** | **40** | **100** |

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| **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 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.

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
|  | The Performer, The Choreographer and the Critic | | | | | | | |  |  |
| **Assessment Task 1: Core Performance Due Week 10** | | | | | | | |  |  |
| 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 | | | | | | | |  |  |

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| The Performer, The Choreographer and the Critic | | | | | | | |  |  |
| **Assessment Task 1: Core Performance, Core Composition, Core Appreciation Due: Week:4** | | | | | | | | |  |
| 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 | | | | | | | |  |  |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | | **Week 9** | **Week 10** |
| The Performer, The Choreographer and the Critic | | | |  |  |  | |  |  | |
| Assessment Task 3: Core Performance, Core Composition and Core Appreciation Due Week 9/10 | | | | | | | | | | Due Week 9/10 |
| Performance: P1.2, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, Composition: P1.3, P 3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P3.7 Appreciation: P 1.1, P1.4, P 4.1, P4.2, P4.3, P4.4, P 4.5 | | | | | | | | | | |

### English Advanced Assessment Schedule

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| **Course Overview:**  **Common Module – Reading to Write**   * **Module A – Narratives that Shape the World** * **Module B – Critical Study of Literature** | | | | |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Weighting %** |
| **Reading to Write**  Imaginative text with reflection statement | **Narratives that Shape our World**  Multimodal presentation | **End of Course examination**    Critical response on Module A and  Module B |
| Term 1, Week 10 | Term 2, Week 10 | Term 3, Week 9/10 |
| **Outcomes assessed**    EA11-3, EA114,EA11-5 & EA11-9 | **Outcomes assessed**    EA11-1, EA11-2,  EA11-3, EA11-5 &  EA11-7 | **Outcomes assessed**    EA11-1, EA11-3,  EA11-5, EA11-6 & EA11-8 |

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| 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 text 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 recognizes how they are valued

**EA11-8** explains and evaluates cultural assumptions and values in texts and their effects on meaning

**EA11-9** reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

### 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

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
|  | **Common Module: Reading to Write**  ***Various Texts*** | | | | | | | | | | |
| Assessment Task 1: Imaginative Task and Reflection Statement Due: Week 10 | | | | | | | | | | |
| EA 11-3, EA 11-4, EA 11-5 & EA 11-9 | | | | | | | | | | |

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

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
|  |  | **Module B - Critical Study of Literature** | | | |  |  | **End of Course Examination** | |
|  |  |  | | | |  |  | Assessment Task 3 | |
|  |  | 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 Standard Assessment Schedule**

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

**Assessment Syllabus 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

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
|  | **Common Module: Reading to Write**  *Various Texts* | | | | | | | | | |
| Assessment Task 1: Imaginative Task and Reflection Statement (30%) Due: Week 10 | | | | | | | | | |
| EN11-3, EN11-4, EN11-5 & EN11-9 | | | | | | | | | |

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| **Module A – Contemporary Possibilities**  *Sherlock – BBC Series* | | | | | | | | | |
| Assessment Task 2: Multimodal Presentation (40%) Due: Week 10 | | | | | | | | | |
| EN11-1, EN11-2, EN11-3, EN11-5 & EN11-7 | | | | | | | | | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
|  |  | **Module B – Close Study of Literature** | | | |  |  | **End of Course Examination** | |
|  |  |  | | | |  |  | Assessment Task 3 (30%) | |
|  |  | EN11-1, EN11-3, EN11-5, EN11-6 & EN11-8 | | | |  |  | EN11-1, EN11-3, EN11-5, EN11-6 & EN11-8 | |

### English Studies Assessment Schedule

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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:   * 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

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
|  | **Mandatory Module: Achieving Through English**  *Various Texts* | | | | | | | | | |
| Assessment Task 1: Written Report (30%) Due: Week 10 | | | | | | | | | |
| ES11-1, ES11-4 & ES11-5 | | | | | | | | | |

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| **Module E – Playing the Game: English in Sport** | | | | | | | | | |
| Assessment Task 2: Multimodal Presentation (30%) Due: Week 10 | | | | | | | | | |
| ES11-2, ES11-3, ES11-5, ES11-9 & ES11-10 | | | | | | | | | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| **Module A – We Are Australian: English in citizenship, community and cultural identity** | | | | | | | | **End of Course Examination** | |
| Assessment Task 3: Portfolio of Work from all Modules (40%) Due: Week 8 | | | | | | | |  | |
|  | EA11-3, EA11-4, EA11-6, ES11-7 & EA11-8 | | | | | |  |  | |

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| **Course Overview:**  Food Technology Stage 6 aims to develop an understanding about food systems and skills that enable students to make informed decisions and carry out responsible actions. Students will also develop an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia. |

### Food Technology Assessment Schedule

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Weighting %** |
| Food Quality Experiment | Nutrition Investigation | Yearly Examination |
| Term 2, Week 4 | Term 3, Week 6 | Term 3, Week 9-10 |
| **Outcomes assessed**  P2.2, P3.2, P4.1, P4.4, P5.1 | **Outcomes assessed**  P2.1, P3.1, P3.2 , P4.3, P5.1 | **Outcomes assessed**  P1.1, P1.2, P2.1, P2.2, P3.1, P4.2 |
| Knowledge and Understanding of course content | 10 | 10 | 20 | **40** |
| Knowledge and skills in designing, researching, analysing and evaluating | 10 | 10 | 10 | **30** |
| Skills in experimenting with and preparing food by applying theoretical concepts | 20 | 10 |  | **30** |
| **Total %** | **40** | **30** | **30** | **100** |

**Assessment Syllabus Outcomes**

**P1.1** identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods

**P1.2** accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors

**P2.1** explains the role of food nutrients in human nutrition

**P2.2** identifies and explains the sensory characteristics and functional properties of food

**P3.1** assesses the nutrient value of meals/diets for particular individuals and groups

**P3.2** presents ideas in written, graphic and oral form using computer software where appropriate

**P4.1** selects appropriate equipment, applies suitable techniques and utilises safe and hygienic practices when handling food

**P4.2** plans, prepares and presents foods which reflect a range of the influences on food selection.

**P4.3** selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups

**P4.4** applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products

**P5.1** generates ideas and develops solutions to a range of food situations

### Food Technology Scope and Sequence

The following scope and sequence covers the following content:

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

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Food Availability and Selection | | | | | | | | | |
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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Food Quality | | | | | | | | | |
| Assessment Task 1: Food quality experiment Due: Week 4 | | | | | | | | | |
| P2.2, P3.2, P4.1, P4.4, P5.1 | | | | | | | | | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | | **Week 9** | **Week 10** |
| Nutrition | | | | | | | |  | | |
| Assessment Task 2: Nutrition Investigation Due: Week 6 | | | | | | | | Assessment Task 3: Yearly Examination Due: Week 9-10 | | |
| P2.1, P3.1, P3.2, P4.3, P5.1 | | | | | | | | P1.1, P1.2, P2.1, P2.2, P3.1, P4.2, P5.1 | | |

### Hospitality Assessment Schedule

Evidence Collection Techniques – SIT20316 Certificate II in Hospitality

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Plan** | | | **Evidence gathering techniques** | | | | |
| **Cycle** | **Competency codes** | **Units of competency** | **Direct observation** – real time/simulated environment | **Product based method** – structured activities e.g. role plays, presentation, reports | **Portfolio** – collection of annotated work samples e.g. written documents, photos, videos, logbooks | **Questioning** – written or oral related to knowledge e.g. quizzes, interviews | **Work placement** |
| Task 1  Task 2: TBA  Task 3: TBA  Task 4: TBA | SITXWHS001 | Participate in safe work practices | X | X |  | X |  |
| SITXFSA001 | Use hygienic practices for food safety | X |  |  | X |  |
| SITXFSA006 | Participate in safe food handling practices | X |  |  | X |  |
| SITXCCS011 | Interact with customers | X |  |  | X |  |
| SITXCOM007 | Show social and cultural sensitivity | X |  |  | X |  |
| SITHCCC025 | Prepare and present sandwiches | X |  | X | X |  |
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| **Hospitality Scope and Sequence Schedule Commencing Year 11 2023** | | | | | | | | | | | | | |
|  | | **Weeks** | | | | | | | | | | | |
| **Term 1** | | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** |
| **Induction** | | No students |  |  |  |  |  |  |  |  |  |  |
| **Task 1:** | |  |  |  |  |  |  |  |  |  |  |  |
| SITXFSA001 | Use hygienic practices for food safety |  |  |  |  |  |  |  |  |  |  |  |
| SITXWHS001 | Participate in safe work practices |  |  |  |  |  |  |  |  |  |  |  |
| SITXFSA006 | Participate in safe food handling practices |  |  |  |  |  |  |  |  |  |  |  |
| SITHCCC025 | Prepare and present sandwiches |  |  |  |  |  |  |  |  |  |  |  |
| SITXCOM007 | Show social and cultural sensitivity |  |  |  |  |  |  |  |  |  |  |  |
| SITXCCS011 | Interact with customers |  |  |  |  |  |  |  |  |  |  |  |

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| **Term 2** | | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |  |
| **Task 1:** | |  |  |  |  |  |  |  |  |  |  |  |
| SITXFSA001 | Use hygienic practices for food safety |  |  |  |  |  |  |  |  |  |  |  |
| SITXWHS001 | Participate in safe work practices |  |  |  |  |  |  |  |  |  |  |  |
| SITXFSA006 | Participate in safe food handling practices |  |  |  |  |  |  |  |  |  |  |  |
| SITHCCC025 | Prepare and present sandwiches |  |  |  |  |  |  |  |  |  |  |  |
| SITXCOM007 | Show social and cultural sensitivity |  |  |  |  |  |  |  |  |  |  |  |
| SITXCCS011 | Interact with customers |  |  |  |  |  |  |  |  |  |  |  |

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

### Legal Studies Assessment Schedule

**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 organizes legal information from a variety of sources including legislation, cases, media, international instruments and documents

**P9** communicates legal information using well-structured responses

**P10** accounts for differing perspectives and interpretations of legal information and issues

### 

### Legal Studies Scope and Sequence

The scope and sequence covers the following content:

* Legal System (40% of course time)
* Individual and the Law in Practice (60% of course time) across 2 terms (Terms 2 & 3)

| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Legal System (12 Weeks). | | | | | | | | | |
| **Assessment Task 1: ­Research Task, 30%, Due: Week 10** | | | | | | | | | |
| P1, P3, P5, P6, P8 | | | | | | | | | |

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

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

### Manufacturing & Engineering Assessment Schedule

Qualification: MEM10119 Certificate I in Engineering & Statement of Attainment toward MEM20413 Certificate II in Engineering Pathways –

### Preliminary course

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| --- | --- | --- | --- | --- | --- | --- |
| **Assessment events for MEM10119 Certificate I in Engineering** | | | **Task 1** | **Task 2** | **Task 3** | **Work placement\*** |
| Week 10 Term 1 | Week 2 Term 3 | Week 10 Term 3 | TBA |
| **Task** | **Code** | **Unit of competency** |  |  |  |  |
| Task 1  Welcome to the industry | MEM13015 | Work safely and effectively in manufacturing and engineering | X |  |  |  |
| MEM16006 | Organise and communicate information |
| MEM11011 | Undertake manual handling |
| Task 2  Right tool, right job | MEM18001 | Use hand tools |  | X |  |  |
| MEM18002 | Use power tools/hand held operations |
| Task 3  Engineering in practice | MEM12024 | Perform computations |  |  | X |  |
| MEM16008 | Interact with computing technology |
| MEM07032 | Use workshop machines for basic operations |

\* Students must complete 35 hours of work placement during the course in 2023.

Depending on the achievement of units of competency, the possible qualification outcome is a **MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent’. In some cases, other descriptive words may be used leading up to “competent”.

\*\*Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy. *Public Schools NSW, Tamworth* (RTO 90162) have engaged NESA to issue credentials within 30 days of course completion for the student. No physical transcripts are issued to students.

Students must download an electronic copy of their qualification and transcript from their Students Online account via <https://studentsonline.nsw.edu.ay/go/login/>

Students have access to their Students Online portal and their qualifications and transcripts up until June of the following year after graduation, after which students can contact NESA directly for additional copies of their transcript.

### Manufacturing & Engineering Assessment Schedule

Qualification: MEM10119 Certificate I in Engineering & Statement of Attainment toward MEM20413 Certificate II in Engineering Pathways –

### HSC course

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| --- | --- | --- | --- | --- | --- | --- |
| **Assessment events for SoA towards MEM20413 Certificate II in Engineering Pathways** | | | **Task 4** | **Task 5** | **Task 6** | **Work placement\*** |
| Week 5 Term 3 | Week 5 Term 3 | Week 10 Term 1 | TBA |
| **Task** | **Code** | **Unit of competency** |  |  |  |  |
| Task 4  Can we build it? | MEMPE006A | Undertake a basic engineering project | X |  |  |  |
| MEMPE001A | Use engineering workshop machines |
| Task 5  Sparks and noise | MEMPE002A | Use electric welding machines |  | X |  |  |
| MEMPE004A | Use fabrication equipment |
| Task 6  My pathway | MEMPE005A | Develop a career plan for the engineering and manufacturing industry |  |  | X |  |

\* Students must complete 35 hours of work placement during the course 2023.

Depending on the achievement of units of competency, the possible qualification outcome is a **MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent’. In some cases, other descriptive words may be used leading up to “competent”.

\*\*Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy. *Public Schools NSW, Tamworth* (RTO 90162) have engaged NESA to issue credentials within 30 days of course completion for the student. No physical transcripts are issued to students.

Students must download an electronic copy of their qualification and transcript from their Students Online account via <https://studentsonline.nsw.edu.ay/go/login/>

Students have access to their Students Online portal and their qualifications and transcripts up until June of the following year after graduation, after which students can contact NESA directly for additional copies of their transcript.

### Mathematics Advanced Assessment Schedule

**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

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| --- | --- | --- | --- | --- |
| **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** |

### Mathematics Advanced Scope and Sequence

The scope and sequence covers the following content:

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

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
|  | **Algebraic Techniques (MA-F1.1)** | | **Introduction to Functions (MA-F1.2)** | | **Linear, Quadratic and Cubic Functions**  **(MA-F1.3)** | | | **Further Functions and**  **Relations (MA-F1.4)** | | |
|  | |  | | AT1: In-Class Test, 25%, During Week 9 | | | |  | |
| MA11-1, MA11-2, MA11-8, MA11-9 | |  | |  | | | | | |

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| **Trigonometry (MA-T1.1)** | | | **Radians (MA-T1.2)** | | **Trigonometric Functions and Identities (MA-T2)** | | **Introduction to Differentiation (MA-C1)** | | |
| AT2: Assignment/Investigation Task, 35%, Due Week 6 | | | | | |  |  | | |
| MA11-1, MA11-3, MA11-8, MA11-9 | | | MA11-1, MA11-3, MA11-8, MA119 | | MA11-1, MA11-4, MA11-8, MA119 | | MA11-1, MA11-5, MA11-8, MA11-9 | | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| **Logarithms and Exponentials (MA-E1)** | | | **Probability and Venn Diagrams (MA-S1.1)** | | **Discrete Probability Distributions (S1.2)** | | **Revision** | **End of Course 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 Standard Assessment Schedule

**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, organize and interpret information in a range of contexts

**MS11-10** justifies a response to a given problem using appropriate mathematical terminology and/or calculations

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| **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** |

### Mathematics Standard Scope and Sequence

The scope and sequence covers the following content:

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

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | | **Week 9** | **Week 10** | **Week 11** |
|  | **Formulae and Equations (MS-A1)** | | | **Classifying and Representing**  **Data**  **(MS-S1.1)** | | | | **Summary Statistics (MS-S1.2)** | | **Linear Relationships (MS-**  **A2)** | |
| 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 | |

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| **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 | |

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| **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

**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

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| **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 and Cuban Revolution** | **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** |

### Modern History Scope and Sequence

The scope and sequence covers the following content:

* Case Study 1: Cuban Revolution and The Decline and Fall of the Romanov Dynasty - 20 hours
* Case Study: The Decline and Fall of the Romanov Dynasty – 20 Hours
* The Shaping of the Modern World: WWI and Historical Investigation – 60 hours
* The Nature of Modern History: Representation and Commemoration of the Past: The Day After – 20 Hours

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

| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
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| **Investigating Modern History: Case Study 1 -** The Cuban Revolution | | | | | | **Case Study 2** – The Decline and fall of the Romanov Dynasty | | | | | |
| Assessment Task 1: Case Study – The Cuban and Decline and fall of the Romanov Dynasty 30% **Due Week 10** | | | | | | | | | | | |
| MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9 | | | | | | | | | | | |

| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | | **Week 10** |
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| The Shaping of the Modern World: World War I and Historical Investigation | | | | | | | | | | |
| Assessment Task 2: WWI Historical Investigation 30% **Due Week 9** | | | | | | | | | | |
| 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 | |

| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | | **Week 9** | **Week 10** |
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| The Shaping of the Modern World: World War I and Historical Investigation | | | The Nature of Modern History: Investigation and Commemoration of the Past - The Day After | | | | | | Revision of all topics covered | |
|  | | | | | | | | Assessment Task 3: Final Examination | | |
| MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9 | | | MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9 | | | | | | | |

### Music 1 Assessment Schedule

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| **Course Overview:**   * **Methods of Notating Music** * **Popular Music** * **Music for Small Ensembles (World Music Focus)** | | | | |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Weighting %** |
| **Composition Portfolio**  Topic 1: ‘Methods of Notating Music’  Composition and Composition Diary | **Performance and Viva Voce**  Topic 2: ‘Popular Music’  Solo or ensemble performance and in class Viva Voce using performance repertoire demonstrating an understanding of techniques and features of the topic. | **Performance and Aural Written Exam**  Topic 3: ‘Music for Small Ensembles’  Respond to four aural excerpts using a range of concepts under exam conditions.  Present a Performance demonstrating understanding of the topic. |
| Term 1, Week 10 | Term 2, Week 7 | Term 3, Week 9-10 |
| **Outcomes assessed**  P2, P3, P5, P7 & P8 | **Outcomes assessed**  P1, P4, P6 & P9 | **Outcomes assessed**  P1, P4, P6, P8 & P9 |
| Performance |  | 10 | 15 | **25** |
| Composition | 25 |  |  | **25** |
| Musicology |  | 25 |  | **25** |
| Aural |  |  | 25 | **25** |
| **Total %** | **25** | **35** | **40** | **100** |

**Assessment Syllabus 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, recognizes, 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)

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
|  | Methods of Notating Music | | | | | | | | | |
| Assessment Task 1: Composition Portfolio  Due: Week 10 | | | | | | | | | |
| P2, P3, P5, P7 & P8 | | | | | | | | | |

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

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

### Numeracy CEC - Year 11

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

**Assessment Syllabus Outcomes**

**N6-1.1:** Recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts

**N6-1.2:** Applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate

solutions to problems

**N6-1.3:** Determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions

**N6-2.1:** Chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems

**N6-2.2:** Chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature

**N6-2.3:** Chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability

**N6-3.1**: Chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts

**N6-3.2**: Chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

**Numeracy CEC Scope and Sequence:**

The following scope and sequence covers the following content:

* Module 1 – 56 hours
* Module 2 – 48 hours

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
|  | **Whole Numbers (1.1)** | | | **Operations with Whole Numbers (1.2)** | | **Fractions and Decimals (2.1)** | | | **Operations with Fractions and Decimals (2.2)** | | |
| AT1: Assessment Task 1, 35%, Due Week 9 | | | | | | | | | |  | |
|  | N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-3.1 | | | N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-3.2 | | N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-3.1, N6-3.2 | | | | | |

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| **Chance (2.5)** | | **Data, Graphs and Tables (1.5)** | | |  | **Metric Relationships (2.3)** | | **Length, Mass and Capacity (2.4)** | |
| AT2: Assessment Task 2, 30%, Due Week 6 | | | | | |  | | | |
| N6-1.1, N6-1.2, N6-2.3, N6-3.1, N6-3.2 | |  | | |  | N6-1.1, N6-1.2, N6-2.2, N6-3.1 | | N6-1.1, N6-1.2, N6-1.3, N6-2.2, N6-3.1, N6-3.2 | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
|  | **Distance, Area and Volume (1.3)** | | | | **Time (1.4)** | | |  | |
| AT3: Assessment Task 3, 35%, Due Week 8 | | | | | | | |
|  | N6-1.1, N6-1.2, N6-1.3, N6-2.2, N6-3.1, N6-3.2 | | | | N6-1.1, N6-1.2, N6-1.3, N6-2.2, N6-3.1, N6-3.2 | | |

### PDHPE Assessment Schedule

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| **Course Overview:**  The aim of PDHPE at Stage 6 is to develop in each student a capacity to think critically about key issues related to health and physical activity in order to make informed decisions that support and contribute to healthy, active lifestyles and communities. | | | | |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Weighting %** |
| Core 2: The Body in Motion  **Research and In Class Task** | Core 1: Better Health for Individuals  **Report and In Class Task** | **Final Exam** |
| Term 1, Week 9 | Term 2, Week 10 | Term 3, Week 9/10 |
| **Outcomes assessed**  P8, P10, P11, P16 | **Outcomes assessed**  P3, P4, P5, P6, P15 | **Outcomes assessed**  All |
| **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 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.

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

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

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Core 1: Better Health for Individuals | | Option 3: Fitness Choices | | | | | | Final Examination | |
|  | | Assessment Task 3: Final Examination | | | | | | Due: Week: 9/10 | |
| P1, P2, P3, P4, P5, P6, P15, P16 | | P5, P6, P10, P15, P16, P17 | | | | | | All Outcomes | |

### Primary Industries – Assessment Schedule

Evidence Collection Techniques AHC21216 Certificate II in Rural Operations

* **Trainers must deliver and assess Cluster 1, 2, 3, 4, then select either Cluster 5 (Livestock stream) or Cluster 6 (Plant stream) and select optional clusters to total of 15 units of competency.**
* Clusters DO NOT NEED TO BE ASSESSED IN ORDER.NB: Only the preliminary clusters will be open on schools online in the preliminary year.

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| **Assessment Plan** | | | **Evidence Collection** | | |
| **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 | **Questioning** – written or oral related to knowledge e.g. quizzes, interviews |
| Cluster 1 | [AHCWHS201](https://training.gov.au/Training/Details/AHCWHS201) | Participate in work health and safety processes | X | X | X |
| Cluster 2 | [AHCWRK204](https://training.gov.au/Training/Details/AHCWRK204) | Work effectively in the industry | X |  | X |
| Cluster 2 | [AHCWRK209](https://training.gov.au/Training/Details/AHCWRK209) | Participate in environmentally sustainable work practices | X | X | X |
| Cluster 3 | [AHCWRK201](https://training.gov.au/Training/Details/AHCWRK201) | Observe and report on weather | X | X | X |
| Cluster 4 | [AHCCHM201](https://training.gov.au/Training/Details/AHCCHM201) | Apply chemicals under supervision | X | X | X |
| Cluster 4 | [AHCPMG201](https://training.gov.au/Training/Details/AHCPMG201) | Treat weeds | X | X | X |

* Delete all optional clusters not selected
* Note: When more than 1 unit is in a ‘Cluster’, trainers must not assess individual units. Units in a Cluster must be assessed and recorded together in their respective cluster.
* **Trainers need to be qualified to deliver the Show livestock Cluster, Growing Plants Cluster.**
* [AHCLSK316](https://training.gov.au/Training/Details/AHCLSK316) Prepare livestock for competition will not be automatically opened on Schools Online, RTO contact is essential if you are selecting this unit of competency.

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| **Assessment Plan** | | |  | | |
| **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 | **Questioning** – written or oral related to knowledge e.g. quizzes, interviews |
| Cluster 5 | [AHCLSK202](https://training.gov.au/Training/Details/AHCLSK202) | Care for health and welfare of livestock | X | X | X |
| Cluster 5 | [AHCLSK205](https://training.gov.au/Training/Details/AHCLSK205) | Handle livestock using basic techniques | X | X | X |
| Cluster 5 | [AHCLSK206](https://training.gov.au/Training/Details/AHCLSK206) | Identify and mark livestock | X |  | X |

Cluster 5 (Includes Livestock Stream)

Cluster 7 Tractors and machinery

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| **Assessment Plan** | | |  | | |
| **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 | **Questioning** – written or oral related to knowledge e.g. quizzes, interviews |
| Cluster 7 | [AHCMOM202](https://training.gov.au/Training/Details/AHCMOM202) | Operate tractors | X | X | X |
| Cluster 7 | [AHCMOM304](https://training.gov.au/Training/Details/AHCMOM304) | Operate machinery and equipment | X | X | X |

Cluster 9 Fencing

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| **Assessment Plan** | | |  | | |
| **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 | **Questioning** – written or oral related to knowledge e.g. quizzes, interviews |
| Cluster 9 | [AHCINF202](https://training.gov.au/Training/Details/AHCINF202) | Install, maintain, and repair farm fencing | X | X | X |
| Cluster 9 | [AHCINF201](https://training.gov.au/Training/Details/AHCINF201) | Carry out basic electric fencing operations | X | X | X |

### Primary Industries Scope and Sequence

2 Unit x 2 Year (NESA Course Number 26811) Trainers and Assessors to choose to deliver Cluster 5 or Cluster 6 and delete the optional clusters not selected

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| INSERT school name | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Qualification: AHC21216 Certificate II in Rural Operations | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Preliminary Commencement: 2022 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit Code** | **Unit Title** | NESA **Hrs** | **Term 1** | | | | | | | | | | **Term 2** | | | | | | | | | | **Term 3** | | | | | | | | |
| **1-5** | | | | | **6-10** | | | | | **1-5** | | | | | **6-10** | | | | | **1-5** | | | | | **6-10** | | | |
| AHCWHS201 | Cluster 1 Participate in workplace health and safety | 15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | No Clusters to be assessed during this time due to yearly exams |
| AHCMOM202  AHCMOM304 | Cluster 7 Operate tractors  Cluster 7 Operate machinery & equipment | 20  15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AHCWRK204  AHCWRK209 | Cluster 2 Work effectively in the industry  Cluster 2 Participate in environmentally sustainable work practices | 20  15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AHCINF202  [AHCINF201](https://training.gov.au/TrainingComponentFiles/AHC/AHCINF201_R1.pdf) | Cluster 9 Install, maintain & repair farm fencing  Cluster 9 Carry out basic electric fencing operations | 15  10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Units to complete &  HSC Content |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

### Society and Culture Assessment Schedule

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| **Course Overview:** Society and Culture is a conceptually based course designed to facilitate the development of a student’s social and cultural literacy. The course encourages students to manage their own learning in areas of direct relevance to their lives. Society and Culture should provide students with a body of knowledge, understanding and skills that allow them to share, communicate effectively and respect themselves and others, so that they may effectively participate in citizenship at local, national, regional and global levels. | | | | |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Weighting %** |
| **Research Task**    Social and  Cultural World | **Research methodology and essay**  Personal and  Social Identity | **End of Course**  **Examination** |
| Term 1, Week 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, organizes and considers information from a variety of sources for usefulness, validity and bias

**P8** plans and conducts ethical, social and cultural research

**P9** uses appropriate course language and concepts suitable for different audiences and contexts

**P10** communicates information, ideas and issues using appropriate written, oral and graphic forms

### Society and Culture Scope and Sequence

The scope and sequence covers the following content:

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

The Course Concepts are integrated throughout the course.

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

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

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

### Sport, Lifestyle and Recreation Assessment Schedule

**Assessment Syllabus Outcomes**

* 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

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| **Component** | **Task 1** | **Task 2** | **Task 3** | **Weighting %** |
| Games & Sports Application II  **Practical Demonstration and Task** | First Aid & Sports  Injury  **Practical Demonstration and In Class Task** | End of Course  Exam    **Final Examination** |
| Term 1, Week 8 | Term 2, Week 8 | Term 3, Week 9 |
| **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** |

### Sport, Lifestyle and Recreation Scope and Sequence

The scope and sequence covers the following content:

* Games and Sports Applications II - In this module students will develop knowledge, understanding and skills that promote confidence and success in a range of games and sports. Students will investigate elements of movement in selected activities and aspects of team dynamics as they develop competence and positive attitudes towards participation.
* First Aid and 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.

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
|  | Games and Sports Applications II | | | | | | | |  |  |
| Assessment Task 1: Games and Sports Applications II 35% Due: Week 8 | | | | | | | | | |
| 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4 | | | | | | | | | |

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| First Aid and Sport Injuries | | | | | | | | |  |
| Assessment Task 2: Practical Demonstration and IN Class Task 30% Due: Week 8 | | | | | | | | |  |
| 1.3, 2.5, 3.6, 4.2, 4.4, 4.5 | | | | | | | | |  |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Sports Coaching & Training | | | | |  |  |  | | |
| Assessment Task 3: Final Exam 35% Due: Week: 9/10 | | | | | | | | | |
| 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5 | | | | |  |  |  | | |

### Visual Arts Assessment Schedule

**Assessment Syllabus Outcomes;P1:** explores the conventions of practice in artmaking

**P2:** explores the roles and relationships between the concepts of artist, artwork, world and audience

**P3:** identifies the frames as the basis of understanding expressive representation through the making of art

**P4:** investigates subject matter and forms as representations in artmaking

**P5:** investigates ways of developing coherence and layers of meaning in the making of art

**P6:** explores a range of material techniques in ways that support artistic intentions

**P7:** explores the conventions of practice in art criticism and art history

**P8:** explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art

**P9:** identifies the frames as the basis of exploring different orientations to critical and historical investigations of art

**P10:** explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

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| **Course Overview:** *Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.**Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.* | | | | |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Weighting %** |
| **Artmaking**  Drawing  **Critical & Historical** Analysis and explanation of selected artist practice | **Artmaking**  Sculpture    **Critical & Historical**  Using research on selected artists as the basis for an in class extended response | **Artmaking**  Painting  **Yearly Examination**  Art Criticism and Art History Written Examination |
| **Term 1, Week 10** | **Term 2, Week 9** | **Term 3, Week 9/10** |
| **Outcomes assessed**  P1, P4, P5, P6, P9, P10 | **Outcomes assessed**  P2, P4, P5, P6, P8, P10 | **Outcomes assessed**  P3, P4, P5, P6, P7, P8, P9, P10 |
| **Artmaking** | 15 | 15 | 20 | **50** |
| **Art Criticism & Art History** | 10 | 20 | 20 | **50** |
| **Total %** | **25** | **35** | **40** | **100** |

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| **TERM 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
|  | **Critical & Historical Studies – Practice**  **Case Study 1: Conventions in the Visual Arts**  **Still Life –** Cezanne, Picasso **Architecture –** Glen Murcutt, Frank Gehry **Portraiture –** Wendy Sharpe, William Kentridge | | | | | | | | | |
| **Artmaking – Drawing informed by John Wolseley’s landscapes -** collection of works informed by Australian and well-known Artists | | | | | | | | | |
| **Assessment Task 1: Portfolio of drawings & VAPD 15% Analysis and explanation of selected artist practice 10% (Week 11)** | | | | | | | | | |
| P1,P3,P4,P5,P6,P7,P9,P10 | | | | | | | | | |

### Visual Arts Scope and Sequence

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| **TERM 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| **Critical & Historical Studies – The Conceptual Framework**  **Artists:** Michael Bugler, Shannon Weber, Linde Ivemy, Joseph Cornell, Rosalie Gascoigne  **Case Study:** Henry Moore, Andy Goldsworthy, Giacometti | | | | | | | | | |
| **Artmaking – Sculpture:** assemblage, object, ritual, ceremony | | | | | | | | | |
| **Assessment Task 2: Sculpture VAPD & class presentation 15% Written analysis of a selected artists practice through the Conceptual Framework 20% Due: Week 9** | | | | | | | | | |
| P1,P2,P4,P5,P6,P8,P10 | | | | | | | | | |

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| **TERM 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| **Critical & Historical Studies – The Frames**  **Artists:** Modigliani, Edward Hopper, Ginger Riley, Russell Drysdale, Jeffrey Smart, Sidney Nolan, Brett Whiteley, Wendy Stavrianos **Case Study: The Postmodern frame –** appropriation, re-contextualisation, irony, text, installation, environmental art, performance, iconoclasm | | | | | | | | **Assessment**  **Task 3** | |
| **Artmaking - Painting informed by examples of Modern styles, subject matter – portrait, interior or landscape.** | | | | | | | | **Due: Week 9 & 10** | |
| **Assessment Task 3: painting, VAPD & class presentation 20% 1 ½ hour written exam – practice, conceptual framework, the frame 20%**  P3, P4, P5, P6, P7, P8, P9 & P10 | | | | | | | |  | |
| **P1,P3,P4, P5,P6,P7,P8,P9,P10** | | | | | | | |