

KINGSGROVE NORTH HIGH SCHOOL



YEAR 11

**PRELIMINARY COURSE
ASSESSMENT BOOKLET**

2022

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General Information

1. INTRODUCTION

This booklet aims to give students, parents and caregivers information about assessment for the Higher School Certificate Course.

Some students are already aware of the career path they wish to follow. Many students have not decided on a career and changing job demands will mean they may have to alter their career direction while still in training.

The NSW Education Standards Authority (NESA) has recognised these problems and is now giving students (age 15-19 years or more) the opportunity to complete their HSC over a period of up to 5 years.

2. REQUIREMENTS FOR THE HIGHER SCHOOL CERTIFICATE

The NESA has the power to award the credential titled “The Higher School Certificate”. To be eligible for this award, students must comply with the entry requirements, course restrictions and rules and regulations established by the NESA.

Know the eligibility basics

To be eligible for the HSC, you must:

- have been granted a RoSA of equivalent that NESA considers satisfactory
- attend a NSW government school, an accredited non-government school, TAFE or a NESA-recognised school outside NSW
- complete HSC: All My Own Work (or its equivalent), unless entered in a pattern of study comprising only Life Skills courses for Year 11 and Year 12
- satisfactorily complete courses in a Year 11 and Year 12 pattern of study required by NESA (detailed below)
- demonstrate a minimum standard of literacy and numeracy
- sit for and make a serious attempt at the required HSC exams.

Certain patterns of study and course requirements apply

You must satisfactorily complete:

- a preliminary pattern of study that includes at least 12 units
- a HSC pattern of study that includes at least 10 units
- Both patterns of study must include at least:
 - 6 units of Board Developed Courses
 - 2 units of a Board Developed Course in English
 - 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
 - 4 subjects

Some courses have certain rules and prerequisites, for example:

- you can only enrol in an extension course, if you are enrolled in the corresponding 2-unit course
- you can only enrol in an optional VET exam, if you have enrolled in the corresponding 240 hour course
- you cannot do more than one non-extension course from a subject (eg Mathematics Standard and Mathematics Advanced).

There are also specific eligibility rules for some Languages courses, such as [Language]* Beginners and [Language] in Context, to ensure your course is at the appropriate level for your experience.

Additional rules apply if you want an ATAR. The ATAR eligibility rules are determined by UAC.

NESA advises students of their ATAR eligibility on behalf of UAC. For example, the HSC pattern of study must include 10 units of examinable courses including English.

Accumulation of the Higher School Certificate

Students may accumulate HSC courses towards the Higher School Certificate over a period of up to five years. Preliminary courses may also be accumulated.

The five-year period is counted from the first year you satisfactorily complete a HSC course. It will apply regardless of whether you defer your studies for one or more years during the five-year period. Accumulation of HSC courses cannot extend beyond a five-year period.

The 5year option allows students access to a range of studies and means they can study full time or part time and deal with other choices, such as sporting careers, travel, working opportunities.

This opportunity establishes a number of Pathways each of which offer students access to a more flexible pattern of study that can result in the award of a HSC.

This booklet explains the requirements for the Year 11 Preliminary Courses. Each student who sits for the HSC must satisfactorily complete 12 Units of Preliminary Courses.

At the end of this Booklet is a checklist of Preliminary Course Requirements. You should make sure that you can meet all of these requirements.

3. SPECIAL PROVISIONS

We may approve [disability provisions](#) for external assessments if you have a disability that would, in a normal exam situation, prevent you from:

- reading exam questions
- communicating responses.

If you would like to apply for disability provisions, speak to your:

- Principal
- School Learning and Support team member
- Year Advisor or
- School Counsellor.

Applications for known conditions must be submitted by the end of Term 1.

Emergency arrangements can be made, if you have an illness or injury just before the exam that affects your ability to read or respond in the exam. If this happens, please tell your Principal or Year Advisor immediately.

We cannot approve disability provisions to compensate you for:

- difficulty completing a course or preparing for the exam
- lack of familiarity with English

When we have processed your application, we will send a decision letter to your Principal. We will also send you a Students Online message that a decision has been made. Your school will provide you with this letter. If the school does not give you your decision letter, contact your school's disability provisions co-ordinator.

School Assessment Policy

4. INTRODUCTION

The Kingsgrove North High School Higher School Certificate Assessment Policy is designed to standardise procedures between subject areas and to give students and teachers a clear statement of their rights and responsibilities.

It is the responsibility of the school to communicate the assessment requirements to the students.

It is the responsibility of the students to meet the requirements and to make every effort to resolve problems and/or disputes.

Please read this policy carefully and make sure you understand it. All students must sign to acknowledge that they have received this booklet.

What is HSC assessment?

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion of a course
- provide information on student learning and progress in a course in relation to the syllabus outcomes
- reporting on the achievement by each student at the end of a course.

It is a requirement of the Preliminary/HSC school assessment program that for each course the school must establish a program of assessment tasks. These tasks are conducted throughout the preliminary year (Year 11) and then in Year 12. Each has a weighting determined by the school with guidelines provided by the NESA.

The preliminary course is completed in terms one, two and three. From term four, Year 11 students will then commence Year 12 assessment tasks. These tasks will determine each student's assessment mark which is a measure of each student's achievements relative to the performance of other students in the same course at KNHS.

The Higher School Certificate will show two marks for each course: the exam mark and a HSC moderated assessment mark.

Purpose of HSC Assessment

The purpose of school assessment for HSC students is to provide an indication of student achievement based on:

- a wider range of syllabus outcomes than may be measured by a single HSC exam; and
- multiple measures of observations made throughout the HSC, giving students credit for what they have achieved throughout their courses, in addition to their final exam.

Satisfactory Completion of Preliminary and Higher School Certificate courses.

Students are considered to have satisfactorily completed a course, in the Principal's view, if there is sufficient evidence that they have met the following criteria.

They must have:

- **followed** the course developed by NESA
- **applied** themselves with due diligence and sustained effort to the tasks and experiences provided by the school, and
- **achieved** most or all of the course outcomes

Indicators of possible failure for students to apply themselves and fulfil course requirements to the school's satisfaction include:

- an excessive rate and absences or lateness in a course;
- an excessive rate of absences or lateness to school;
- failure to submit assessment tasks;
- poor achievement caused by lack of application;
- failure to complete classwork and/or homework;
- proven case of copying, plagiarism or cheating.

If at any stage during the course it appears that a student is not meeting the course outcomes, a NESA pink warning letter will be sent home. The purpose of this letter is:

- to give students a warning in time to correct the area of concern and/or
- to clarify their current status regarding an unsatisfactory designation.

Where it is determined that a student has not satisfactorily completed a course, that student will not receive any results in that course.

NESA Website

It is recommended that all students access this Website. Students will be able to access syllabuses, past papers, sample responses and support material for all their courses.

NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

5. ASSESSMENT POLICY PROCEDURES – Student Responsibilities

Expectations of students

Attendance

Students must attend all classes to satisfactorily complete the HSC course. A minimum of 85% attendance is generally expected for students to achieve the outcomes of the courses being studied.

Diligence

It is expected that students prepare for exams and make a serious attempt. Students must work with sustained effort and due diligence in all aspects of each course.

Syllabus requirements

It is expected that students complete the syllabus, including participation in class, practical work, oral presentations, homework, assignments and exams.

Sustained application

Students must make a genuine attempt at **ALL** assessment tasks. Failure to complete less than 50% of assessment tasks will result immediately in an 'N' Determination for that course.

Students who do not comply with assessment requirements will not have a moderated assessment mark or an Exam mark awarded (ACE Manual NESA website)

Absence: Notification of assessment tasks

A minimum of two (2) weeks' notice will be given to students of upcoming tasks as published in this handbook. Students who are absent from class on the day that an Assessment Task Notification is issued, must see the teacher to receive the notification.

Procedures for Students when Absent from Tasks

If a student is absent from school during the time an Assessment Task is to be done, the following procedures **must be followed**.

- 5.1 The student or a responsible adult **MUST** contact the school by telephone (9502 3933) or fax (9554 3907) or email (kingsgrovn-h.school@det.nsw.edu.au) or make a personal representation at the school prior to the time designated for the start or receipt of the assessment task, and notify the Course Coordinator or Head Teacher responsible for the course of the student's inability to be present at that time.
- 5.2 **IMMEDIATELY** upon the student's first return to school, the student **MUST** present to the Course Co-ordinator or the Head Teacher responsible for the course documentation supporting the legitimacy of the absence.
- 5.3 In the case of illness, the documentation should be in the form of a **Medical Practitioner's Certificate** which states the exact nature of the illness and the fact that the illness caused the student to be unfit for the task completion. Medical Certificates should not be back dated.
- 5.4 In the event of unavoidable but necessary delay, appropriate and acceptable documentary evidence justifying the extenuating circumstances, must be supplied. (See Rule 5.8 following).
- 5.5 In the case of immediate illness or misadventure at the time of performing any assessment task, it is the responsibility of the student to obtain and complete an Illness/ Misadventure Form from the Head Teacher/ Deputy Principal. Again, when necessary, these forms must be accompanied by appropriate and acceptable documentation.
- 5.6 Medical Certificates will be expected **IMMEDIATELY UPON THE STUDENT'S RETURN**. Other forms of documentation would be preferred immediately upon the student's return, but will be expected as soon as possible and within what is considered reasonable time. The medical certificate must be attached to the Misadventure Form which can be collected from either the Deputy Principal or Head Teacher.

Completion of the Missed Task

- 5.7 It is the responsibility of the student immediately upon their first return to school to contact the Course Co-ordinator or Head Teacher responsible for the task, in order to establish the time and location for the completion of the task requirements.
- 5.8 The student will complete any task or alternative task on the first appropriate occasion after returning to school. The time and location for the completion of the task will be determined by the Course Co-ordinator or the Head Teacher responsible for the task. The student will then be responsible for attending at that time and location in order to complete task requirements.
- 5.9 The nature, the format or even the need for a replacement or additional task will be the prerogative of the Course Co-ordinator or the Principal. This could result in the original task being replaced with an estimate, as occurs with students who enter a course late.

Medical Certificates

Medical certificates will be expected immediately upon the return of the student and attached to the **Illness/Misadventure form**. The medical certificate must:

- Be written on a named Doctor's pad;
- Include the date of the missed tasks;
- Should show the nature of the illness;
- State that the student is "**unable to complete the preliminary/HSC Assessment Task**". It is the student's responsibility to bring this to the attention of the medical practitioner, *and*
- Show the length of time the student will be unfit for school.

N Award Warning letters

NESA warning letters are issued to students and their parents/caregivers if students are in danger of not meeting the Course Completion Criteria in any course. The NESA requires the school to issue official warning letters in order to give the student the opportunity to redeem themselves.

A **minimum of two course specific warnings** must be issued prior to the final "N" (non-completion) determination being made for the course.

The Illness/Misadventure process does not cover:

- Students attending other organised functions including sporting competitions does not constitute cause for missing or postponing an assessment task. If attendance at such events is deemed necessary, it is the responsibility of the student to inform the Course Co-ordinator before the commencement of the assessment task and to arrange alternative processes in order to fulfil assessment requirements
- Students who have an unauthorised absence (no valid explanation, no documents, etc.)

- Misreading the exam timetable and/or misreading of Exam instructions

Submission of assessment tasks

- All assessment tasks due on a particular day are to be **handed in by 8.45am on the due date** . Late tasks will receive ZERO unless stated otherwise on the task notification.
- For in-class assessments, any student found to be absent from classes on the day when an in-class assessment occurs or arriving unduly late but in time for the class assessment will also receive ZERO marks.
- Any student deemed to have gained an advantage through any means will be referred to the Course Coordinator/Head Teacher who will consider what award will be given for the task (this could be zero).
- It is the responsibility of the student after an absence or even during an extended absence to determine if any tasks have been notified. Additional time will not be granted except in extenuating circumstances.
- Assessments are to be handed in using the requested format of the faculty. The assessment checklist is to be submitted with the assessment.
- Any student who fails to submit or complete an assessment task will have her/his parents/guardians notified by letter. Four copies of the letter will be kept. Copies will be distributed to the: Subject Head Teacher; Supervising Deputy Principal; the individual student's records; the student's parents/ guardians.

If the Illness/Misadventure Application is Accepted

The Head Teacher of that course will do one of the following:

- arrange for an extension of time for submission.
- arrange for completion of the same task at a different time.
- arrange for the completion of an alternative task.
- arrange for an estimate (if authorised by the Principal).

If the Illness/Misadventure Application is NOT accepted:

The student will be awarded a zero mark and a NESAs warning letter will be sent home to advise the parents/carers.

Students may appeal against the Head Teacher's decision by lodging an appeal form with the Principal within three (3) days of initial determination.

The Principal may do one of the following:

- reject the appeal and order the zero to stand
- grant a limited extension
- order that a substitute task be performed
- award an estimate.

Procedures relating to Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice including plagiarism, could lead to you receiving zero marks and will jeopardise your HSC results.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your 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 your 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 aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Rules and Procedures for HSC candidates

Should an assessment task be corrupted through malpractice, the Principal may deem it necessary to organize a substitute assessment task to ensure equity and fairness.

Malpractice, including plagiarism is cheating and a zero mark will be awarded. **Cheating will not be tolerated at Kingsgrove North High School.**

Student Behaviour During Assessment Tasks, Including Exams

During Assessment Tasks students must behave in a way that does not distract other students from their work during the Task.

Disruption to the Assessment Task in any way will result in parents/guardians being informed of such attempts by letter.

A zero will be awarded if any of the following behaviours are witnessed during an Assessment Task including exams:

- cheating in any way
- communicating with another student
- bringing notes or electronic devices such as mobile phones into the room or
- making a non-serious attempt.

Teacher Absence when Assessment is Due

If the class teacher is absent on the day an assessment task is due for submission then the student must hand the task to the appropriate Head Teacher (or her/his representative if she/he or the class teacher is absent) and collect a receipt.

If a teacher is absent on the day for which an assessment task is set, the Head Teacher or her/ his representative will make every endeavour to ensure the task is given. If this is not possible the task will be postponed until a new date can be determined and set.

Disputes and their Resolution

Disputes regarding assessments should be resolved as soon as possible and must be notified to the Head Teacher within one (1) week of the assessment result being announced. The process for resolution should be:

1. Contact the class teacher concerned.
2. If no resolution, then contact the Head Teacher of the subject.
3. If no resolution, then contact the Student Adviser.
4. If no resolution, then escalate to the School Assessment Review Panel (for a final decision).

Students may not dispute the type and nature of assessment tasks or the teacher's professional judgement relating to the allocation of marks for tasks.

Areas for potential dispute could be:

- failing to notify that a task is assessable.
- not including a notified task in the assessment marks.
- Student(s) gaining an unfair advantage as a result of cheating, prior knowledge or unauthorised time extension

Late Entry into Course – Transfer or Repeats

Students transferring from another school will begin their assessments upon arriving at this school. Any students involved in exchange programs will also commence their assessment upon their return.

Where a student repeats or transfers from another school during the assessment process, the following procedure will be used to calculate the student's assessment mark:

- Total the marks for all tasks completed from the student's arrival using the weightings in the Course Assessment Policy.
- Find the new student's rank from this total.
- Total the marks for the whole assessment program across the Preliminary course excluding the new student. Rank the rest of the students on this total using the weightings as documented.
- Assign the student a mark based on the rank calculated in step above.

Review of Assessments

Students will be informed of their results for all tasks but must be aware that most tasks are not necessarily marked according to the mark value shown in the subject assessment summary information. For example, a task with an assessment schedule marks value of “10” could be marked out of “20” marks. Students should be concerned more with their ranking within the school’s subject group and the relative difference between their own and other students’ assessments rather than with numerical marks.

It is also possible to have an assessment reviewed if the student believes the school did not follow procedures similar to those indicated in the published Assessment Program for that subject, or where clerical errors in the determination of the Assessment Mark have occurred. Any review of an assessment must be resolved within three (3) weeks of the notification of the assessment result.

Reviews will **NOT** involve consideration of any teacher’s assessment of the value of a student’s work in any of the tasks on which assessment has been based.

The Review Panel

The composition of the School Assessment Review Panel will be as follows:

- The Principal
- The supervising Deputy Principal
- The Year Advisor
- Two (2) Head Teachers

Five (5) will be available with a minimum of only three (3) to meet and sit on any review.

6. ILLNESS/MISADVENTURE APPEAL

KINGSGROVE NORTH HIGH SCHOOL
ILLNESS/MISADVENTURE APPEAL

To be completed by student who is unable to attend/submit an assessment task on the due date. **This form must be submitted to the Head Teacher the first day back at school immediately after the assessment task or due date for an assessment task. If Head Teacher is absent, this must be submitted to the Deputy Principal.**

STUDENT'S NAME: _____

SUBJECT: _____

HEAD TEACHER: _____ TEACHER: _____

ASSESSMENT TITLE: _____

(State whether Examination, Topic or Unit Test, Assignment, Research Activity, Practical Exercise, Practical Test, Field Work, Other.)

DATE OF NOTIFICATION: _____ DUE DATE: _____

DATE APPEAL SUBMITTED: _____

DETAILS OF APPEAL:

(State sufficient details to support your case for consideration to sit for task or substitute task or to gain an extension.)

(Attach all necessary medical and other certificates and refer to the KNHS Assessment Policy)

STUDENT'S SIGNATURE: _____ DATE: _____

PARENT /CAREGIVER SIGNATURE: _____

PRINCIPAL AND HEAD TEACHER'S RECOMMENDATION:

HEAD TEACHER SIGNATURE: _____ DATE: _____

PRINCIPAL'S SIGNATURE: _____ DATE: _____

7. NESA WARNING LETTER

KINGSGROVE NORTH HIGH SCHOOL
2 St Albans Rd
Kingsgrove, NSW, 2208

Ph: 02 9502 3933

Fax: 02 9554 3907

Email: kingsgrovn-h.school@det.nsw.edu.au

OFFICIAL WARNING – Non-completion of a Preliminary Higher School Certificate Course- Subject

Dear Mr _____ & Mrs _____

I am writing to advise you that your son/daughter (student name), is in danger of not meeting the requirements for satisfactory completion of the Preliminary Higher School Certificate course in (subject name).

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

1 official warning(s) have been issued notifying you that (student name) is at risk of not completing the above course.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- a) Followed the course developed or endorsed by NESA; and
- b) Applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) Achieved some or all of the course outcomes.

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worthy of exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

(student name) is not currently meeting one or more of these requirements.

Action by parent/guardian

To support (student name) in meeting the course requirements, we request that you discuss this matter with him/her, and encourage and support him/her to carry out the required actions. (student name) is encouraged to attend the Homework Centre (available Thursday afternoon 3.05pm to 4.30pm) for assistance in redeeming this Official Warning.

Yours sincerely,

 (Teacher)

 (Head Teacher)

 Principal

Opportunity to correct the problem

The following tasks or requirements need to be completed by (student name) to correct the problem.

Task Name/Course Requirement/Course Outcomes	Percentage Weighting	Date Task Initially Due	Action required by Student	Date to be completed by
Eg Attendance and participation	%	Eg 10/09/2021	Attend & participate in all lessons	11/10/2021

.....

SIGN & DATE THE FOLLOWING AND RETURN TO THE HEAD TEACHER WHO SIGNED THE LETTER

Acknowledgement of Official Warning

I have received the letter date 10/09/21 advising me that {student name} is in danger of not meeting the course completion requirements for (subject).

I am aware that any course not satisfactorily completed will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate.

Parent/Guardian's Signature _____ Date _____

Student's Signature _____ Date _____

8. STUDENT REVIEW/APEALS PROFORMA

**KINGSGROVE NORTH HIGH SCHOOL
STAGE 6 ASSESSMENTS
STUDENT REVIEW/APEAL**

To be completed by student who wishes to lodge an appeal.
This form must be submitted to the Principal by _____

STUDENT'S NAME: _____

STUDENT SIGNATURE: _____ DATE: _____

PARENT SIGNATURE: _____ DATE: _____

SUBJECT/COURSE: _____

HEAD TEACHER: _____

ASSESSMENT TITLE: _____

DATE OF NOTIFICATION: _____ DUE DATE: _____

SCHOOL DETERMINATION OF ILLNESS/MISADVENTURE:

APPEAL: _____

DETAILS OF APPEAL:

(State sufficient details to support your case for consideration to sit for task or substitute task or to gain an extension.)

(Attach all necessary medical and other certificates and refer to the KNHS Assessment Policy)

APPEAL PROCESS RESPONSE:

HEAD TEACHER SIGNATURE: _____ DATE: _____

PRINCIPAL'S SIGNATURE: _____ DATE: _____

COURSE INFORMATION

PLEASE NOTE: UNIT LENGTHS ARE INDICATIVE AND SUBJECT TO CHANGE WITHOUT FORMAL NOTICE

Stage 6 Preliminary - English Advanced

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 10 2022	TASK 2 Term 2, Week 10 2022	TASK 3 Term 3, Week 9-10 2022
<i>Type of task</i>		Reading to Write	Narratives that Shape our World	
<i>Assessment Component</i>		Imaginative text and reflection (multimodal)	Comparative Essay	Examination
Knowledge and understanding of the course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
Outcomes		EA11-1, EA11-2, EA11-5 EA11-9	EA11-4, EA11-3, EA11-6, EA11-7	EA11-1, EA11-2, 11-5, EA11-8
TOTAL	100%	30%	30%	40%

OUTCOMES

EA11-1	Responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure	EA11-5	Thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA11-2	Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies	EA11-6	Investigates and evaluates the relationships between texts
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	EA11-7	Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA11-4	Strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts	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

Scope and Sequence: English Advanced – Year 11 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Reading to Write Students undertake the intensive and close reading of quality texts from a variety of modes and media. They develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts complex ideas, relationships, endeavors and scenarios.									
	<i>Outcomes:</i> EA11-1, EA11-2, EN11-5, EN11-9									
	Assessment Task: Term 1, Week 10 – (Multimodal) Imaginative text and reflection- Weighting 30%									
Term 2	Narratives the Shape our World Through a close engagement with multimodal texts, students will consider the contemporary possibilities for storytelling across multiple platforms and media. They will analyse their own engagement as readers and active participants in the creation of meaning, and explain how the relationship between texts adds complexity to both the creation and reception of these texts.									
	<i>Outcomes:</i> EA11-4, EA11-3, EA11-6, EA11-7									
	Assessment Task: Term 2, Week 10 - In Class Comparative Essay - Weighting 30%									
Term 3	Critical Study of Literature <i>This module students will conduct a close reading of a text and evaluate its literary value.</i>								Yearly Examination	
	<i>Outcomes:</i> To be assessed in Yearly Examination								All modules assessed	
									Outcomes EN11-1, EN11-2, EN11-5, EN11-8	
	Assessment Task: Term 3, Week 9								- Weighting 40%	

Stage 6 Preliminary - English Standard

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 10 2022	TASK 2 Term 2, Week 10 2022	TASK 3 Term 3, Week 9-10 2022
<i>Type of task</i>		Reading to Write	Contemporary Possibilities	
Assessment Component		Imaginative text and reflection (multimodal)	Essay	Examination
Knowledge and understanding of the course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
Outcomes		EN11-1, EN11-4, EN11-5 EN11-9	EN11-2, EN11-3, EN11-5, EN11-6,	EN11-1, EN11-3, EN11-7, EN11-8
TOTAL	100%	30%	30%	40%

OUTCOMES

EN11-1	Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure	EN11-5	Thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
EN11-2	Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies	EN11-6	Investigates and explains the relationships between texts
EN11-3	Analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning	EN11-7	Understands and explains the diverse ways texts can represent personal and public worlds
EN11-4	Applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts	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

Scope and Sequence: English Standard – Year 11 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Reading to Write Students undertake the intensive and close reading of quality texts from a variety of modes and media. They develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts complex ideas, relationships, endeavors and scenarios.									
	<i>Outcomes:</i> EN11-1, EN11-4, EN11-5, EN11-9									
	Assessment Task: Term 1, Week 10 - (Multimodal) Imaginative text and reflection - Weighting 30%									
Term 2	Contemporary Possibilities Through a close engagement with multimodal texts, students will consider the contemporary possibilities for storytelling across multiple platforms and media. They will analyse their own engagement as readers and active participants in the creation of meaning, and explain how the relationship between texts adds complexity to both the creation and reception of these texts.									
	<i>Outcomes:</i> EN11-2, EN11-3, EN11-5, EN11-6									
	Assessment Task: Term 2, Week 10 - In Class Essay - Weighting 30%									
Term 3	Close Study of Text <i>This module requires students to engage in detailed analysis of a text. It develops students' understanding of how the ideas, forms and language of a text interact within the text and may affect those responding to it.</i>								Yearly Examination	
	To be assessed in Yearly Examination								All modules assessed	
									Outcomes EN11-1, EN11-3, EN11-7, EN11-8	
	Assessment task: Term 3, Week 9								Weighting 40%	

Stage 6 Preliminary – English EAL/D

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 10 2022	TASK 2 Term 2, Week 10 2022	TASK 3 Term 3, Week 9-10 2022
<i>Type of task</i>		Language and Texts in Context (Multimodal Task)	Close Study of Text Essay	Yearly Examination
<i>Assessment Component</i>				
Knowledge and understanding of the course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
Outcomes		EAL 11-1B, EAL11-2, EAL11-5, EAL11-9	EAL11-3, EAL11-4, EAL11-7, EAL11-8,	EAL11-1A, EAL11-3, EAL11-6, EAL11-8
TOTAL	100%	30%	30%	40%

OUTCOMES

EAL11-1A	Responds to and composes increasingly complex texts for understanding, Interpretation, critical analysis, imaginative expression and pleasure	EAL11-5	Thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts
EAL11-1B	Communicates information, ideas and opinions in familiar personal, social and academic contexts	EAL11-6	Investigates and explains the relationships between texts
EAL11-2	Uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies	EAL11-7	Understands and assesses the diverse ways texts can represent personal and public worlds
EAL11-3	Identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning	EAL11-8	Identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning
EAL11-4	Applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts	EAL11-9	Reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

Scope and Sequence: English EAL/D – Year 11 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Language and Texts in Context									
	This module focuses on comprehension, language analysis and developing students' personal, critical and creative responses through interpreting and responding to short texts									
	<i>Outcomes:</i> EAL11-1B, EAL11-2, EAL11-5, EAL11-9									
	Assessment Task: Term 1, Week 10 - (Multimodal) Discussion with pre prepared notes - Weighting 30%									
Term 2	Week 1									
	Week 2									
	Week 3									
	Week 4									
Term 2	Close Study of text									
	In this module, students develop understanding, knowledge and appreciation of a substantial literary text.									
	<i>Outcomes:</i> EAL11-3, EAL11-4, EAL11-7, EAL11-8									
	Assessment Task: Term 2, Week 10 - In Class Essay - Weighting 30%									
Term 3	Week 1									
	Week 2									
	Week 3									
	Week 4									
	Week 5									
Term 3	Week 6									
	Week 7									
	Week 8									
	Week 9									
	Week 10									
Term 3	Texts and Society								Yearly Examination	
	In this module, students explore, analyse, respond to and compose a selection of texts that are commonly encountered in community, vocational and academic settings.									
	<i>Outcomes:</i> To be assessed in Yearly Examination								All modules assessed	
									Outcomes EAL11-1A, EAL11-3, EAL11-6, EAL11-8	
Assessment Task: Term 3, Week 9								- Weighting 40%		

Stage 6 Preliminary - English Extension

	<i>Syllabus Weighting</i>	TASK 1 Term 2 Week 1, 2022	TASK 2 Term 3 Week 1, 2022	TASK 3 Term 3 Weeks 9-10, 2022
<i>Type of Task</i>		Imaginative response	Independent Related Project Presentation (multimodal)	Yearly Examination
<i>Assessment Component</i>				
Knowledge and understanding of complex texts and of how and why they are valued	50%	15%	15%	20%
Skills in complex analysis, sustained composition and independent investigation	50%	15%	15%	20%
Outcomes		EE11-2, EE11-3, EE11-6	EE11-1, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE-4, EE11-5
TOTAL	100%	30%	30%	40%

OUTCOMES

<p>A student:</p> <p>EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies</p> <p>EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts</p> <p>EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts</p>	<p>EE11-4 develops skills in research methodology to undertake effective independent investigation</p> <p>EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts</p> <p>EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity</p>
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Scope and Sequence: English Extension 1 – Year 11 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Texts, Culture and Value – The Ambiguity of Power and Morality Students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. The module develops students' understanding of how and why cultural values are maintained and changed									
	Prescribed Text: "The Prince" by Niccolo Machiavelli									
	Outcomes: EE11-2, EE11-3, EE11-6									
	Assessment Task – Imaginative Response - Weighting 30%									
	Related Independent Project This project provides opportunities for students to develop skills in independent investigation and critical and creative thinking. Students apply their knowledge about texts studied in this module to their own selected texts.									
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Texts, Culture and Value – The Ambiguity of Power and Morality									
	Prescribed Text: Poetry of Robert Browning: "My Last Duchess", "Porphyria's Lover", "Soliloquy of the Spanish Cloister" and "The Bishop Orders His Tomb at Saint Praxed's Church"									
	Outcomes: EE11-1, EE11-4, EE11-5									
	Assessment Task – Independent Related project Presentation (Multimodal). Weighting 30%									
Related Independent Project										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Texts, Culture and Value – The Ambiguity of Power and Morality								Yearly Examination	
	Prescribed Text: "House of Cards", Season 1 (2013): Chapters 1, 12 and 13								Outcomes EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	
	Outcomes: To be assessed in Yearly Examination								Weighting 40%	

Stage 6 Preliminary - English Studies

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 9 2022	TASK 2 Term 3, Week 7 2022	TASK 3 Term 3, Week 9-10 2022
<i>Type of task</i>		Mandatory Unit: Achieving through English CV, Cover letter and Interview.	Selected work from all modules Portfolio	Yearly Examination
<i>Assessment Component</i>				
Knowledge and understanding of the course content	50%	10%	20%	20%
Knowledge and understanding of course content skills in: <ul style="list-style-type: none"> • Comprehending texts • Communicating ideas • Using language accurately, appropriately and effectively 	50%	20%	10%	20%
Outcomes		ES11-1, ES11-3, ES11-6, ES11-9	ES11-2, ES11-4, ES11-7, ES11-10	ES11-1, ES11-2, ES11-5, ES11-7, ES11-8,
TOTAL	100%	30%	30%	40%

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	ES11-5	Develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
ES11-2	Identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts	ES11-6	Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
ES11-3	Gains skills in accessing, comprehending and using information to communicate in a variety of ways	ES11-7	Represents own ideas in critical, interpretive and imaginative texts
ES11-4	Composes a range of texts with increasing accuracy and clarity in different forms	ES11-8	Identifies and describes relationships between texts
ES11-5	Develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in 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

Scope and Sequence: English Studies – Year 11 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Mandatory Unit: Achieving through English Students will gain understanding and practical competence in the use of language that allows access to opportunities in schooling, training and employment.								Portfolio work	
	Outcomes: ES11-1, ES11-3, ES11-6, ES11-9								Students develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year	
	Assessment Task: Term 1 Week 8 + 9 (Multimodal) CV, Cover Letter and Interview - Weighting 30%									
Term 2	Playing the Game: English in Sport Students develop understanding and proficiency in the use of language related to recreational and professional sport at a local, national and international level.								Portfolio work	
	Outcomes: ES11-1, ES11-2, ES11-5									
Term 3	MiTunes and Text – English and the language of song. Students develop a deeper understanding of how language is used in a range of song lyrics to express emotions, attitudes, ideas and themes related to the human experience.						Portfolio work and Examination revision		Yearly Examination	
	Outcomes: ES11-4, ES11-5, ES11-7								All modules assessed	
							ES11-2, ES11-5, ES11-7, ES11-10		Outcomes ES11-1, ES11-2, ES11-7, ES11-8, ES11-10	
							Assessment Task: Term 3 Week 7, Portfolio of all modules – Weighting 30%		Assessment Task: Term 3 Week 9 - Weighting 40%	

Stage 6 Preliminary – Standard Mathematics

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 10 2022	TASK 2 Term 2, Week 8 2022	TASK 3 Term 3, Weeks 9 & 10 2022
<i>Type of task</i>		Assessment Algebra	Open Book Topics Test Measurement/Statistical Analysis	Yearly Examination
Assessment Component				
Understanding, Fluency and Communication	50%	10%	20%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
Outcomes		MS11-1, 2, 5, 6, 9 & 10	MS11-2, 3, 4, 7,9 & 10	MS11-1, 2, 3, 4, 5, 6, 7, 8, 9 & 10
TOTAL	100%	25%	35%	40%

OUTCOMES

MS11-1	Uses algebraic and graphical techniques to compare alternative solutions to contextual problems	MS11-6	Makes predictions about everyday situations based on simple mathematical models
MS11-2	Represents information in symbolic, graphical and tabular form	MS11-7	Develops and carries out simple statistical processes to answer questions posed
MS11-3	Solves problems involving quantity measurement, including Accuracy and the choice of relevant units	MS11-8	Solves probability problems involving multistage events
MS11-4	Performs calculations in relation to two-dimensional figures	MS11-9	Uses appropriate technology to investigate, organise and interpret information in a range of contexts
MS11-5	Models relevant financial situations using appropriate tool	MS11-10	Justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Scope and Sequence: Standard Mathematics – Year 11 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 1	Unit:MS-A1 Formulae and Equations				Unit: MS-F1.2 Earning and managing Money			Unit: MS-F1.1 Interest and Depreciation	Unit: MS-M1.1 Practicalities of Measurement		
	Outcomes: MS11-1, MS11-2, MS11-6, MS11-9, MS11-10				Outcomes: MS11-2, MS11-5, MS11-6, MS11-9, MS11-10			Outcomes: MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	Outcomes: MS11-3, MS11-4, MS11-9, MS11-10		
	Assessment Task: Research Assignment handed out Term 1 Week 8 Due Week 10(MS11-1 MS11-2, MS11-6, MS11-9, MS11-10) - Weighting 25%.										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit: MS-M1.1, MS-M1.2 Practicalities of Measurement & Perimeter, Area and Volume		Unit: MS-S 1.1 Classifying and Representing Data			Unit: MS-S1.2 Exploring and Describing Data			Unit: MS-A2 Linear Relationships		
	Outcomes: MS11-3, MS11-4, MS11-9, MS11-10		Outcomes: MS11-2, MS11-7, MS11-9, MS11-10			Outcomes: MS11-2, MS11-7, MS11-9, MS11-10			Outcomes: MS11-1, MS11-2, MS11-6, MS11-9, MS11-10		
	Assessment Task: Open-book Test (MS11-2, MS11-3, MS11-4, MS11-7, MS11-9, MS11-10) Term 2 Week 8 – Weighting 35%										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit: MS-F1.3 Budgeting and Household Expenses		Unit: MS-M1.3 Units of Energy and Mass		Unit: MS-2.1 Working with Time		Unit: MS- S2 Relative Frequency and Probability		Yearly Examinations		
	Outcomes: MS11-2, MS11-5, MS11-6, MS11-9, MS11-10		Outcomes: MS11-3, MS11-4, MS11-9, MS11-10		Outcomes: MS11-3, MS11-4, MS11-9, MS11-10		Outcomes: MS11-8, MS11-9, MS11-10				
	Assessment Task: Yearly Examination (MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10)- Weighting 40%										

Stage 6 Preliminary – Advanced Mathematics

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 10 2022	TASK 2 Term 2, Week 8 2022	TASK 3 Term 3, Weeks 9 & 10 2022
<i>Type of task</i>		Assignment	Open Book Topics Test	Yearly Examination
Assessment Component				
Understanding, Fluency and Communication	50%	10%	20%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
Outcomes		MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-3, MA11-4, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9
TOTAL	100%	25%	35%	40%

OUTCOMES

MA11-1	Uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems	MA11-6	Manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
MA11-2	Uses the concepts of functions and relations to model, analyse and 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
MA11-3	Uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes	MA11-8	Uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
MA11-4	Uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities	MA11-9	Provides reasoning to support conclusions which are appropriate to the context
MA11-5	Interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems		

Scope and Sequence: Advanced Mathematics – Year 11 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Unit: MA-F1.1 Algebraic Techniques			Unit: MA-F1.2 Introduction to Functions	Unit: MA F1.3 Linear, Quadratic and Cubic Functions		Unit: MA-F1.4 Further Functions and Relations		Unit: MA – T1.1 Trigonometry	
	Outcomes: MA11-1, MA11-8, MA11-9			Outcomes: MA11-1, MA11-2, MA11-8, MA11-9	Outcomes: MA11-1, MA11-2, MA11-8, MA11-9		Outcomes: MA11-1, MA11-2, MA11-8, MA11-9		Outcomes: MA11-1, MA11-3, MA11-4, MA11-8, MA11-9	
	Assessment Task: Investigation/Assignment - Handed out in Week 8 and Due in Week 10 (: MA11-1, MA11-2, MA11-8, MA11-9)- Weighting 25%									
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit: MA-T1.2 Radians			Unit: MA-T2 Trigonometric Functions and Identities	Unit: MA-C1.1 Gradients of Tangents		Unit: MA-C1.2 Difference Quotients		Unit: MA-C1.3 The Derivative Function and its Graph	
	Outcomes: MA11-1, MA11-3, MA11-4, MA11-8, MA11-9			Outcomes: MA11-1, MA11-3, MA11-4, MA11-8, MA11-9	Outcomes: MA11-1, MA11-5, MA11-8, MA11-9		Outcomes: MA11-1, MA11-5, MA11-8, MA11-9		Outcomes: MA11-1, MA11-3, MA11-4, MA11-8, MA11-9	
Assessment Task: Topic Test (Open Book) Week 9 (MA11-1, MA11-3, MA11-4, MA11-8, MA11-9)- Weighting 35%										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit: MA-C1.4 Calculating with Derivatives		Unit: MA-E1.1 Introducing Logarithms	Unit: MA-E1.2 Logarithmic Laws and Applications	Unit: MA-E1.3 The Exponential Function and Natural Logarithms	Unit: MA-E1.4 Graphs and Applications of Exponential and Logarithmic Functions	Unit: MA-S1.1 Probability and Venn Diagrams	MA-S1.2 Discrete Probability	Yearly Exam	
	Outcomes: MA11-1, MA11-3, MA11-4, MA11-8, MA11-9		Outcomes: MA11-1, MA11-3, MA11-4, MA11-8, MA11-9	Outcomes: MA11-1, MA11-5, MA11-8, MA11-9	Outcomes: MA11-1, MA11-5, MA11-8, MA11-9	Outcomes: MA11-1, MA11-5, MA11-8, MA11-9	Outcomes: MA11-7, MA11-8, MA-11-9	Outcomes: MA11-7, MA11-8, MA-11-9	Outcomes: MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
Assessment Task: Yearly Exam (MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9) Weighting 40%										

Stage 6 Preliminary - Extension 1 Mathematics

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 10 2022	TASK 2 Term 2, Week 9 2022	TASK 3 Term 3, Weeks 9 & 10 2022
<i>Type of task</i>		Investigation /Assignment	Topics Test	Yearly Examination
Assessment Component				
Understanding, Fluency and Communication	50%	10%	20%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
Outcomes		ME11-1, ME11-2, ME11-6, ME11-7,	ME11-1, MA11-2, ME11-3, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7
TOTAL	100%	25%	35%	40%

OUTCOMES

ME11-1	Uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses	ME11-5	Uses concepts of permutations and combinations to solve problems involving counting or ordering
ME11-2	Manipulates algebraic expressions and graphical functions to solve problems	ME11-6	Uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
ME11-3	Applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems	ME11-7	Communicates making comprehensive use of mathematical language, notation, diagrams and graphs
ME11-4	Applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change		

Scope and Sequence: Extension 1 Mathematics – Year 11 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Unit: ME-F1.1 Graphical Relationships (E)		Unit: ME-F1.2 Inequalities (E)		Unit: ME-F1.3 Inverse Functions (E)		Unit: ME-F1.4 Parametric form of a Function or Relation (E)		Unit: ME-F2.1 Remainder and Factor Theorem (E)	
	Outcomes: ME11-1, ME11-2, ME11-6, ME11-7		Outcomes: ME11-1, ME11-2, ME11-6, ME11-7		Outcomes: ME11-1, ME11-2, MA11-6, ME11-7		Outcomes: ME11-1, ME11-2, ME11-6, ME11-7		Outcomes: ME11-1, ME11-2, ME11-6, ME11-7	
	Assessment Task: Investigation/Research Assignment 25% Handed out Week 8, Due Week 10 (ME11-1, ME11-2, MA11-6, ME11-7)									
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit: ME-F2.2 Sums and Products of Roots of Polynomials (E)			Unit: ME-C1.1 Rates of Change with respect to Time (E)		Unit: ME-C1.2 Exponential Growth and Decay (E)		Unit: ME-C1.3 Related Rates of Change (E)		Unit: ME-T1.1 Inverse Functions (E)
	Outcomes: ME11-1, ME11-2, ME11-6, ME11-7			Outcomes: ME11-1, ME11-4, ME11-6, ME11-7		Outcomes: ME11-1, ME11-4, ME11-6, ME11-7		Outcomes: ME11-1, ME11-4, ME11-6, ME11-7		Outcomes: ME11-1, ME11-2, ME11-3, ME11-6, ME11-7
Assessment Task: Class Topic Test 35% Week 9 (ME11-1, ME11-4, ME11-6, ME11-7)										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit: ME-T1.1 Inverse Functions (E)		Unit: ME-T2 Further Trigonometric Identities (E)		Unit: ME-A1.1 Permutations and Combinations (E)		Unit: ME-TA1.2 The Binomial Expansion and Pascal's Triangle (E)		Yearly Exam	
	Outcomes: ME11-1, ME11-2, ME11-3, ME11-6, ME11-7		Outcomes: ME11-1, ME11-3, ME11-6, ME 11-7		Outcomes: ME11-1, ME11-2, ME11-5, ME11-6, ME 11-7		Outcomes: ME11-1, ME11-2, ME11-5, ME11-6, ME 11-7		Outcomes: ME11-1, ME11-2, ME11-3, ME 11-4, ME11-5, ME11-6, ME 11-7	
Assessment Task: Yearly Exam 40% (ME11-1, ME11-2, ME11-3, ME 11-4, ME11-5, ME11-6, ME 11-7)										

Stage 6 Preliminary - Biology

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 8 2022	TASK 2 Term 2, Week 10 2022	TASK 3 Term 3, Week 9-10 2022
<i>Type of task</i>		Practical Skills	Depth Study	Yearly Exam
Assessment Component				
Skills in Working Scientifically	60%	15%	25%	20%
Knowledge and Understanding of Course Content	40%	10%	10%	20%
Outcomes		BIO11-1, BIO 11-2, BIO 11-3, BIO 11-4, BIO 11-5,	BIO11-1, BIO11-2, BIO 11-4, BIO 11-5, BIO 11-7	BIO11-6, BIO 11-8, BIO 11-9, BIO 11-10, BIO 11-11
TOTAL	100%	25%	35%	40%

OUTCOMES

BIO11-1	Develops and evaluates questions and hypotheses for scientific investigation.	BIO11-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
BIO11-2	Designs and evaluates investigations in order to obtain primary and secondary data and information.	BIO11-8	Describes single cells as the basis of all life by analysing and explain cells' ultrastructure and biochemical processes.
BIO11-3	Conducts investigations to collect valid and reliable data primary and secondary data and information.	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.
BIO11-4	Selects and process appropriate qualitative and quantitative data and information using a range of appropriate media.	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.
BIO11-5	Analyses and evaluates primary and secondary data and information.	BIO11-11	Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem.
BIO11-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.		

Scope and Sequence: Biology – Year 11 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	<i>Unit: Module 1 Cell as a basis of life</i> Students examine the structure and function of organisms at both the cellular and tissue levels in order to describe how they facilitate the efficient provision and removal of materials to and from all cells in organisms.								<i>Unit: Module 2 Organisation of living things</i>	
	<i>Outcomes:</i> BIO11/12-1, BIO11/12-2, BIO 11/12-3, BIO 11/12-4, BIO 11/12-5,									
	<i>Assessment Task:</i> Enzymes Practical Exam - Week 8 (25%)									
Term 2	Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10									
	<i>Unit: Module 2 Organisation of living things</i> Students examine the relationship between organism transport systems and compare nutrient and gas requirements.				<i>Unit: Module 3 Biological diversity</i> Students investigate adaptations of organisms that increase the organism's ability to survive in their environment.					
	<i>Outcomes:</i> BIO 11/12-1, BIO 11/12 -2, BIO 11/12 -4, BIO 11/12 -5, BIO 11/12-7									
	<i>Assessment Task:</i> Depth Study – Week 10 (35%)									
Term 3	Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10									
	<i>Unit: Module 3 Biological diversity.</i>	<i>Unit: Module 4 Ecosystem Dynamics</i> The study of ecosystem dynamics integrates a range of data that can be used to predict environmental change into the future.							Yearly Examination	
	<i>Outcomes:</i> Bio11/12-6, BIO 11-8, BIO 11-9, BIO 11-10, BIO 11-11								<i>Outcomes:</i> BIO 11/12-6, BIO 11-8, BIO 11-9, BIO 11-10, BIO 11-11	
	<i>Assessment Task:</i> Yearly Exam – Week 9-10 (40%)									

Stage 6 Preliminary - Chemistry

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 10 2022	TASK 2 Term 2, Week 8 2022	TASK 3 Term 3, Week 9/10 2022
<i>Type of task</i>		Depth Study	Practical Skills	Yearly Exam
<i>Assessment Component</i>				
Skills in Working Scientifically	60%	20%	25%	15%
Knowledge and Understanding of Course Content	40%	5%	10%	25%
Outcomes		CH11-1, CH11-2, CH11-4 CH11-6, CH11-7, CH11-8	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-9	CH11-4, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11
TOTAL	100%	25%	35%	40%

OUTCOMES

CH11-1	Develops and evaluates questions and hypotheses for scientific investigation.	CH11-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
CH11-2	Designs and evaluates investigations in order to obtain primary and secondary data and information.	CH11-8	Explores the properties and trends in the physical, structural and chemical aspects of matter.
CH11-3	Conducts investigations to collect valid and reliable data primary and secondary data and information.	CH11-9	Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships.
CH11-4	Selects and process appropriate qualitative and quantitative data and information using a range of appropriate media.	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.
CH11-5	Analyses and evaluates primary and secondary data and information.	CH11-11	Analyses the energy considerations in the driving force for chemical reactions.
CH11-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.		

Scope and Sequence: Chemistry – Year 11 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Module 1: Properties and Structure of Matter Students explore the properties and trends in the physical, structural and chemical aspects of matter							Module 2: Introduction to Quantitative Chemistry Students describe, apply and quantitatively analyse the mole concept and stoichiometric relationships		
	<i>Outcomes:</i> CH 11/12 – 1, CH11/12 – 2, CH11/12 – 4, CH11/12 – 6, CH11/12 – 7, CH11/12-8									
	<i>Assessment Task: Depth Study Task Week 10, Term 1 – Weighting 25%</i>									
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<i>Module 2 continues</i>				Module 3: Students explore the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions					
	<i>Outcomes:</i> CH 11/12 – 1, CH11/12 – 2, CH11/12 – 3, CH11/12 – 4, CH11/12 - 5, CH11/12 – 6, CH11/12 – 7, CH11 – 9									
	<i>Assessment Task: Practical Skills Task Week 8, Term 2 – Weighting 35%</i>									
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<i>Module 3 continues</i>	Module 4: Drivers of Reactions Students analyse the energy considerations in the driving force for chemical reactions						<i>Yearly Exam</i>		
								<i>Outcomes:</i> CH11/12 – 4, CH11/12 – 6, CH11/12 – 7, CH11 – 8, CH11 – 9, CH11 – 10, CH11 – 11		
	<i>Assessment Task: Yearly Exam Week 9 and Week 10, Term 3 – Weighting 40%</i>									

Stage 6 Preliminary - Physics

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 9 2022	TASK 2 Term 2, Week 7 2022	TASK 3 Term 3, Week 9/10 2022
<i>Type of task</i>		Depth study	Practical Skills	Yearly Exam
<i>Assessment Component</i>				
Skills in Working Scientifically	60%	20%	20%	20%
Knowledge and Understanding of Course Content	40%	10%	10%	20%
Outcomes		PH11-1, PH11-2, PH11-3 PH11-4, PH11-5, PH11-7, PH11-9	PH11-1, PH11-2, PH11-3, PH11-6, PH11-7, PH11-10	PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11
TOTAL	100%	30%	30%	40%

OUTCOMES

PH11-1	Develops and evaluates questions and hypotheses for scientific investigation.	PH11-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
PH11-2	Designs and evaluates investigations in order to obtain primary and secondary data and information.	PH11-8	Describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes qualitative measurements and calculations for distance, displacement, speed, velocity and acceleration.
PH11-3	Conducts investigations to collect valid and reliable data primary and secondary data and information.	PH11-9	Describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy.
PH11-4	Selects and process appropriate qualitative and quantitative data and information using a range of appropriate media.	PH11-10	Explains and analyses waves and the transfer of energy by sound and light.
PH11-5	Analyses and evaluates primary and secondary data and information.	PH11-11	Explains and quantitatively analyses electrical fields, circuitry and thermodynamic principles.
PH11-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.		

Scope and Sequence: Physics – Year 11 Preliminary 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Module 1 Kinematics Students come to understand that scientific knowledge enables scientists to offer valid explanations and make reliable predictions, particularly in regard to the motion of an object. The study of kinematics involves describing, measuring and analysing motion without considering the forces and masses involved in that motion.							Module 2 Dynamics Students begin to understand the key concept that forces are always produced in pairs that act on different objects and add to zero. By applying Newton’s laws directly to simple systems, and, where appropriate, the law of conservation of momentum and law of conservation of mechanical energy, students examine the effects of forces. Students examine the interactions and relationships that can occur between objects by modelling and representing these using vectors and equations.		
	<i>Outcomes:</i> PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-7, PH11-9									
	<i>Assessment Task: Depth Study</i> Term 1, Week 9 – Weighting 30%									
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 2 Dynamics Continued				Module 3 Waves and Thermodynamics In module 3 students examine mechanical waves and electromagnetic waves, including their similarities and differences. Students examine energy and its transfer, in the form of heat, from one place to another. Thermodynamics is the study of the relationship between energy, work, temperature and matter. Understanding this relationship allows students to appreciate particle motion within objects. An understanding of thermodynamics is a pathway to understanding related concepts in many fields involving Science Technology, Engineering and Mathematics (STEM).					
	<i>Outcomes:</i> PH11/12-1, PH11/12-2,PH11/12-3, PH11/12-6, PH11/12-7, PH12-10									
	<i>Assessment Task: Practical Skills Test</i> Term 2, Week 7 – Weighting 30%									
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 3 Waves and Thermodynamics Continued	Module 4 Electricity and Magnetism Students focus on developing questions and hypotheses, processing and analysing trends and patterns in data, and communicating ideas about electricity and magnetism. Students use these representations and mathematical models to make predictions about the behaviour of objects, and explore the limitations of the models.							Yearly Examinations	
	<i>Outcomes:</i>								PH11/12-4, PH11/12-5, PH11/12-6, PH12-7, PH11-8, PH11-9, PH11-10, PH11-11	
	<i>Assessment Task: Yearly Exam</i> Term 3, Weeks 9-10								– Weighting 40%	

Stage 6 Preliminary - Investigating Science

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 10 2022	TASK 2 Term 3, Week 2 2022	TASK 3 Term 3, Week 9/10 2022
<i>Type of task</i>		Practical Skills	Depth Study	Yearly Exam
Assessment Component				
Skills in Working Scientifically	60%	20%	25%	15%
Knowledge and Understanding of Course Content	40%	5%	10%	25%
Outcomes		INS11-2,11-3,11-4,11-7	INS11-1,11-2,11-5,11-6,11-7,11-10	INS11-4,11-6,11-7,11-8,11-9,11-10,11-11
TOTAL	100%	25%	35%	40%

OUTCOMES

INS11-1	Develops and evaluates questions and hypotheses for scientific investigation.	INS 11-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
INS 11-2	Designs and evaluates investigations in order to obtain primary and secondary data and information.	INS 11-8	Identifies that the collection of primary and secondary data initiates scientific investigations.
INS 11-3	Conducts investigations to collect valid and reliable data primary and secondary data and information.	INS 11-9	Examines the use of inferences and generalisations in scientific investigations.
INS 11-4	Selects and process appropriate qualitative and quantitative data and information using a range of appropriate media.	INS 11-10	Develops and engages with, modelling as an aid in predicting and simplifying scientific objects and processes.
INS 11-5	Analyses and evaluates primary and secondary data and information.	INS 11-11	Describes and assesses how scientific explanations, laws and theories have developed.
INS 11-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes		

Scope and Sequence: Investigating Science – Year 11 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Module 1- Cause and Effect -Observing Students explore the importance of observation and the collection of quantitative and qualitative data in scientific investigations. They conduct their own practical investigation which is used to demonstrate the importance of making detailed and accurate observations, determining the types of variables and formulating testable scientific hypotheses.								Module 2- Cause and Effect- Inferences and Generalisations	
	<i>Outcomes: INS 11-2, 11-3, 11-4, 11-7</i>									
	Assessment Task: Practical Skill Task Term 1 week 10 -25%									
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 2- Cause and Effect- Inferences and Generalisations (cont) Students consider primary and secondary-sourced data and its influence on scientific investigations. Students engage in gathering primary and secondary-sourced data and further develop their understanding of the central roles of scientific questioning and collaboration in the pursuit of scientific truth.				Module 3 – Scientific Models Students recognise that many scientific models have limitations and are modified as further evidence comes to light. For this reason, scientific models are continually evaluated for accuracy and applicability by the global scientific community through the process of peer review.					
	<i>Outcomes: INS 11-1, 11-2, 11-3, 11-4,11-7</i>									
Assessment Task: Practical Skill Task Term 2 Week 2 -25%										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 4 – Theories and Laws Students examine how complex models and theories often require a wide range of evidence, which impacts on society and the environment. In this module, students engage in practical and secondary investigations that are related to major theories or laws and their application.								Yearly Examination	
	<i>Outcomes: INS 11-1, 11-2, 11-5, 11-6, 11-7, 11-10</i>								<i>Outcomes: INS 11-4, 11-6, 11-7, 11-8, 11-9, 11-10,11-11</i>	
Assessment Task: Depth Study Term 3 Week 2								Assessment Task: Yearly Examination - Term 3 Week 9/10		

Stage 6 Preliminary - Ancient History

	<i>Syllabus Weighting</i>	TASK 1 Term 1 Week 9, 2022	TASK 2 Term 2 Week 8, 2022	TASK 3 Term 3 Weeks 9-10, 2022
<i>Type of task</i>		Source-Based Research Task	Historical Investigation	Yearly Examination
Assessment Component				
Knowledge and Understanding of Course Content	40%	10%	10%	20%
Historical Skills in the Analysis and Evaluation of Sources and Interpretations	20%	5%	5%	10%
Historical Inquiry and Research	20%	10%	10%	
Communication of historical understanding in appropriate forms	20%	5%	5%	10%
Outcomes		AH11-1; AH11-6; AH11-7; AH11-9	AH11-3; AH11-4; AH11-5; AH11-8	AH11-1; AH11-2; AH11-3; AH11-4; AH11-5; AH11-6; AH11-7, AH11-9; AH11-10
TOTALS	100%	30%	30%	40%

OUTCOMES

AH11-1 Describe the nature of continuity and change in the ancient world	AH11-6 Analyses and interprets different types of sources for evidence to support a historical account or argument
AH11-2 Proposes ideas about the varying causes and effects of events and developments	AH11-7 Discusses and evaluates differing interpretations and representations of the past
AH11-3 Analyses the role of historical features, individuals and groups in shaping the past	AH11-8 Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH11-4 Accounts for the different perspectives of individuals and groups	AH11-9 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH11-5 Examines the significance of historical features, people, places, events and developments of the ancient world	AH11-10 Discusses contemporary methods and issues involved in the investigation of ancient history

Scope and Sequence: Ancient History – Year 11 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 1	Unit 1: Investigating Ancient History – The Nature of Ancient History					Unit 1 Case Study: Treatment and Display of Human Remains			Unit 2: Case Studies (List A)		
	Outcomes: AH11-6, AH11-7, AH11-9, AH11-10										
	Assessment Task: Source-based Research Task – Investigating Ancient History – Weighting 30%										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit 2: Investigating Ancient History Case Studies (List A) A1. Old Kingdom Egypt OR A2. Tutankhamun’s Tomb OR A6. Troy			Unit 2: Investigating Ancient History Case Studies (List B) B5. Persepolis			Unit 3: Historical Investigation				
	Outcomes: AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9						Outcomes: AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10				
	Assessment Task: Historical Investigation – Weighting 30%										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit 2: Case Studies (List B)	Unit 4: Feature of Ancient Societies Key Feature: Power and Image (Ancient Greece and Ancient Egypt OR Ancient Rome) OR Key Feature: Women (Ancient Greece and Ancient Egypt OR Ancient Rome)								YEARLY EXAMS	
		Outcomes: AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9									
Assessment Task: Yearly Exam – Weighting 40%											

PLEASE NOTE: UNITS 2 AND 3 WILL BE TAUGHT CONCURRENTLY THROUGHOUT TERM 2

Stage 6 Preliminary - Modern History 2022

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 10 2022	TASK 2 Term 2, Week 9 2022	TASK 3 Term 3, Week 9-10 2022
<i>Type of task</i>				
Assessment Component		Source-Based Task	Historical Investigation	Yearly Exam
Knowledge and Understanding of Course Content	40%	15%		25%
Historical Skills in the Analysis and Evaluation of Sources and Interpretations	20%	5%	5%	10%
Historical Inquiry and Research	20%	5%	15%	
Communication of Historical Understanding in Appropriate Forms	20%	5%	10%	5%
Outcomes		MH11-2, MH11-4, MH11-6, MH11-8, MH11-9	MH11-3, MH11-4, MH11-5, MH11-7, MH11-8, MH11-9, MH11-10	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-9; MH11-10
TOTAL	100%	30%	30%	40%

OUTCOMES

MH11-1	Describes the nature of continuity and change in the modern world.	MH11-7	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources.
MH11-2	Proposes ideas about the varying causes and effects of events and developments	MH11-8	Discusses and evaluates differing interpretations and representations of the past.
MH11-3	Analyses the role of historical features, individuals, groups and ideas in shaping the past	MH11-9	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms.
MH11-4	Accounts for the different perspectives of individuals and groups	MH11-10	Discusses contemporary methods and issues involved in the investigation of modern history.
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.		

Scope and Sequence: Modern History – Year 11 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	<u>Unit 1: The Decline and Fall of the Romanov Dynasty</u>									<u>Unit 2: South Africa</u>
	Outcomes: MH11-2, MH11-4, MH11-6, MH11-8, MH11-9									
	Assessment Task: Source Based Task – Weighting 30%									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	<u>Unit 2: The Making of Modern South Africa and Contestability in History</u>						<u>Unit 3: Historical Investigation</u>			
	Outcomes: MH 11-1, MH11-2, MH11-3, MH11-4, MH11-10						Outcomes: MH11-3, MH11-4, MH11-5, MH11-7, MH11-8, MH11-9, MH11-10			
							Assessment Task: Historical Investigation- Weighting 30%			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	<u>Unit 4: The Shaping of the Modern World: World War I</u>								Yearly Exams	
	Outcomes: MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-9, MH11-10									
	Assessment Task: Yearly Exam- Weighting 40%									

PLEASE NOTE: UNITS 2 AND 3 WILL BE TAUGHT CONCURRENTLY THROUGHOUT TERM 2

Stage 6 Preliminary - Business Studies- 2022

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 7 2022	TASK 2 Term 3, Week 4 2022	TASK 3 Term 3, Week 9 2022
<i>Type of Task</i>		Case Study Nature of Business	Small Business Plan Business Planning	Yearly Examination
<i>Assessment Component</i>				
Knowledge and understanding of course content	40%	5%	20%	15%
Stimulus-based skills	20%	5%		15%
Inquiry and research	20%	10%	10%	
Communication of business information, ideas and issues in appropriate forms	20%		10%	10%
Outcomes		P2, P3, P7, P8	P1, P4, P6, P7, P8, P9	P1, P3, P4, P5, P8 P9, P10
TOTAL	100%	20%	40%	40%

OUTCOMES

P1 Discusses the nature of business, its role in society and types of business structure	P6 Analyses the responsibilities of business to internal and external stakeholder
P2 Explains the internal and external influences on businesses	P7 Plans and conducts investigations into contemporary business issues
P3 Describes the factors contributing to the success or failure of small to medium enterprises	P8 Evaluates information for actual and hypothetical business situations
P4 Assesses the processes and interdependence of key business functions	P9 Communicates business information and issues in appropriate formats
P5 Examines the application of management theories and strategies	P10 Applies mathematical concepts appropriately in business situations

Scope and Sequence: Business Studies – Year 11 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	<i>Unit: Topic 1 – Nature of Business – Role and types of businesses; Influences in the business environment; Business growth and decline</i>									
	Outcomes: P1,P2,P6, P7,P8									
	Assessment Task 1: Nature of Business research task - Term 4 2021, Week 7 – Weighting 20%									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 +11
Term 2	<i>Unit: Topic 2 – Business management - Management Approaches, Process & change</i>									
	Outcomes: P2, P4, P5, P6, P7, P8, P9, P10									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	<i>Unit: Topic 3 – Business planning – Business planning process; Critical issues in business success & failure; Small to medium enterprises (SMEs); Influences in establishing an SME;</i>								YEARLY EXAMS	
	Outcomes: P1, P3, P4, P6, P7, P8, P9, P10								Outcomes: P1, P3, P4, P5, P6, P8, P9, P10	
	Assessment Task 2: Individual research Task – Business Planning – Term 3 2022, Week 4 - Weighting 40%								Assessment Task 3: Exam - Weighting 40%	

Stage 6 Preliminary - Economics – 2022

	<i>Syllabus Weighting</i>	TASK 1 Term 2, Week 2 2022	TASK 2 Term 3, Week 6 2022	TASK 3 Term 3, Week 9-10 2022
<i>Type of task</i>		Economic Article Analysis	Research Task/Extended Response Government in Action	Yearly Examination
Assessment Component				
Knowledge and understanding of course content	40%	10%	10%	20%
Stimulus-based skills	20%	10%		10%
Inquiry and research	20%	10%	10%	
Communication of economic information, ideas and issues in appropriate forms	20%	10%	10%	
Outcomes		P1, P2, P3, P4	P6, P8, P9, P10, P12	P1, P5, P6, P7, P11
TOTAL	100%	40%	30%	30%

OUTCOMES

P1	Demonstrates understanding of economic terms, concepts and relationships	P7	Identifies the nature and causes of economic problems and issues for individuals, firms and governments
P2	Explains the economic role of individuals, firms and government in an economy	P8	Applies appropriate terminology, concepts and theories in economic contexts
P3	Describes, explains and evaluates the role and operation of markets	P9	Selects and organises information from a variety of sources for relevance and reliability
P4	Compares and contrasts aspects of different economies	P10	Communicates economic information, ideas and issues in appropriate forms
P5	Analyses the relationship between individuals, firms, institutions and government in the Australian economy	P11	Applies mathematical concepts in economic contexts
P6	Explains the role of government in the Australian economy	P12	Works independently and in groups to achieve appropriate goals in set timelines

Scope and Sequence: Economics – Year 11 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Topic 1- Introduction to Economics (10% Indicative Time)			Topic 2- Consumers and Business (10% Indicative Time)			Topic 3- Markets (20% Indicative Time)			
	Outcomes:			Outcomes:			Outcomes: P1, P2, P3, P4			
							Assessment Task 1: Economic Article Analysis (Term 2, Week 2-40%)			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Topic 3- Markets cont.		Topic 4 – Labour Markets (20% of indicative time) – Labour Demand & Supply; Labour market outcomes; The changing Australian labour market					Topic 5 – Financial Markets (20% of indicative time) – Types of financial markets; The money market		
	Outcomes: P1, P2, P3, P4									
	Assessment Task 1									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Topic 5 cont	Topic 6- Economic Policies and Management (20% of indicative time) – The limits of markets; The role of government in Australia; Government in action					Revision - All Topics		Preliminary Yearly Exams	
		Outcomes: P6, P8, P9, P10, P12							Outcomes: P1, P5, P6, P7, P11	
		Assessment Task 2: Research Task/Extended Response – Government in Action - Term 3, Week 6 – Weighting 30%							Assessment Task 3: Weighting 30%	

Stage 6 Preliminary - Legal Studies- 2022

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 9 2022	TASK 2 Term 2, Week 8 2022	TASK 3 Term 3, Week 9-10 2022
<i>Type of task</i>		Research Task – Media File The Legal System	Research Task – Case Study The Individual and the Law	Yearly Examination
Assessment Component				
Knowledge and understanding of course content	40%	10%	10%	20%
Stimulus-based skills	20%	10%		10%
Inquiry and research	20%	10%	10%	
Communication of economic information, ideas and issues in appropriate forms	20%		10%	10%
Outcomes		P1, P2, P3, P4	P1, P2, P6, P8, P9	P1, P5, P6, P7, P10
TOTAL	100%	30%	30%	40%

OUTCOMES

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

Scope and Sequence: Legal Studies – Year 11 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Unit 1: The Legal System (40% indicative Time)									
	Outcomes: P1, P2, P3, P8									
	Assessment Task: Research Task- Media File Week 9 - Weighting 30%									
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit 1 continued.		Unit 2: The Individual and the Law (30% Indicative Time)							
			Outcomes: P1, P2, P6, P8, P9							
			Assessment Task: Research Task - Case Study Week 8 - Weighting 30%							
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit 3: Law in Practice (30% indicative time)							Revision	Yearly Exam	
	Outcomes:									
Assessment Task: Yearly Exam Weeks 9 and 10 weighting 40%										

Stage 6 Preliminary - Community and Family Studies

	<i>Syllabus Weighting</i>	TASK 1 Term 1 Week 9, 2022	TASK 2 Term 2 Week 5, 2022	TASK 3 Term 3 Week 9/10, 2022
<i>Type of task</i>		Research Task	Prepared Essay	Yearly Exam
Assessment Component				
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research, analysing and communicating	60%	20%	20%	20%
Outcomes		P1.1, P1.2, P3.2	P2.3, P4.1	All outcomes assessed
TOTAL	100%	30%	30%	40%

OUTCOMES

P1.1	Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals	P3.2	Analyses the significance of gender in defining roles and relationships
P1.2	Proposes effective solutions to resource problems	P4.1	Utilises research methodology appropriate to the study of social issues
P2.1	Accounts for the roles and relationships that individuals adopt within groups	P4.2	Presents information in written, oral and graphic form
P2.2	Describes the role of the family and other groups in the socialisation of individuals	P5.1	applies management processes to maximise the efficient use of resources
P2.3	Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement	P6.1	Distinguishes those actions that enhance wellbeing
P2.4	Analyses the inter-relationships between internal and external factors and their impact on family functioning	P6.2	uses critical thinking skills to enhance decision-making
P3.1	Explains the changing nature of families and communities in contemporary society	P7.1	Appreciates differences among individuals, groups and families within communities and values their contributions to society
		P7.2	Develops a sense of responsibility for the wellbeing of themselves and others
		P7.3	Appreciates the value of resource management in response to change
		P7.4	Values the place of management in coping with a variety of role expectations

Scope and Sequence: Community and Family Studies – Year 11 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Resource Management- Course Outcomes: P1.1, P1.2, P3.2, P4.1, P4.2, P5.1, P6.1							Individuals and Groups- Course Outcomes: P1.2, P2.1, P2.3, P3.2, P4.1, P4.2, P6.2		
	Assessment Task: Research Task- Term 1, Week 9- Weighting 30%									
	Assessment Task Outcomes: P1.1, P1.2, P3.2									
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Individuals and Groups							Families and Communities- Course Outcomes: P1.1, P1.2, P2.2, P2.4, P3.1, P3.2, P4.1, P4.2		
	Assessment Task: Prepared Essay- Term 2, Week 5- Weighting 30%									
	Assessment Task Outcomes: P2.3, P4.1									
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Families and Communities							Revision	Examination period	
									<i>P1.1, P1.2, P2.1, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1 P6.1, P6.2, P7.1, 7.2, 7.3, 7.4</i>	
									Weighting 40%	

Stage 6 Preliminary – Personal Development, Health & Physical Education

	<i>Syllabus Weighting</i>	TASK 1 Term 1 Week 7, 2022	TASK 2 Term 2 Week 5, 2022	TASK 3 Term 3 Week 9/10, 2022
Type of task		Research Task	First Aid Assessment	Yearly Exam
Assessment Component				
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research, analysing and communicating	60%	20%	20%	20%
Outcomes		P8, P9, P17	P5, P12	All outcomes assessed
TOTAL	100%	30%	30%	40%

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

Scope and Sequence: Personal Development, Health & Physical Education – Year 11 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Unit: Body in Motion (core) - Course Outcomes: P7, P8, P9, P10, P11, P16, P17								Unit: First Aid (option)	
	Assessment Task: Term 4, Week 7- Weighting 30%									
	Assessment Task Outcomes: P8, P9, P17									
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit: First Aid (option)- Course Outcome: P6, P12, P15, P16				Unit: Better Health for Individuals (core)- Course Outcome: P1, P2, P3, P4, P5, P6, 15, P16					
	Assessment Task: Term 2, Week 5- Weighting 30%									
	Assessment Task Outcomes: P5, P12									
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
		Unit: Fitness Choices (option)- Course Outcome: P5, P6, P10, P15, P16, P17						Revision	Preliminary Examination Period Weighting 30%	
									<i>All Outcomes Assessed</i>	

Stage 6 Preliminary - Sports, Leisure and Recreation

	<i>Syllabus Weighting</i>	TASK 1 Term 1 Week 8, 2022	TASK 2 Term 2 Week 5, 2022	TASK 3 Term 3 Week 5, 2022
<i>Assessment Component</i>	<i>Type of task</i>	Sports Coaching Assessment Task	First Aid	Practical Assessment
Knowledge and understanding of course content	40%	10%	10%	20%
Skills	60%	20%	20%	20%
Outcomes		1.1, 2.3, 4.1	1.3, 3.6	3.1, 3.4, 4.2
TOTAL	100%	30%	30%	40%

OUTCOMES

1.1 Applies the rules and conventions that relate to participation in a range of physical activities	3.3 Measures and evaluates physical performance capacity
1.2 Explains the relationship between physical activity, fitness and healthy lifestyle	3.4 Composes, performs and appraises movement
1.3 Demonstrates ways to enhance safety in physical activity	3.5 Analyses personal health practices
1.4 Investigates and interprets the patterns of participation in sport and physical activity in Australia	3.6 Assesses and responds appropriately to emergency care situations
1.5 Critically analyses the factors affecting lifestyle balance and their impact on health status	3.7 Analyses the impact of professionalism in sport
1.6 Describes administrative procedures that support successful performance outcomes	4.1 Plans strategies to achieve performance goal
2.1 Explains the principles of skill development and training	4.2 Demonstrates leadership skills and a capacity to work cooperatively in movement context
2.2 Analyses the fitness requirements of specific activities	4.3 Makes strategic plans to overcome the barriers to personal and community health
2.3 Selects and participates in physical activities that meet individual needs, interests and abilities	4.4 Demonstrates competence and confidence in movement contexts
2.4 Describes how societal influences impact on the nature of sport in Australia	4.5 Recognises the skills and abilities required to adopt roles that support health, safety and physical activity
2.5 Describes the relationship between anatomy, physiology and performance	5.1 Accepts responsibility for personal and community health
3.1 Selects appropriate strategies and tactics for success in a range of movement contexts	5.2 Willingly participates in regular physical activity
3.2 Designs programs that respond to performance needs	5.3 Values the importance of an active lifestyle
	5.4 Values the features of a quality performance
	5.5 Strives to achieve quality in personal performance

Scope and Sequence: Sport Lifestyle and Recreation – Year 11 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 1											
	Unit: Sport Coaching and Training- Course Outcomes: 1.1, 1.3, 2.1, 3.1, 3.2, 4.2, 4.5					Unit: Lacrosse/ European Handball- Course Outcomes: 3.4, 4.2, 4.4, 5.2					
	Assessment Task: Sports Coaching Assessment Task- Term 1, Week 8 Weighting 30%										
	Assessment Task Outcomes: 1.1, 2.3, 4.1										
Term 2											
	Unit: First Aid and Sports injuries- Course Outcomes: 1.3, 2.5, 3.6, 4.2, 4.4, 4.5					Unit: Hockey/Mini Soccer – Course Outcomes: 3.4, 4.2, 4.4, 5.2					
	Assessment Task: First Aid Assessment Task- Term 2, week 5 Weighting 30%										
	Assessment Task Outcomes: 1.3, 3.6										
Term 3											
	Unit: Rugby Codes: 3.4, 4.2, 4.4, 5.2					Unit: Outdoor Recreation- Course Outcomes: 1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4			Board Endorsed Course		
	Assessment Task: Practical Assessment Task- Term 3, Week 5 Weighting 40%								No Yearly Examinations for this course		
	Assessment Task Outcomes: 3.1, 3.4, 4.2										

Stage 6 Preliminary - Chinese and Literature

	<i>Syllabus Weighting</i>	TASK 1 Term 1 Week 9 2022	TASK 2 Term 2 Week 9 2022	TASK 3 Term 3 Week 9/10 2021
<i>Type of task</i>		Assessment Task 1 – Listening, reading comprehension and writing research task	Assessment Task 2	Assessment Task 3 - Yearly Examination
<i>Assessment Component</i>				
Listening	20%	10%		10%
Reading	40%	10%	15%	15%
Writing	30%	15%		15%
Speaking	10%		10%	
Outcomes		P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P3.7 P3.8, P4.1, P4.2, P4.3	P1.1, P1.3, P1.3, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P3.3, P3.4, P3.5,	P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P3.7 P3.8, P4.1, P4.2, P4.3
TOTAL	100%	35%	25%	40%

OUTCOMES

P1.1 Conveys information, opinions and ideas appropriate to context, Purpose and audience	P3.4 Compares and contrasts aspects of texts
P1.2 Exchanges and justifies opinions and ideas	P3.5 Presents information in a different form and/or for a different audience
P1.3 Uses appropriate features of language in a variety of contexts	P3.6 Explains the influence of context in conveying meaning
P2.1 Sequences and structures information and ideas	P3.7 Recognises, analyses and evaluates the effectiveness of a variety of features in texts
P2.2 Uses a variety of features to convey meaning	P3.8 Responds to texts personally and critically
P2.3 Produces texts appropriate to context, purpose and audience	P4.1 Examines and discusses sociocultural elements in texts
P2.4 Produces texts which are persuasive, creative and discursive	P4.2 Recognises and employs language appropriate to different sociocultural contexts
P3.1 identifies main points and detailed items of specific information	P4.3 Compares and contrasts Australian and Chinese communities
P3.2 Summarises and interprets information and ideas	
P3.3 Infers points of view, values, attitudes and emotions from features of language in texts	

Scope and Sequence: Chinese and Literature – Year 11 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Unit: The individual and the community: the impact of a changing society on the individual, gender roles in today's society and the family in contemporary society								Unit: Youth Culture: Pressures on young people today	
	Outcomes: P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P3.7 P3.8, P4.1, P4.2, P4.3								P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P3.7 P3.8, P4.1, P4.2, P4.3	
	Assessment Task 1: Listening, reading comprehension and creative writing task - Weighting 35%									
Term 2	Unit: Youth Culture: • the place of education in young people's lives • the influence of traditional values on today's young people								Unit: Perspectives on identity: • adapting to new cultures • the relationships between overseas Chinese and their homeland	
	Outcomes: P1.1, P1.2, P1.3, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6								Outcomes: P1.1, P1.2, P1.3, P1.4, P2.1, P2.2, P2.3, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P4.1, P4.2, P4.3	
	Assessment Task 2: Presentation in front of class and written exchange task in class – Weighting 25%.									
Term 3	Unit: Perspectives on identity: the relationships between overseas Chinese and their homeland								Unit: Global Issues: • economic growth and its impact • the impact of international influences on Chinese-speaking communities	
	Outcomes: P1.1, P1.2, P1.3, P1.4, P2.1, P2.2, P2.3, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P4.1, P4.2, P4.3								Outcomes assessed: P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P3.7 P3.8, P4.1, P4.2, P4.3	
	Assessment Task 3: Yearly Exam, Week 9&10 - Weighting 40%								Weighting 40%	
	Yearly Examinations									

Stage 6 Preliminary - Chinese Beginners

	<i>Syllabus Weighting</i>	TASK 1 Term 1 Week 9 2022	Task 2 Term 2 Week 8 2022	TASK 3 Term 3 Week 9/10 2022
<i>Type of task</i>		Assessment Task 1 - Comprehensive listening, reading and writing task	Assessment Task 2 – Interview	Assessment Task 3 - Yearly Examination
<i>Assessment Component</i>				
Speaking	20%		20%	
Listening	30%	15%		15%
Reading	30%	15%		15%
Writing	20%	10%		10%
Outcomes		P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P3.1, P3.2, P3.3, P3.4	P1.1, P1.2, P1.3, P1.4 P2.6, P3.2, P3.3	P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P3.1, P3.2, P3.3, P3.4
TOTAL	100%	40%	20%	40%

OUTCOMES

<p>Interacting</p> <p>P1.1 Establishes and maintains communication in Chinese</p> <p>P1.2 Manipulates linguistic structures to express ideas effectively in Chinese</p> <p>P1.3 Sequences ideas and information Interacting</p> <p>P1.4 Applies knowledge of the culture of Chinese speaking communities to interact appropriately</p> <p>Understanding</p> <p>P2.1 Understands and interprets information in texts using a range of strategies</p> <p>P2.2 Conveys the gist of and identifies specific information in texts</p> <p>P2.3 Summarises the main points of a text</p>	<p>P2.4 Draws conclusions from or justifies an opinion about a text</p> <p>P2.5 Identifies the purpose, context and audience of a text Understanding Texts</p> <p>P2.6 Identifies and explains aspects of the culture of Chinese-speaking communities in texts</p> <p>Producing Texts</p> <p>P3.1 Produces texts appropriate to audience, purpose and context</p> <p>P3.2 Structures and sequences ideas and information</p> <p>P3.3 Applies knowledge of diverse linguistic structures to convey information and express original ideas in Chinese</p> <p>P3.4 Applies knowledge of the culture of Chinese-speaking communities to the production of texts.</p>
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Scope and Sequence: Chinese Beginners – Year 11 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 1	Unit: Personal World: Family life, home and neighbourhood										
	Outcomes: P1.1, P1.2, P1.3, P1.4, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6										
	Assessment Task 1: Chinese Questionnaire Survey: Comprehensive listening, reading and writing - Weighting 40%										
Term 2	Unit: Personal World: Family life, home and neighbourhood										
	Unit: Personal World: Family life, home and neighbourhood						Unit: Holidays, travel and tourism				
	Outcomes: P1.1, P1.2, P1.3, P1.4, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6						Outcomes: P1.1, P1.2, P1.3, P1.4, P2.1, P2.2, P2.3, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6				
	Assessment Task: Chinese interviews in class - Weighting 20%										
Term 3	Unit: Holidays, travel and tourism										
	Unit: Holidays, travel and tourism									Yearly Examinations	
	Outcomes: P1.1, P1.2, P1.3, P1.4, P2.1, P2.2, P2.3, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6									Outcomes assessed: P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P3.1, P3.2, P3.3, P3.4	
	Assessment Task: Yearly Exam, Week 9&10 - Weighting 40%								Weighting 40%		

Stage 6 Preliminary - Music 1

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 9 2022	TASK 2 Term 2, Week 8 2022	TASK 3 Term 3, Week 9/10 2022
<i>Type of task</i>		Composition & Performance Task	Performance Task and Presentation (Viva Voce)	Aural Examination
Assessment Component				
Performance	25%	10%	15%	
Composition	25%	25%		
Musicology	25%		25%	
Aural Core	25%			25%
Outcomes		P1, P2, P3, P7, P8, P9, P10	P1, P6	P4, P6
TOTAL	100%	35%	40%	25%

OUTCOMES

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

Scope and Sequence: Music 1 – Year 11 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Unit: <u>Methods of Notating Music</u>								Unit: <u>Music for Small Ensembles</u>	
	Theoretical component: Development of notational understanding, exploring standard notation, tablature, chord charts, lead sheets and graphic notation coursework.				Development of compositional and notation skills using ICT resources to progress the Composition component of Assessment Task 1.				Theoretical component: Exploration of different ensembles and stylistic features	
	Practical component: Notational understanding through practical coursework employed for student instrument.				Further development of practical and developing repertoire for Performance component of Assessment Task 1.				Practical component: Developing collaborative performance skills	
	Outcomes: Composition: P2, P3, P7, P8, P10 Performance: P1, P2, P9, P10								Outcomes: Performance: P1, P9, P10, P11 Musicology: P4, P5, P6, P8, P10	
	Assessment Task 1: Composition and Performance. Term 1, Week 8 - Weighting 35%								Assessment Task 2: Performance and Musicology presentation (viva voce). Term 2 Week 8 – Weighting 40%	
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit: <u>Music for Small Ensembles (continued)</u>								Unit: <u>Music for Large Ensembles</u>	
	Theoretical component: Exploration of different ensembles and stylistic features with the concepts of Music			Aural analysis of musical excerpts with scaffolded Concepts of Music coursework. Development of analytical skills in preparation for Musicological component of Assessment Task 2.					Theoretical component: Stylistic features, Concepts of Music aural analysis.	
	Practical component: Developing collaborative performance skills for assessment task			Refinement of collaborative performance skills for Performance component of Assessment Task 2.					Practical component: Development of performance skills through practical coursework.	
	Outcomes: Performance: P1 Musicology: P6								Outcomes: Aural: P1, P6	
Assessment Task 2: Performance Task and Presentation (Viva Voce). Term 2 Week 8 - Weighting 40%								Assessment Task 3: Aural Exam Term 3 Week 9-10 Weighting 25%		
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit: <u>Music for Large Ensembles (continued)</u>					Exam Preparation			Yearly Music Exam	
	Theoretical component: Stylistic features and instrumentation. Concepts of Music aural analysis.								Outcomes: Aural: P4, P6	
	Practical component: Development of performance skills through practical coursework.									
	Outcomes: Aural: P4, P6									
Assessment Task 3: Aural Exam Term 3 Week 9-10 Weighting 25%					Assessment Task 3: Aural Exam Term 3 Week 9-10 Weighting 25%					

Stage 6 Preliminary - Visual Arts

	<i>Syllabus Weighting</i>	TASK 1 Term 2, Week 2 2022	TASK 2 Term 3, Week 5 2022	TASK 3 Term 3, Week 9/10 2022
<i>Type of task</i>		Portraiture portfolio Frida Kahlo Essay	Sculptural Practical	Yearly Examination
<i>Assessment Component</i>				
Art Making	50%	20%	15 %+ 15%	
Art Criticism and Art History	50%	20%		30%
Outcomes		P1, P2, P4 P6, P7, P9	P1, P2, P3, P5, P6	P6, P7, P8, P9, P10
TOTAL	100%	40%	30%	30%

OUTCOMES

P1 Practice: explores the conventions of practice in art making	P6 Resolution: explores a range of material techniques in ways that support artistic intentions
P2 Conceptual framework: explores the roles and relationships between the concepts of artist, artwork, world and audience	P7 Practice: explores the conventions of practice in art criticism and art history
P3 Frames: identifies the frames as the basis of understanding expressive representation through the making of art	P8 Conceptual framework: explores the roles and relationships between the concepts of artist, artwork, world and audience through art criticism and art
P4 Representation: investigates subject matter and forms as representations in art making	P9 Frames: identifies the frames as the basis of understanding expressive representation through art criticism and art history
P5 Meaning and concept: investigates ways of developing coherence and layers of meaning in the making of art	P10 Representation: investigates subject matter and forms as representations through art criticism and art history

Scope and Sequence: Visual Arts – Year 11 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Unit: Theory Unit: Introduction to critical and historical studies, what frames and conceptual framework and practice.				Unit: Theory Unit: Frida Kahlo, ALARM and ToPeal.					
					Practical Unit: Portraiture portfolio development and material practice in 2D forms.					
	Outcomes: Theory P.7, P.8, P.9 Practical:				Outcomes: Theory: P.6, P.7, P.9 Practical: P.1, P.2, P.4					
					Assessment Task: Assessment Task 1, Portraiture Portfolio and Frida Khalo Essay due Term 2, Week 2 weighting 40%					
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Theory Unit: Portraiture and Forms (Continued)		Theory Unit: Sculpture							
	Practical Unit: Portraiture portfolio		Practical unit: Sculpture/ site-specific, carving							
	Outcomes: Theory: P.7, P.9 Practical: P.1, P.2, P.4, P.6		Outcomes: Practical: P.1, P.2, P.3, P.5, P.6							
	Assessment Task: Assessment Task 1: Portraiture Portfolio and Frida Khalo Essay due Term 2, Week 2 weighting 40%		Assessment Task: Assessment task 2, Sculptural Practical task, due week 5, term 3 – weighting 30%							
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Theory Unit: Sculpture (Continued)				Examination Preparation				Yearly Examinations	
	Practical Unit: Sculpture/ site-specific, carving									
	Outcomes: Practical: P.1, P.2, P.3, P.5, P.6								Outcomes: Theory: P.7, P.8, P.9, P.10	
Assessment Task: Assessment task 2, Sculptural Practical task, due week 5, Term 3 – weighting 30%								Assessment task: Assessment Task 3, Yearly Examination – weighting 30%		

Stage 6 Preliminary - Industrial Technology Timber & Furniture

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 10 2022	TASK 2 Term 2, Week 10 2022	TASK 3 Term 3, Week 9/10 2022
<i>Type of task</i>		Industry Study, Project Design, Management & Communication	Project Production	Yearly Exam
Assessment Component				
Knowledge and understanding of course content	40%	15%	10%	15%
Knowledge and skills in the management, communication and production of projects	60%	15%	30%	15%
Outcomes		P1.1, P1.2, P2.1, P3.1, P3.2, P5.1, P5.2, P7.1, P7.2	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P6.1, P6.2	P1.1, P1.2, P2.1, P2.2, P3.1, P4.3, P6.1, P6.2, P7.1, P7.2
TOTAL	100%	30%	40%	30%

OUTCOMES

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

Scope and Sequence: Industrial Technology Timber & Furniture – Year 11 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Unit: Project Design – Bedside Cabinet									
	Outcomes: P1.1, P1.2, P2.1, P3.1, P3.2, P5.1, P5.2, P7.1, P7.2									
	Assessment Task: (Industry Study, Project Design, Management & Communication, DUE DATE: Week 10, Weighting: 30%)									
Term 2	Unit: Project Production – Bedside Cabinet									
	Outcomes: P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P6.1, P6.2									
	Assessment Task: (Project Production, DUE DATE: Week 10, Weighting: 40%)									
Term 3	Unit: Project Production – Bedside Cabinet								Yearly Examination	
	Outcomes: P1.1, P1.2, P2.1, P2.2, P3.1, P4.3, P6.1, P6.2, P7.1, P7.2								Outcomes assessed P1.1, P1.2, P2.1, P2.2, P3.1, P4.3, P6.1, P6.2, P7.1, P7.2	
	Assessment Task: (Yearly Examination, DUE DATE: Weeks 9-10,)								Weighting: 30%	

Stage 6 Preliminary - Information Processes and Technology

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 9 2022	TASK 2 Term 2, Week 8 2022	TASK 3 Term 3, Week 9/10 2022
<i>Type of task</i>		INTRODUCTION TO INFORMATION SKILLS AND SYSTEMS PROJECT	TOOLS FOR INFORMATION PROCESSES TOPIC TEST	DEVELOPING INFORMATION SYSTEMS PRELIM EXAM
<i>Assessment Component</i>				
Knowledge and understanding of course content	60%	20%	20%	20%
Knowledge and skills in the design and development of information systems	40%	15%	10%	15%
Outcomes		P1.1, P1.2, P2.1, P3.1, P4.1	P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P5.1, P6.1, P6.2, P7.1, P7.2	P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P5.1, P6.1, P6.2, P7.1, P7.2
TOTAL	100%	30%	30%	40%

OUTCOMES

P1.1 Describes the nature of information processes and information technology P1.2 Classifies the functions and operations of information processes and information technology P2.1 Identifies and describes the information processes within an information system P2.2 Recognises and explains the interdependence between each of the information processes P3.1 Identifies and describes social and ethical issues P4.1 Describes the historical developments of information systems and relates these to current and emerging technologies	P5.1 Selects and ethically uses computer based and non-computer based resources and tools to process information P6.1 Analyses and describes an identified need P6.2 Generates ideas, considers alternatives and develops solutions for a defined need P7.1 Recognises, applies and explains management and communication techniques used in individual and team-based project work P7.2 Uses and justifies technology to support individuals and teams
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Scope and Sequence: Information Processes and Technology – Year 11 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	<i>Unit: 8.1 Introduction to Information Skills and Systems</i>						<i>Unit: 8.2 Tools for Information Processes</i>			
	<i>Outcomes: P1.1, P1.2, P2.1, P3.1, P4.1</i>						<i>Outcomes: P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P5.1, P6.1, P6.2, P7.1, P7.2</i>			
	<i>Assessment Task: Introduction to Information Skills and Systems project Due: Week 9 Weighting: 30%</i>									
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 +11
	<i>Unit: 8.2 Tools for Information Processes cont..</i>									
	<i>Outcomes: P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P5.1, P6.1, P6.2, P7.1, P7.2</i>									
	<i>Assessment Task: Tools for Information Processes topic test Due: Week 8. Weighting: 30%</i>									
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<i>Unit: 8.3 Developing Information Systems</i>									
	<i>Outcomes: P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P5.1, P6.1, P6.2, P7.1, P7.2</i>									
	<i>Assessment Task: Developing Information Systems prelim exam Due: Week 9/10. Weighting: 40%</i>									

Stage 6 Preliminary – Engineering Studies Version 2

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 10 2022	TASK 2 Term 2, Week 6 2022	TASK 3 Term 3, Week 9/10 2022
<i>Type of Task</i>				
Assessment Component		Engineering Fundamentals	Engineering Report	Yearly Exam
Knowledge and understanding of course content	60%	10%	10%	40%
Knowledge and skills in research, problem solving and communication related to engineering practice	40%	20%	20%	-
Outcomes		P1.2, P2.1, P3.3	P1.1, P2.2, P3.2, P3.3, P4.1, P4.3, P5.1, P5.2, P6.1,	P1.2, P2.1, P3.1, P3.3, P4.2, P4.3, P6.1
TOTAL	100%	30%	30%	40%

OUTCOMES

P1.1 Identifies the scope of engineering and recognises current innovations	P4.1 Describes developments in technology and their impact on engineering products
P1.2 Explains the relationship between properties, structure, uses and applications of materials in engineering	P4.2 Describes the influence of technological change on engineering and its effect on people
P2.1 Describes the types of materials, components and processes and explains their implications for engineering development	P4.3 Identifies the social, environmental and cultural implications of technological change in engineering
P2.2 Describes the nature of engineering in specific fields and its importance to society	P5.1 Demonstrates the ability to work both individually and in teams
P3.1 Uses mathematical, scientific and graphical methods to solve problems of engineering practice	P5.2 Applies management and planning skills related to engineering
P3.2 Develops written, oral and presentation skills and applies these to engineering reports	P6.1 Applies knowledge and skills in research and problem-solving related to engineering
P3.3 Applies graphics as a communication tool	P6.2 Applies skills in analysis, synthesis and experimentation related to engineering

Scope and Sequence: Engineering Studies – Year 11 2022

Term 1 - 10 weeks 2 days

Week1 (Only 2 days)	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10 Task 1	Week 11
Engineering Fundamentals							Engineered Products			
P1.2, P2.1, P3.1, P3.3, P5.2, P6.1, P6.2							P1.1, P2.2, P3.2, P3.3, P4.1, P4.3, P5.1, P5.2, P6.1			

Term 2 - 9 weeks 4 days

Week1 (Only 4 days)	Week2	Week3	Week4	Week5	Week6 Task 2	Week7	Week8	Week9	Week 10
Engineered Products				Braking Systems					
				P1.1, P2.2, P3.2, P3.3, P4.1, P4.3, P5.1, P5.2, P6.1					

Term 3 - 9 weeks 4 days

Week1 (Only 4 days)	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9 Exam Period	Week 10 Task 3
Braking Systems	Biomedical Engineering							P1.2, P2.1, P3.1, P3.3, P4.2, P4.3, P6.1	
	P1.2, P2.1, P3.1, P3.3, P4.2, P4.3, P6.1								

VET Course Information

Vocational Education and Training (VET)

The VET Curriculum frameworks are based on Industry training packages. The courses from these frameworks are NESAs Developed and provided students study the 240 hour course and undertake optional written HSC examination, they may contribute to the ATAR. They are all Category B subjects

Assessment

Assessment for the Higher School Certificate VET Courses within Industry Curriculum Frameworks has two distinct purposes:

1. Assessment for Australian Qualification Framework (AQF) VET qualifications – competency based assessment.
2. Assessment for the NESAs Higher School Certificate that may include the optional HSC examination for the Australian Tertiary Admission Rate (ATAR).

AQF Certification

VET Courses are competency based. This means that students work to develop the competencies, skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either “competent” or ‘not yet competent’ in individual Units of Competency. Competency based assessment determines the vocational qualification that a student will receive.

VET COURSES ARE ASSESSED AS A CLUSTER TASK OVER A PERIOD OF TIME.

NESA REQUIREMENTS

Students undertaking a VET course must meet the requirements of the NESAs for the award of the Higher School Certificate along with the requirements of the AQF for the award of a certificate or statement of attainment.

The NESAs has mandated work placement as a requirement of the HSC. Students must achieve the hours of work placement required for the course undertaken. They are required to complete a minimum of 35 hours of mandatory work placement for each 2 Units of a VET curriculum framework course studies. For a 240 hour course (2yrs x2units) this would equate to 70 hours work placement.

The rules and processes related to an ‘N’ award for a NESAs Developed Course and a NESAs Endorsed Course are applicable to students undertaking a VET course. More information can be found in the Assessment, Certification and Examination (ACE) manual.

ULTIMO RTO 90072 VET COURSE ASSESSMENT SCHEDULES

Preliminary 2022 – HSC 2023

Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge), these skills and knowledge will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he/ she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.


If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).


Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

 PUBLIC SCHOOLS NSW ULTIMO RTO 90072 CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2022 - HSC 2023 QUALIFICATION: CPC20221 Certificate II in Construction Pathways Training Package: CPC08 Construction, Plumbing and Services (version 9.7) The information may change in 2022 due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimum disruption or disadvantage.						NESA course code 2 U X 2 YR - 26201 2022 HSC Exam: 26299 LMBR UI Code: (11 OR 12) CPC20221526201B	
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	7 PRELIMINARY UOCs						240 Indicative Hours over 2 years
	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	Cluster A – SafeWork NSW WHS Induction Written Test	
Term 1/2	CPCCCM1013A	Plan and organise work	C	M	10	Cluster B - Small project, Oil Stone Case or Concrete Float Practical , Teacher observations and written test.	30% Preliminary Exam 35 hrs. Work placement
	CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	C	M	15		
Term 2/3	CPCCCA2002B	Use carpentry tools and equipment	E	M	20	Cluster C - Tool box, Saw Horse or BBQ table Practical , Teacher observations and written test.	
	CPCCCA2011A	Handle carpentry materials	E	E	20		
Term 2/3 Work placement	CPCCCM1014A	Conduct workplace communication	C	E	10	Cluster D – Skills in Action Observations, portfolio and written test	
	CPCCCM1012A	Work effectively and sustainably in the construction industry	C	M	25		
Terms 4/5	7 HSC UOCs						35 hrs. Work placement
	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	Cluster E - School Project – Concreting Practical, Teacher observations and written test.	
Terms 4/5	CPCCCM2006B	Apply basic levelling procedures	E	E	15	* Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment	70% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	CPCCCM1015A	Carry out measurements and calculations	C	M	20		
	CPCCCO2013A	Carry out concreting to simple forms	E	E	20		
	CPCCCM2001A	Read and interpret plans and specifications	C	M	20		
Terms 6/7	CPCCJN2001A	Assemble components	E	E	15	Cluster F – Joinery Practical, Teacher observations and written test.	
	CPCCJN2002B	Prepare for off-site manufacturing process	E	E	10		
Terms 6/7	CPCCWF2001A	Handle wall and floor tiling materials	E	E	25	Cluster F – Wall and Floor Tiling Practical, Teacher observations and written test	
	CPCCWF2002A	Use wall and floor tiling tools and equipment	E	E	10		
Terms 6/7	CPCCBL2001A	Handle and prepare bricklaying and blocklaying materials	E	E	20	Cluster F – Bricklaying (subject to teacher qual) Practical, teacher observation and written test	
	CPCCBL2002A	Use bricklaying and blocklaying tools and equipment	E	E	10		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total hours	235-245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	

		PUBLIC SCHOOLS NSW ULTIMO RTO 90072 HOSPITALITY- KITCHEN OPERATIONS CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2022 - HSC 2023 QUALIFICATION: SIT20416 Certificate II in Kitchen Operations Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)					NESA course code 2 U X 2 YR - 26511 HSC Exam: 26587 LMBR code (11 OR 12) SIT20416126511B
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	9 PRELIMINARY UOCs					Evidence will be collected during Preliminary and HSC Course for the unit of competency SITHCCC011 Use cookery skills effectively	240 Indicative Hours over 2 years
	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	C C E	M M E	10 15 20	Cluster A: Getting Ready for Work Written task/scenario, case study & observation of practical work	30% Prelim Yearly Exam 35 hrs
	SITXFSA002 BSBSUS201 SITHCCC002	Participate in safe food handling practices Participate in environmentally sustainable work practices Prepare and present simple dishes	E E E	S E E	15 15 20	Cluster B: Sustainable Kitchen Practices Scenario, Written task, Observation of practical work	Work placement
Term 3	SITHKOP001 SITHCCC001 SITXINV002	Clean kitchen premises and equipment Use food preparation equipment Maintain the quality of perishable items	C C C	S S E	10 20 5	Cluster C: Maintain a Clean & Safe Kitchen Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	70% Trial HSC Exam
	5 HSC UOCs						35 hrs Work placement
	Terms 4 - 6	SITHCCC005 SITHCCC006 SITHCCC011	Prepare dishes using basic methods of cookery Prepare appetisers and salads Use cookery skills effectively	C E C	S E E	40 25 20	Cluster D: Quality Café Meals Written task & observation of practical work Portfolio of evidence including service periods. NOTE: person with THREE years' Industry Experience must be involved in assessment.
Terms 6 & 7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C E	M M	15 20	Cluster E: Working in the Hospitality Industry Written task and reflection	
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total Hours 240		<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>		

THE REQUIREMENTS OF THE EDUCATION ACT 1990 IN RELATION TO THE NEW SOUTH WALES HIGHER SCHOOL CERTIFICATE

Higher School Certificate - section 95

Higher school Certificates are granted by the NESAs to students who:

- a) Have been granted a school certificate, or who have attained such other qualifications as the NESAs considers satisfactory; and
- b) Have attended a government school, or registered non-government school to which a current certificate of accreditation applies, or school outside New South Wales recognised by the NESAs, or a TAFE establishment within the meaning of the *Technical and Further Education Commission Act 1990*; and
- c) Have participated, to the NESAs's satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the Higher School Certificate; and
- d) Have been accepted by the NESAs as having satisfactorily completed those courses of study; and
- e) Have, to the NESAs's satisfaction, undertaken the requisite examinations or other forms of assessment; and
- f) Have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or the NESAs.

The NESAs may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of unsatisfactory character that the grant of the certificate would not, in the opinion of the NESAs, be justified.

Curriculum for Higher School Certificate candidates – section 12

The curriculum during Year 11 and year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:

- a) Courses of study of a general description determined by the Minister on the recommendation of the NESAs are to be provided for each student in each Year,
- b) Those courses of study are to include a course of study in English
- c) Those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of the NESAs
- d) Those courses of study are to be taught in accordance with a syllabus developed or endorsed by the NESAs and approved by the Minister.

A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of, narrate a series of events or transactions.
Analyse	Identify components and the relationship between them; draw out and relate implications.
Apply	Use, utilise, employ in a particular situation.
Appreciate	Make a judgement about the value of.
Assess	Make a judgement of value, quality, outcomes, results or size.
Calculate	Ascertain/determine from given facts, figures or information.
Clarify	Make clear or plain.
Classify	Arrange or include in classes/categories.
Compare	Show how things are similar or different.
Construct	Make; build; put together items or arguments.
Contrast	Show how things are different or opposite.
Critically	Add a degree or level of accuracy depth, knowledge and understanding, (analyse/logic, questioning, reflection and quality to (analysis/evaluation) evaluate.
Deduce	Draw conclusions.
Define	State meaning and identify essential qualities.
Demonstrate	Show by example.
Describe	Provide characteristics and features.
Discuss	Identify issues and provide points for and/or against.
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between.
Evaluate	Make a judgement based on criteria; determine the value of.
Examine	Inquire into.
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or why.
Extract	Choose relevant and/or appropriate details.
Extrapolate	Infer from what is known.
Identify	Recognise and name.
Interpret	Draw meaning from.
Investigate	Plan, inquire into and draw conclusions about.
Justify	Support an argument or conclusion.
Outline	Sketch in general terms; indicate the main features of.
Predict	Suggest what may happen based on available information.
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action.
Recall	Present remembered ideas, facts or experiences.
Recommend	Provide reasons in favour.
Recount	Retell a series of events.
Summarise	Express, concisely, the relevant details.
Synthesise	Putting together various elements to make a whole.

*Disclaimer - these are some of the terms

ASSESSMENT PLANNER 2022

	TERM 1
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	Business Studies – Case Study – Nature of Business PDHPE – Research Task
Week 8	Biology – Practical Skills SL&R – Sports Coaching assessment task
Week 9	English Studies Achieving through English CV, Cover letter and Interview Physics – Depth Study Ancient History – Source based Research task – Investigating Ancient History Legal Studies – Research Task – Media File – the legal system Community & Family Studies – research task Chinese & Literature – Comprehensive listening, reading and writing task Chinese Beginners – Comprehensive listening, reading and writing task Information Processes & Technology Music 1 - Composition & Performance
Week 10	English Advanced- Reading to Write – Imaginative text & reflection (Multimodal) English Standard - Reading to Write – Imaginative text & reflection (Multimodal) EAL/D – Language and Texts in Context (Multimodal) Maths Standard – Assessment – Financial and Algebra Maths Advanced – Assignment Maths Extension 1 – Investigation/Assignment Chemistry – depth study Investigating Science – Practical Skills Modern History - Source based Research task – Investigating Modern History Industrial Technology Timber & Furniture – Industrial study, project design, management & communication Engineering Studies - Fundamentals

	TERM 2
Week 1	English Extension – Imaginative Response
Week 2	Economics – Economic Article analysis Visual Arts – Portraiture portfolio – Frida Kahlo essay
Week 3	
Week 4	
Week 5	Community & Family Studies – Prepared Essay PDHPE – First Aid Assessment SL&R – First Aid course
Week 6	Engineering Studies - Report
Week 7	Physics – Practical Skills
Week 8	Maths Standard – Open book topic test – Measurement/Statistical Analysis Maths Advanced – Topic Test Chemistry – Practical Skills Ancient History – Historical Investigation Legal Studies – Research Task – Case Study - The Individual and the Law Chinese Beginners Assessment Task - Interview Music 1 – Performance & Presentation (Viva Voce) Information Processes & Technology
Week 9	Maths Extension 1 – Topic Test Modern History Chinese & Literature – Assessment task
Week 10	English Advanced – Narratives that Shape our World – Comparative Essay English Standard – Contemporary Possibilities Essay EAL/D – Close Study of Text – Essay Biology – Depth Study Industrial Technology Timber & Furniture – Project Production

	TERM 3
Week 1	English Extension – Independent Project Presentation
Week 2	Investigating Science – Depth Study
Week 3	
Week 4	Business Studies – Small Business Plan – Business Planning
Week 5	SL & R – Practical Assessment Visual Arts – Sculptural Practical
Week 6	Economics – Research Task – extended response – Government in action.
Week 7	English Studies - Selected work from all modules Portfolio
Week 8	
Weeks 9 & 10	<p><u>Preliminary Exams</u></p> <p>English Advanced English Standard EAL/D English Studies English Extension Maths Standard Maths Advanced Maths Extension 1 Biology Chemistry Physics Investigating Science Ancient History Modern History Business Studies Economics Legal Studies Community & Family Studies PDHPE Chinese & Literature Chinese Beginners Music 1 - Aural Listening Exam Visual Arts Industrial Technology Timber & Furniture Information Processes and Technology Engineering Studies</p>