



2024

Year 11

Assessment Handbook



Kingsgrove North High School acknowledges the Traditional Owners of Country throughout Australia. We pay our respects to Elders past and present.

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MESSAGE FROM THE PRINCIPAL

Dear Year 11 Students and Parents of Kingsgrove North High School,

I am delighted to extend a warm and heartfelt welcome to all of you as we embark on an exciting journey toward the 2024 NSW Higher School Certificate. Here at Kingsgrove North High School, we recognise the significance of this transition, and we are committed to supporting you every step of the way.

As those who have previously embarked on Stage 6 can attest, the road ahead will present both academic challenges and elevated expectations compared to your earlier years; however, these next two years also hold the potential to be the most rewarding and fulfilling period of your high school experience.

In Year 11, you will have the unique opportunity to build upon the skills you've already cultivated and further refine your leadership and organisational abilities. This will occur as you engage in a diverse range of cultural, sporting, and other school experiences. Participation in these activities is vital for maintaining a balanced life that extends beyond academics. Additionally, you are expected to serve as exemplary role models for your fellow students, demonstrating the maturity expected of senior members of our school community.

Our dedicated team of educators holds high expectations for your commitment and diligence in all your classes. This includes completing all assessment tasks in alignment with the guidelines set forth by the NSW Education Standards Authority (NESA) and our school's requirements. Meeting deadlines and effectively managing your time will be essential skills you develop during this time. Furthermore, these assessment tasks will serve as valuable opportunities for you to receive feedback on your performance as you strive to meet the Year 11 course requirements.

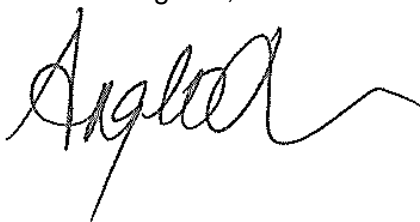
It is imperative to understand that all assessment tasks in Year 11 are compulsory. To progress to the HSC year, it is essential that you complete all NESA requirements for the courses you are studying. Your dedication and hard work during this period will be instrumental in your success.

As you transition into HSC courses at the beginning of Term 4, please remember that assessment tasks will account for 50% of your final HSC mark. This underscores the significance of consistent effort and dedication in your academic pursuits. You have the opportunity to earn marks well before the HSC examinations by consistently applying yourself.

To ensure you are well-informed about the specific assessment requirements for each Year 11 course, I encourage all students and parents to thoroughly review the information provided in the assessment handbook. We understand that this can be an exciting yet occasionally challenging time. Rest assured, at Kingsgrove North High School, we have established systems and support networks to empower you to perform at your best.

We look forward to working together, learning, growing, and celebrating your achievements throughout this crucial stage of your educational journey.

Warmest regards,



Angelo Stasos
Principal



Preamble

The purpose of this, the *Year 11 Assessment Handbook*, is to communicate the policies, procedures and rules in relation to internal assessment in Stage 6 at Kingsgrove North High School. It seeks to provide contextual clarification of the rules and processes specified by the *NSW Education Standards Authority* (hereby referred to as NESA). This handbook also contains the assessment schedule for all Year 11 courses at Kingsgrove North High School. It expands upon the General Information about the HSC provided in the *Year 11 Subject Selection Book*.

At the commencement of both the Year 11 and HSC (Year 12) courses, students will be provided with a hard copy of this handbook. Updated versions are accessible on the [school's website](#), as are the forms referred to in this handbook.

General Information about the HSC

The Higher School Certificate (HSC) is the highest educational credential in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet both Year 11 and HSC course requirements and sit the state-wide HSC examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

Eligibility

The rules and requirements for HSC eligibility are governed by NESA and are published in the *Assessment, Certification and Examination (ACE) Manual*. To be eligible for the HSC, students must:

- meet the [HSC minimum standard](#) in Literacy and Numeracy
- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- attend a government school, an accredited non-government school, a NESA-recognised school outside NSW, or a TAFE college
- complete [HSC: All My Own Work](#) (or its equivalent) before submitting any work for Year 11 or HSC courses, unless a student is only entered for Year 11 and Year 12 Life Skills courses
- satisfactorily complete courses in the patterns of study that are detailed in the following section
- sit for and make a serious attempt at the required HSC exams.

Pattern of Study

To qualify for the HSC, a student must satisfactorily complete:

- a Year 11 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 from Board Developed Courses
- at least 2 units of a Board Developed Course in English, or English Studies
- at least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed Courses)
- at least 4 subjects.

HSC Record of Achievement

HSC results are available in the [Students Online](#) account and sent to students by email and SMS in December. Students can also download and print their full credentials from Students Online in December. Hard copies of the testamur (certificate) are sent in the mail in January the following year. Samples can be viewed on [NESA's HSC Credentials page](#).

The first page of the Record of Achievement will list your results in each HSC course you completed. For Board Developed Courses with an external HSC exam, these results will report your achievement against standards that clearly describe your level of knowledge, skills and understanding. These reports will show you:

- the performance bands
- what a typical student knows and can do at each achievement level
- a graph of the mark distribution for the course.

If you are not eligible for an HSC and are leaving school, you may still receive a [Record of School Achievement](#) (hereby referred to as RoSA). Your RoSA will show your results in all Year 10, 11 and 12 courses that you completed. If you are not eligible for a RoSA, you will receive a Transcript of Study listing your results.

Performance Bands

Student performance in each HSC course is measured against defined standards. HSC marks for each course are divided into bands and each band aligns with a description of a typical performance by a student within that mark range. The [performance bands](#) and descriptions give meaning to the HSC mark. For a 2-unit course, Band 6 indicates the highest level of performance, and the minimum standard expected is 50:

Band 6	=	90	-	100	marks
Band 5	=	80	-	89	marks
Band 4	=	70	-	79	marks
Band 3	=	60	-	69	marks
Band 2	=	50	-	59	marks
Band 1	=	0	-	49	marks

Each band is aligned to what a student at that level of performance typically knows, understands and can do. The 'average' performance in most courses is usually a mark in the mid-70s (Band 4). Band 1 indicates that a student has not met enough of the course outcomes for a report to be made. Band 1 includes marks ranging from 0 to 49. For an Extension course, the bands are E4 (highest level of performance) to E1.

HSC Minimum Standards

Students need to meet a [minimum standard of literacy and numeracy](#) to receive the HSC. Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means students will have the [level of skills](#) necessary for success after school.

Students show they have met the HSC minimum standard by passing [online tests](#) of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.

Students master basic skills at different stages so there are multiple opportunities available for students to [understand what to expect](#) and pass the minimum standard online tests, from Year 10 until a few years after Year 12. Some students will be [eligible for disability provisions for the minimum standards tests, or an exemption](#) from the HSC minimum standard requirement.

Students Online

[Students Online](#) provides students in Years 10, 11 and 12 with useful information about senior school study, particularly on assessment, examinations and results, and how the HSC works. Year 10, 11 and 12 students in NSW are eligible for a *Students Online* account. The email address students have provided to NESA through their Confirmation of Entry along with the NESA Student Number are needed to activate the account.

Go to <https://studentonline.nesa.nsw.edu.au>

Students Online - for NSW students in Years 10 to 12
NSW Education Standards Authority

Home My Account Help Contact Us About

Welcome to Students Online

Students Online is your source for information about your study from Year 10 to the HSC.

What you need to know

2023 HSC students

- Assessment ranks will be available after the final HSC examination concludes
- HSC results release - 14 December 2023.
- Check your name:
 - Your name shown in Students Online is what you see on your certificates.
- Update your email address to a personal one you have easy access to.

VET students

2022 VET certificates are no longer available for download.

2023 Year 10 & 11 students

- Year 11 results release - 14 November 2023
- Year 10 results release - 30 November 2023

Login

Login below or [activate your account now](#)

Student Number:

PIN:

I'm not a robot

reCAPTCHA
Privacy - Terms

Log In

[Trouble logging in?](#)
[Forgot your PIN?](#)

Click on [activate your account now](#)

Account activation

Activate your Students Online account

Access your enrolment details see your accumulating results and download your credential with your Students Online account. All NSW high school students in years 10, 11 and 12 are eligible for an account.

Submit your details below. Your NESA Student Number will be displayed and you will also be sent an email to the address your school has supplied to NESA. Open the link in your email and enter your NESA Student Number to create your six-digit PIN.

If you have issues activating your account, contact your school to check how your details, particularly your given name and email address, are officially recorded.

Activate my account

School: *	<div style="border: 1px solid #ccc; padding: 2px;">Select school</div>
Given Name(s): *	<div style="border: 1px solid #ccc; height: 20px;"></div> <p style="font-size: 0.8em; margin-top: 5px;">Enter your given name(s) EXACTLY as you are formally known by your school. For example, if your full name is 'Maxwell Anthony Smith', your school may have supplied your 'Given Name(s)' to NESA as 'Maxwell Anthony', 'Maxwell', or even, possibly, 'Max'.</p>
Last Name: *	<div style="border: 1px solid #ccc; height: 20px;"></div>
Date of birth: *	<div style="border: 1px solid #ccc; padding: 2px;">Day</div> <div style="border: 1px solid #ccc; padding: 2px;">Month</div> <div style="border: 1px solid #ccc; padding: 2px;">2007</div>

Submit

Proceed to answer all the questions and submit. Once you have done [this](#) you will be asked to go to the email you have registered at your school. Click the link provided in the email.

If there are any difficulties, refer to the [Help and advice using Students Online](#) page or see the Deputy Principal.

Disability Provisions

[Disability provisions](#) are approved by NESA to provide students who have a permanent or temporary disability with practical support in the Higher School Certificate examinations. Regardless of the nature of the disability, the provisions granted will be solely determined by the implications for the student's functioning in an examination situation.

Schools are responsible for any decisions made at school level to offer provisions to students with a disability in course work, assessment tasks and in-school tests. NESA can offer no guarantee that school-determined provisions will apply in the Higher School Certificate examinations, as each application is individually assessed to ensure consistency and equity.

To apply for provisions, schools must submit an online application to NESA through *Schools Online*. This application tells us which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments. Decisions on applications will be communicated to the school through *Schools Online* and the school will communicate this decision to the student.

Students and parents/caregivers are strongly advised to consult the [NESA website](#) for more information about Disability Provisions.

Assessment

Formal Assessment

Formal assessment tasks are those that students undertake as part of the school-based assessment program. Some examples of task types considered appropriate for formal assessment in Stage 6 include but are not limited to presentations, reports, practical work, portfolios, journals, log books, process diaries, tests, compositions and formal written examinations.

Responsibilities of the School

The school is responsible for providing:

- students with the *Year 11 Assessment Handbook* which details the procedures and expectations of the school, its staff and students with regard to assessment in Stage 6
- students with Year 11 Assessment Schedules (found in the *Year 11 Assessment Handbook*) for all courses that outline which components are to be assessed, when the assessment tasks are scheduled, and the relative weighting that applies to each assessment task
- NESAs with an assessment of students' achievement in each course they have studied in Year 11 and Year 12
- appropriate reporting procedures
- a review/appeals procedure for candidates dissatisfied with their final ranking, or for disputes arising during the assessment program
- special consideration to students with a disability and others with special needs following endorsement by the Principal.

Faculty Head Teachers are responsible for:

- setting assessment tasks that:
 - will be used to measure student performance in each component of a course
 - are effective at discriminating between students' achievement of outcomes in order to determine assessment rank
 - specify a mark/weighting for each assessment task
 - are of the same type and have the same weighting for all classes studying that course.
- providing students with a written assessment notification for each assessment task that contains a more detailed explanation of the specific nature of the task. This notification will be issued at least two weeks in advance. In exceptional circumstances, the school may reschedule or substitute an assessment task with the written approval of the Principal. In such cases, teachers will inform students of the new arrangements, in writing, at least two weeks in advance.
- maintaining a register for all assessment tasks that acknowledges the receipt of the assessment notification (by the student), submission of the assessment task (by the teacher), and the return of the assessment task (by the student).
- providing students with assessment task feedback at the completion of each task, which includes a mark or grade, rank (if applicable), detailed marking criteria and written feedback.
- establishing procedures for recording and reporting student performance on all assessment tasks.
- issuing official *NESA Non-Completion of a Course Warning Letters* to students and parents/caregivers outlining the areas of unsatisfactory completion of the Year 11 and/or Year 12 course requirements. The Deputy Principal will also be notified.
- ensuring that final cumulative school-based assessment marks are not provided to students and that students are aware that they can access their *Assessment Rank Order Notice* after the last HSC examination has occurred.

Responsibilities of the Student

Students are responsible for:

- being familiar with the procedures and course information contained in the *Year 11 Assessment Handbook*.
- attending classes regularly and ensuring their attendance enables them to achieve course outcomes.
- demonstrating sustained diligence and effort in each subject and participating in all lessons constructively.
- making a serious attempt at all assessment tasks and completing all other set tasks in order to achieve course outcomes.
- ensuring when they are absent from school that they know it is their responsibility to know what work has been missed and how to complete that work.
- ensuring when absent from school on the day an assessment task notification is issued that they know it is their responsibility to contact their teacher and/or the relevant Faculty Head Teacher to obtain the task notification. No extension or leave will be granted if a student fails to carry out this action.
- speaking with their teacher or the relevant Faculty Head Teacher for clarification about the requirements of the subject/course assessment program.
- being present for, or to hand in, all assessment tasks at the required time as specified in the assessment notification, assessment booklet and the assessment calendar.
- submitting work that is their own. Any material copied without acknowledgment of the original source will be regarded as plagiarism and penalties will be imposed.

Completion of School-Based Assessment

Students are advised of the following *NESA Assessment Certification Examination (ACE)* policies:

ACE 8073: [Completion of HSC internal assessment tasks](#)

NESA expects students to attempt all assessment tasks set. For all *Board Developed Courses* (except VET and Life Skills courses) NESA requires all students to follow an assessment program and have an assessment mark submitted. A student who does not comply with the assessment requirements and receives a **non-completion determination** in a course will have neither an assessment mark nor an examination mark awarded for that course. In the case of extension courses, students who do not comply with the minimum assessment requirements for a co-requisite course will not receive a result in either course.

ACE 8078: [Non-completion of HSC internal assessment: failure to submit task](#)

If a student fails to complete a task specified in the assessment program and the teacher considers the student has a valid reason (e.g. illness or endorsed leave), the Principal may decide that, in accordance with the school's assessment policy, an extension of time may be granted or a mark may be awarded based on a substitute task. In exceptional circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the Principal may authorise the use of an estimate based on other appropriate evidence. If there is no valid reason for failing to complete an assessment task, a **zero mark** must be recorded for that task. If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.

ACE 8079: [Non-completion of HSC internal assessment: principals must warn students](#)

If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a warning must be given. The Principal must:

- a. advise the student in writing, in time for the problem to be corrected, specifying details of action required by the student and alerting the student to the possible consequences of a noncompletion ('N') determination.
- b. advise the parent or guardian in writing if the student is under 18.
- c. request from the student and/or parent/guardian a written acknowledgement of the warning.
- d. issue at least one follow-up warning letter (if the student is still at risk of not meeting requirements).
- e. retain a copy of the warning notice and other relevant documentation.

Notification of Assessment Tasks

Students will be notified in writing of the specific details of an assessment task **at least two weeks** prior to the task. The written notification of each task must include:

- the date and time of the task and/or when the task is due.
- outcomes assessed.
- description of the nature of the task.
- task weighting.
- marking criteria/information about how the task will be assessed and how feedback will be provided.

Students are responsible for obtaining the assessment task notification from their teacher if they are absent on the day that notifications are issue. Extensions will not be granted based on the task not being received (see *Responsibilities of the Student*).

Maintaining Honesty and Integrity

Honesty is Key for all Students and Staff

All HSC candidates, their teachers and others who guide them must comply with *NESA's Honesty in Assessment Standards* to maintain the integrity of the HSC. Students should also read their course syllabuses and related NESA policies, such as those on malpractice and completion of a course, on [NESA's website](#). Students must be entirely honest when completing all assessment tasks, examinations and submitted works. Students will be marked only on the quality and originality of the work they have produced.

Always Acknowledge Your Sources

Students must acknowledge any part of their work that was written, created or developed by someone else, in line with the NESA documents for each course. This includes any material from other sources like books, journals, electronic resources and the internet. Students do not need to formally acknowledge material that they learned from their teacher in class

HSC: All My Own Work

[HSC: All My Own Work](#) is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment. To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before they

submit any work for Year 11 or HSC (Year 12) courses, unless they are only entered for *Year 11 and Year 12 Life Skills courses*.

Malpractice

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:

- copying part or all of someone else's work and presenting it as their own.
- using material directly from books, journals, CDs or the internet without giving its source.
- building on someone else's ideas without giving their source.
- buying, stealing or borrowing someone else's work and presenting it as their own.
- submitting work that someone else, like a parent, coach or subject expert, substantially contributed to.
- using someone else's words, ideas, designs or work in projects and performance tasks without giving their source.
- paying someone to write or prepare material.
- breaching school examination rules.
- cheating in an HSC examination.
- using non-approved aids in an assessment task.
- giving false reasons for not handing in work by the due date.
- helping another student to engage in malpractice.

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the relevant Faculty Head Teacher, and notified immediately to the Deputy Principal. The Deputy Principal will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven. Should the student wish to appeal this decision, they must submit this in writing to the Deputy Principal **within five days** of the decision being taken (see *Procedures for an Assessment Appeal Application*, and *Assessment Task Appeal Application Form* https://kingsgrovn-h.schools.nsw.gov.au/content/dam/doi/sws/schools/k/kingsgrovn-h/downloads/2024/Assessment_Appeal_Application_Form.pdf). Malpractice in school-based assessment is a serious offence. If malpractice is proven, a **zero mark** may be awarded. In cases of proven malpractice in HSC assessment tasks, all schools are required to register this information with NESAs.

Unfair Advantage in Assessment

NESA outlines that no student is to gain an unfair advantage over other students, whether that be on the day of, or in the days prior, to an assessment task. Causes of unfair advantage include:

- for a student to absent themselves from **any** lessons or normal school routine on a day that an assessment task is scheduled or a hand-in task is due.
- for a student to absent themselves from **any** lessons within **one day prior** to a scheduled assessment task without a doctor's certificate.
- arriving late to school on the day of a scheduled assessment task or hand-in task.

If it is deemed that a student has gained an unfair advantage, a **zero mark** may be awarded. Should the student wish to appeal this decision, they must submit this in writing to the Deputy Principal within **five school days** of the decision being taken using the Assessment Appeal Request Review Form which can be found on the school website:

https://kingsgrovn-h.schools.nsw.gov.au/content/dam/doi/sws/schools/k/kingsgrovn-h/downloads/2024/Assessment_Appeal_Application_Form.pdf .

Submissions of Assessment Tasks

The *Year 11 Assessment Handbook* shows the general timing of assessment tasks in regards to the school term and week. Precise submission dates and times for a hand-in task will be clearly specified on the assessment notification for that particular task. Teachers will provide students with an acknowledgement of the task being received. Dates and times for examinations will be provided on the examination timetable.

Failure to submit a task on time will result in a **zero mark** being awarded. If a student is absent on the day an assessment task is due, they may apply for illness/misadventure by following the procedures outlined in this handbook.

It is the student's responsibility to check the submission method detailed on the assessment notification, as this may vary due to the nature of the assessment task, such as fieldwork, excursions, pieces of major work and in-school tasks, as well as whether or not electronic submissions will be accepted, preferred or stated.

Students must submit the Assessment Task Notification Cover Sheet for all hand-in assessment tasks unless otherwise stated in the assessment task notification. In doing so, students make a pledge of honesty to uphold the integrity of assessment.

Examination Periods

A formal written examination is often in the same format as an HSC examination and typically draws from most or all content areas, topics or modules. An examination period is a dedicated time in which all examinations will be held for applicable courses. In Year 11 and Year 12, normal lessons will be suspended and students will only be required at school when their specific examinations are scheduled.

Examination Procedures and Rules

1. Students will be provided with an examination timetable that clearly specifies the date and time of all examinations. During the examination period, there will be no normal lessons. Students are not required to be at school when they do not have an examination scheduled. Normal lessons resume at the end of the examination period. If a student has two examinations scheduled on the same day, they are not permitted to leave school between these two examinations. **Note:** afternoon examinations may finish after 3:00pm.
2. Students must read the examination timetable carefully and be prepared to attend exams at the times and venues that the school arranges. The responsibility for checking the examination schedule for times and dates of examinations remains with the student. Students must arrive at the exam at **least 20 minutes early**. **Concessions will not be made (such as extra time given) for students who arrive late for an examination or who miss an examination due to poor organisation.**
3. Students must sit for all exams in which they are entered, unless they have an illness or misadventure, in which case they must notify the school immediately and follow the appropriate procedures. Students must also wear the **full school uniform** for all examinations.
4. KNHS Year 11 Assessment Policy applies during the examination period. Students must meet requirements specified in the assessment policy about attendance during assessment tasks. This means that if a student is unable to attend an examination due to **illness or misadventure**, the school should be contacted before 8:30am. On the next available day (first day of recovery) of return to school, the students should present a **medical certificate** to the Deputy Principal as per the school assessment policy. Failure to notify the school of your inability to attend an examination due to illness or misadventure may put this examination and a student's HSC at risk.
5. Students who miss examinations due to misadventure or illness may be provided with an opportunity to **re-sit missed examinations** in the examination block. This will occur in the first available time slot on the examination timetable. It is essential that students report to the relevant Deputy Principal to allow for organisation of catch-up examinations.
6. Students are to provide their **KNHS identification cards**. In addition, these I.D. cards must always be displayed on students' examination table. Students must also know their **NESA identification number** which can be found on the NESA Schools Online portal.
7. Students should bring the equipment they need and know what equipment is allowed for each examination. A list of NESA approved examination equipment can you found at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>. Students are responsible for ensuring their equipment is in good working order because the school will not uphold misadventure applications for equipment failure. Students may not borrow equipment during examinations. Examination staff may inspect equipment when a student enters the room, and will tell them where to place any unauthorised items. However, examination staff are not responsible for these items.

Permitted Items	Prohibited Items
<ul style="list-style-type: none"> • Black pens • Pencils, erasers and a sharpener • A ruler • Highlighter pens • A clear bottle of water • A non-programmable watch, which must be taken off, placed on your desk in clear view and not touched during the examination • Other equipment as specified in the examination notification, like a calculator • Stationary to be placed in either a clear (transparent) pencil case or a clear plastic sleeve (including the geometry set) 	<ul style="list-style-type: none"> • Mobile phones • Programmable watches, like smart watches • Any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries • Paper or any printed or written material (including your examination timetable) • Dictionaries (except in language examinations, if allowed) • Correction fluid or correction tape.

Examination Conditions

Examination conditions shall apply from when the first student enters the examination hall until the last student leaves the examination hall.

ON ENTERING THE EXAMINATION HALL AND DURING THE EXAMINATION

1. Candidates must enter the examination hall silently.
2. Complete silence **MUST** be adhered to whilst candidates are in the examination hall.
3. Bags containing notes are to be left in an orderly fashion on either side of the examination hall.
4. Students must sit at the desk that shows their name and/or student number (alphabetical order) or as instructed by supervising staff. Students must complete a **Student Attendance Slip** as an official record at each examination for faculty records.

Name: Tania Thomas _____ Seat#1 School ID: 123456789 Exam: 12Biology Signature: _____

5. Candidates **MUST** sit facing the front and are **NOT** to turn around or look at any other candidate's paper.
6. Candidates are **NOT** to communicate with any other candidates in any way.
7. Students must remain in the examination room for the duration of the examination. If students have to leave and want to return and resume the examination, they must be supervised while they are absent from the examination room. If students have completed the examination, they must remain seated and quiet. Any student who disrupts the examination may be at risk of receiving a '0' (zero) mark for their work.
8. **Candidates must remain for the entire duration for examinations under 3 hours. For three-hour examinations, students are not permitted to leave the examination in the first two hours or leave the examination in the last 20 minutes.**
9. Food and drink are **NOT** permitted in the examination hall.
10. Candidates **MUST** obey all reasonable instructions given by supervisors.
11. Borrowing is **NOT** permitted.
12. Candidates must **NOT** pick up their writing implements until reading time has ceased and writing time has started.

13. All enquiries are to be addressed by candidates raising their hand and waiting patiently.
14. Code of Conduct School Rules apply during ALL examinations.
15. Read the instructions and all questions carefully. Examination supervisors cannot interpret or give instructions about examination questions.
16. Write your **student number** on all **writing booklets, question and answer booklets** and **answer sheets** (unless that information is already printed on them).
17. Write clearly with black pen (only use pencil if instructed to).
18. Write answers in the correct answer booklets. Tell the supervisor if you use the wrong booklet and write a note on the front of both booklets stating that you wrote an answer in the wrong place. Make sure you label and hand in all parts of your answers.
19. Answer in English, unless the question paper directs otherwise. If you do not write in English, you will receive zero marks for your answer.
20. Make a serious attempt at the examination by answering a range of question types. **Answering only multiple-choice questions is not considered a serious attempt.**
21. Stop writing immediately when the supervisor tells you to.
22. Follow the supervisor's instructions for arranging completed answers and wait for the supervisor to collect them.

ON LEAVING THE EXAMINATION HALL AND AFTER THE EXAMINATION

1. If your examination finishes while another examination is still in progress, classes will quietly depart the hall when dismissed by the supervising teachers.
2. Students must remain at school until all their examinations for the day are completed. They must then go directly home.

School Examination Rules

Students must follow the normal school rules, behaving politely and courteously towards the examination supervisors and other students. Specifically, students must not:

- a) Cheat
- b) Include frivolous or objectionable material.
- c) Take any prohibited items prohibited into the room.
- d) Speak to anyone other than a supervisor.
- e) Behave in any way likely to disturb another student or upset the exam's running.
- f) Be affected by alcohol or illegal drugs.
- g) Eat unless approved by NESAs (for example, if you have diabetes).
- h) Take any writing booklets or examination paper, whether used or not, out of the room.
- i) Write on your body (for example your arms), tissues or material that is not examination material.
- j) Leave the room if your principal requires all students to stay until each examination ends.

Supervisors can ask you to leave the examination if you do not follow these rules. It may also result in **zero marks** being awarded. If your actions might be illegal, you may also be reported to the police.

School Leave Affecting Assessment Tasks

Leave from school **may** be granted by the Principal upon completion of a *Leave Application Form*, which details all course work to be completed whilst on leave and any assessment requirements.

Students are expected to be present at school to complete all tasks, submit all assessment tasks and sit all examinations set as part of the assessment program for a course at the specified time. Students and parents/caregivers should **NOT** assume leave will be granted, particularly in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks and HSC tasks.

The Department of Education's position in relation to student leave is stated in the [Student Attendance in Government Schools Procedures School Attendance Policy](#), in which students are discouraged from taking leave during the school term. This policy has been developed by the Learning and Engagement Directorate in 2015:

- 14.1. From the beginning of 2015, family holidays and travel are no longer considered under the *Exemption from School – Procedures*. Travel outside of the vacation period is now counted as an absence for statistical purposes.
- 14.3 A principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons should be specified on the application.

When Student Leave Clashes with an Assessment Task

All Year 11 and Year 12 assessments are conducted within the guidelines set by NESA. The NESA guidelines for Year 11 and Year 12 students make no provision for tasks missed due to leave. There are well-established protocols for illness and misadventure; however, requests for leave do not fall within these protocols. Students and families are expected to make arrangements to ensure that all requirements of the HSC can be fulfilled.

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to leave must consult with the relevant **Faculty Head Teacher at least two weeks** prior to the scheduled task. Failure to consult within adequate time, and failure to comply with task submission requirements, may result in a **zero mark** being awarded.

All hand-in tasks due during the period of leave must be submitted prior to leave commencing or via Google Classroom.

Students Completing Work Placement

Students completing school, TAFE and/or other external placements are required to complete all school assessment tasks on the scheduled due dates. School assessments take priority and placements should be managed to avoid clashes with school assessments.

All hand-in tasks due during the period of work placement must be submitted prior to work placement commencing.

Students with a scheduled in-class task, such as an examination, presentation, or group-work task, may not be able to complete this prior to leave commencing. In this case, a **zero mark** may be awarded.

Absence due to School Business

The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

Absence due to Suspension

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to suspension will **NOT** be entitled to apply for an extension or assessment reschedule. At the time of suspension, the Deputy Principal will notify the relevant Faculty Head Teachers of the student's suspension. The following procedures will then apply:

1. **Hand-in assessment tasks** – the student is responsible for ensuring that all hand-in tasks received prior to the suspension being imposed which are due during the period of suspension are submitted on time, either by delivery to the school by a third party, or online, whichever is applicable.
2. **In-class assessment tasks** – the relevant Faculty Head Teacher will reschedule an alternative date for the task, which will be communicated to the student and parent/carer via the Deputy Principal.
3. **Examinations** – the Deputy Principal will arrange for the student to sit the examination at the scheduled time in an alternative school-based location, which will be communicated to the student, parent/caregiver and Faculty Head Teacher by Deputy Principal.

The consequences of not following these procedures may result in a **zero mark** being awarded.

Procedures for Applying for Illness/Misadventure

Consideration is given to students who suffer illness or misadventure at the time of a task. It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students.

Students need to be aware that if they commence or attempt an assessment task the result they achieve will be recorded. In this case, Illness/Misadventure therefore does not apply retrospectively.

Students wishing to apply for illness/misadventure should follow the relevant procedure specific to the situation as outlined below.

Procedures to follow in the event of:

1. Absence due to illness/misadventure on the day of an in-school assessment task

- The student or parent/caregiver **MUST** contact the school **by 9:00am** on the day the task is scheduled by either phone or email.
- Students must report to the **relevant Faculty Head Teacher** on the **first day of their return to school** and be prepared to complete the task on that day.
- Students must obtain an [Illness/Misadventure Application Form](#) and any other relevant documentation, such as a *medical certificate*.
- Completed forms and documentation must be returned to the **Faculty Head Teacher within five school days** of his/her return to school (i.e. no later than his/her third day back at school).

2. Absence due to illness/misadventure on the day a hand-in assessment task is due to be submitted

- The student or parent/caregiver **MUST** contact the school **by 9:00am** on the day the task is due by either phone or email.
- Students should make every attempt to have the task delivered in-person (e.g. by a third party) or submitted electronically (e.g. email or google classrooms).
- If a task is not submitted on the due date, the student must submit the task to the **relevant Faculty Head Teacher** on the **first day of their return to school**.
- Students must obtain an [Illness/Misadventure Application Form](#) and any other relevant documentation, such as a *medical certificate*.
- Completed forms and documentation must be returned to the **Faculty Head Teacher within five school days** of his/her return to school (i.e. no later than his/her third day back at school).

3. Illness/misadventure during an in-school assessment

- The student **MUST** notify the supervisor of the task of any circumstance related to illness or misadventure that would prohibit them from performing in the assessment **BEFORE** they view the task. At this stage, the student will need to decide to either:
 - a) sit the task, in which case the mark earned will be awarded and the student **cannot apply retrospectively** for any special consideration due to illness or misadventure; or,
 - b) leave the task and apply for illness or misadventure by immediately obtaining an [Illness/Misadventure Application Form](#) and a *medical certificate* (if applicable) and following the Illness/Misadventure procedure.
- If the task has already commenced, the student must notify the task supervisor of the task of the circumstance related to illness or misadventure and the mark earned to that point shall be awarded. Students may submit an appeal should they feel their mark was negatively affected.

4. Illness/misadventure on a day during an examination period

- The student or parent/caregiver **MUST** contact the school **up until 30 minutes prior** to the commencement of the scheduled examination by either phone or email.
- **Prior to their return to school**, the student must contact the **Deputy Principal** to organise a rescheduling of the affected examination(s).
- On the day of a rescheduled examination, the student must report to the **Deputy Principal** at a time determined previously by the Head Teacher.
- Students must obtain an [Illness/Misadventure Application Form](#) and any other relevant documentation, such as a *medical certificate*.
- Completed forms and documentation must be returned to the **Deputy Principal within five school days** of his/her return to school (i.e. no later than his/her third day back at school).

5. Illness/misadventure for a group performance

- The individual student or parent/caregiver concerned (i.e. **NOT** another student member of the group) **MUST** contact on the day the task is scheduled by either phone or email.
- When a group performance cannot go ahead on a scheduled date, **ALL** students affected need to complete an [Illness/Misadventure Application Form](#).
- These forms (and a *medical certificate* if applicable for the student concerned) need to be returned to the **relevant Faculty Head Teacher within five school days** of the scheduled date.
- The relevant Faculty Head Teacher will reschedule an alternative date for the performance.

In all cases where a task needs to be completed, the student (or all students in the case of a group performance) must:

- Be prepared to **complete the task on the first day of their return to school** unless an alternative arrangement has been made with the relevant Head Teacher.
- Complete an [Illness/Misadventure Application Form](#) and any other relevant documentation and return to the relevant Head Teacher **within five school days** of the student's return to school.

Relevant written evidence from a medical practitioner is **mandatory** for any application relating to illness for the application to be considered by the relevant Head Teacher. It is the student's responsibility to obtain a medical certificate from the medical practitioner and submit it to the school with the [Illness/Misadventure Application Form](#).

The [Illness/Misadventure Application Form](#) is available online on the [school's website](#), at the school office and from the Deputy Principal.

The consequences of not following these procedures may result in the application for Illness/Misadventure being rejected and a **zero mark** being awarded.

If the application is not accepted, a **zero mark** will be awarded for that task. Should the student wish to appeal this decision, they must submit this in writing to the Deputy Principal (see *Procedures for an Assessment Appeal Application*, and *Assessment Task Appeal Application Form* https://kingsgrovn-h.schools.nsw.gov.au/content/dam/doi/sws/schools/k/kingsgrovn-h/downloads/2024/Assessment_Appeal_Application_Form.pdf).

Outcome of Illness/Misadventure

The relevant Faculty Head Teacher will consider illness/misadventure cases specific to assessment tasks for courses within their faculty. They will judge the presented evidence and decide whether the application is to be accepted or rejected.

If the application is accepted, one of three things may occur:

- **Original or substitute task is to be completed** – a zero will be recorded for the original task and the student will be required to complete the original task or a substitute task. Once completed, the mark gained for this task will replace the zero. If not completed, the zero mark remains.
- **Awarded mark remains** – the student's performance in the assessment task may be considered unaffected. In this case, the student's original result in the task will remain as marked.
- **Maintain rank applied to task** – in exceptional circumstances, where undertaking an alternative task is not possible, the Deputy Principal in consultation with the relevant Faculty Head Teacher, may determine that the student's relative assessment rank be maintained. This will be calculated at the end of the entire assessment period. This calculated mark would then replace the zero awarded at the time of the scheduled task.

If the application is rejected, then the **task must be submitted or attempted** in accordance with NESA rules and procedures and then one of two things may occur:

- **Original task was submitted or attempted on time** – the original task will be marked and this earned mark will apply.
- **Original task was submitted or attempted late** – the original task will be marked; however, a **zero mark** will be officially awarded.

In all cases, any student wishing to appeal this decision must do so in writing to the **Deputy Principal** (see *Procedures for an Assessment Appeal Application*, and *Assessment Task Appeal Application Form* https://kingsgrovn-h.schools.nsw.gov.au/content/dam/doi/sws/schools/k/kingsgrovn-h/downloads/2024/Assessment_Appeal_Application_Form.pdf) **within five school days of receiving the initial decision.**

Procedures for an Assessment Appeal Application

All students have the right to appeal a decision made regarding an application for illness/ misadventure, malpractice, or an assessment task result. A student must submit an *Assessment Appeal Application Form* to the relevant Head Teacher, depending on the nature of the appeal.

In reviewing the determination of a student's appeal, the relevant Head Teacher will consider the following as applicable:

- The student's original Illness/Misadventure application
- Documentation submitted with the original application
- Any additional statement and/or documentation submitted with the student's appeal form
- All evidence presented which relates to the malpractice.

Students wishing to appeal a decision must follow the relevant procedure outlined below:

Reporting on Student Progress

Kingsgrove North High School provides written student progress reports in Semesters 1 and 2.

Achievement levels are recorded for each course outcome by a grade scale using word descriptors. The standard of achievement corresponding to each level of the grade scale is shown in the table below.

Level of Achievement	Grade	Descriptor
Outstanding Achievement	A	The student demonstrates extensive knowledge of content and understanding content concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
High Achievement	B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
Sound Achievement	C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
Basic Achievement	D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
Limited Achievement	E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

Teachers, students and parents/caregivers must be aware that achievement grades **do not correlate** to the [HSC performance bands](#) and therefore **cannot** be used to predict results in a student's [HSC Record of Achievement](#).

Each Year 11 and HSC course report contains a course mark or grade and rank (if applicable) as well as a comment from the class teacher highlighting strengths and areas for improvement. Reports may also include information indicating student participation in other certain activities during the year.

Parent-Teacher interviews are scheduled before the end of Semester 1 for both Year 11 and Year 12. These evenings are held to allow parents/caregivers and teachers to discuss student progress. Parents may make an appointment to discuss their child's progress.

At other times during the year, parents/caregivers are encouraged to discuss their child's progress by contacting the relevant Class Teacher or Head Teacher for curriculum matters, or the Year Adviser for other issues, such as student wellbeing.

Assessment of Life Skills Outcomes in Stage 6

[Stage 6 Life Skills courses](#) provide options for students with special education needs who are unable to access regular course outcomes, particularly students with an intellectual disability. The Stage 6 Life Skills courses can be undertaken in combination with other Board Developed and/or Board Endorsed Courses to meet the requirements for the award of the Higher School Certificate. Stage 6 Life Skills courses have Board Developed status. Each Stage 6 Life Skills course comprises a 2-unit 120-hour Year 11 course and a 2-unit 120-hour HSC course.

Each student accessing a Life Skills course in Years 11-12 will be assessed on their achievement of the outcomes selected through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community. There is no requirement for formal assessment of Life Skills outcomes.

Students entered for Life Skills courses may achieve the designated outcomes independently or with support. An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome either: without adjustments, or with adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities. These adjustments should have been determined through the collaborative curriculum planning process. Schools are not required to use the Common Grade Scale (A-E) for Year 11 courses or performance bands or equivalent to report achievement for students undertaking Life Skills courses.

Frequently Asked Questions

1. What must I do to have satisfactorily completed a course?

NESA expects students to have:

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

In simple terms, you must complete all assessment tasks, hand in class work on time and be present at school. If you continually hand in work late, truant, are absent without justification or your behaviour affects your studies or that of others, you will not satisfy the criteria of applying yourself “*with diligence and sustained effort*”.

2. What do the terms internal and external assessment mean?

Internal assessment refers to assessment tasks designed and conducted by the school. External assessment refers to the HSC examinations, which are designed and conducted by NESA. In Year 12, internal assessment contributes 50% of your HSC mark and the HSC examination contributes the other 50% of your HSC mark.

3. What do the terms “examination”, “in-class” and “hand-in” assessment task mean?

An “*examination*” is one that is held in an examination period under examination conditions and draws from most or all content areas, topics or modules of the syllabus. An “*in-class assessment task*” is one that requires you to be present at school in order to complete, such as topic tests, presentations, performances and submissions of major works. “*Hand-in assessment tasks*” are those that are completed at home and submitted by a designated due date and time.

4. How do I know when I have an assessment task?

The *Year 11 HSC Assessment Handbook* outlines the weeks in which tasks are due for ALL courses. You will receive an Assessment Task Notification for each task with a specific due date at least 2 weeks before the task is due.

5. What happens if I am not present when an assessment task is issued?

It is your responsibility to obtain the task from your teacher. Extensions will not be granted based on the task not being received.

6. Why may I be penalised for being absent the day before a task is due?

This may be perceived as unfair to other students, as it may allow you extra time to complete a task, a luxury other students do not have. If you have a valid reason for being absent, you may be asked to prove this by completing an [Illness/Misadventure Form](#) (and a medical certificate in the case of illness).

7. What happens if I have a valid reason for being unable to submit an assessment task on time?

You have to complete and submit a form to apply for the task to be rescheduled or for an extension of the due date.

8. What happens if I am absent the day a task is due?

Every effort must be made to submit the task on that day. If it is not submitted or attempted in the case of an examination or in-class task, then you must contact the school on the day by phone or email and apply for Illness/ Misadventure. In the case of illness, a medical certificate must be supplied by the medical practitioner.

9. What happens if I do not submit a task or sit an examination?

You will be awarded zero marks for that task and an N-warning letter will be issued as a supportive measure to ensure that you complete the task.

10. What happens if I do not make a serious attempt in an assessment task or examination?

You will be awarded zero marks for the task, an N-warning letter will be issued, and you will be required to re-attempt the task.

11. What does “non-serious attempt” mean?

This includes very poor attempts that contain an insufficient amount of work in which to assess a student’s work, the use of derogatory remarks, obscene language and graffiti (e.g. drawing on an examination paper).

12. What happens if I have been found guilty of malpractice?

You will be awarded zero marks for the task, an N-warning letter will be issued, and you will be required to re-attempt the task.

13. What happens if my application for the rescheduling of a task or an extension to the due date of a task is rejected?

You will be required to submit the task by the due date.

14. What happens if my application for illness/misadventure is rejected?

If the task was submitted on time, you will be awarded the marks earned. If it was submitted late, you will be awarded zero marks. If it has not been attempted, you must attempt the task.

15. Can I appeal the decision of an application for reschedule, extension or illness/misadventure or if I have been found guilty of malpractice?

Yes. You will need to complete the Assessment Appeals Form and provide evidence that the Review Panel will consider.

https://kingsgrovn-h.schools.nsw.gov.au/content/dam/doi/sws/schools/k/kingsgrovn-h/downloads/2024/Assessment_Appeal_Application_Form.pdf

16. Can I appeal an assessment task result for an individual task?

Yes. You will need to complete the Assessment Appeals Form and provide evidence that the relevant Faculty Head Teacher will consider.

https://kingsgrovn-h.schools.nsw.gov.au/content/dam/doi/sws/schools/k/kingsgrovn-h/downloads/2024/Assessment_Appeal_Application_Form.pdf

COURSE INFORMATION

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

Stage 6 Preliminary - English Advanced 2024

	Syllabus Weighting	TASK 1 Term 1, Week 10 2024	TASK 2 Term 3, Week 1 2024	TASK 3 Term 3, Week 8-9 2024
Assessment Component	Type of Task	Reading to Write Imaginative text and reflection (multimodal)	Narratives that Shape our World 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 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
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>Prescribed Text: The Great Gatsby</i>										
	<i>Outcomes: EA11-1, EA11-2, EN11-5, EN11-9</i>										
	Assessment Task – Imaginative text and reflection. Weighting 30%										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	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>Prescribed Texts: Children of Men and The Handmaid's Tale</i>										
	<i>Outcomes: EA11-4, EA11-3, EA11-6, EA11-7</i>										
Assessment Task – In Class Comparative Essay. Weighting 30% due Term 3, Week 1A											
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Critical Study of Literature							Yearly Examination			
	<i>This module students will conduct a close reading of a text and evaluate its literary value.</i>										
	Prescribed Text: Othello							All modules assessed			
	<i>Outcomes: To be assessed in Yearly Examination</i>							Outcomes EN11-1, EN11-2, EN11-5, EN11-8			
							Weighting 40%				

Stage 6 Preliminary - English Standard 2024

	Syllabus Weighting	TASK 1 Term 1, Week 10 2024	TASK 2 Term 3, Week 1 2024	TASK 3 Term 3, Week 8-9 2024
Assessment Component	Type of Task	Reading to Write Imaginative text and reflection (multimodal)	Contemporary Possibilities 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 2024

	Week 1	Week 2	Week 3	Week 4		Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
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>Prescribed Text: Selected short texts</i>										
		<i>Outcomes: EN11-1, EN11-4, EN11-5, EN11-9</i>										
		Assessment Task – Imaginative text and reflection. Weighting 30%										
Term 2	Week 1	Week 2	Week 3	Week 4		Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
		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>Prescribed Texts: Sherlock</i>										
		<i>Outcomes: EN11-2, EN11-3, EN11-5, EN11-6</i>										
	Assessment Task – In Class Essay. Weighting 30% due Term 3, Week 1A											
Term 3	Week 1	Week 2	Week 3	Week 4		Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
		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			
		Prescribed Text: Selected Poetry of Wilfred Owen							All modules assessed			
		<i>Outcomes: To be assessed in Yearly Examination</i>							Outcomes EN11-1, EN11-3, EN11-7, EN11-8			
								Weighting 40%				

Stage 6 Preliminary – English EAL/D 2024

	Syllabus Weighting	TASK 1 Term 1, Week 10 2024	TASK 2 Term 3, Week 1 2024	TASK 3 Term 3, Week 8-9 2024
Assessment Component	Type of Task	Language and Texts in Context (Multimodal Task)	Close Study of Text Essay	Yearly 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		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 2024

	Week 1	Week 2	Week 3		Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
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>Prescribed Text: Selected Poems – Peter Skrzynecki and Hunger</i>											
		<i>Outcomes: EAL11-1B, EAL11-2, EAL11-5, EAL11-9</i>											
		Assessment Task – Discussion and Written analysis- Weighting 30%											
Term 2		Close Study of text In this module, students develop understanding, knowledge and appreciation of a substantial literary text.											
		<i>Prescribed Text: The Sapphires.</i>											
		<i>Outcomes: EAL11-3, EAL11-4, EAL11-7, EAL11-8</i>											
Term 3													
		Texts and Society In this module, students explore, analyse, respond to and compose a selection of texts that are commonly encountered in community, vocational and academic settings.								Yearly Examination			
		<i>Prescribed Text: Variety of vocational and academic texts.</i>								All modules assessed			
		Assessment Task – In Class Essay. Weighting 30% <i>Outcomes: To be assessed in Yearly Examination</i>								Outcomes EAL11-1A, EAL11-3, EAL11-6, EAL11-8			
										Weighting 40%			

Stage 6 Preliminary - English Extension 2024

	Syllabus Weighting	TASK 1 Term 2, Week 2 2024	TASK 2 Term 3, Week 1 2024	TASK 3 Term 3, Weeks 8-9 2024
Assessment Component	Type of Task	Imaginative response and Reflection	Independent Related Project Presentation (multimodal)	Yearly Examination
Knowledge and understanding of complex texts and of how and why they are valued	50%	17.5%	17.5%	15%
Skills in complex analysis, sustained composition and independent investigation	50%	17.5%	17.5%	15%
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%	35%	35%	30%

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 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
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 35%										
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 2 – Independent Related project Presentation (Multimodal). Weighting 35%										
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 30%			

Stage 6 Preliminary - English Studies 2024

	Syllabus Weighting	TASK 1 Term 1, Week 9 2024	TASK 2 Term 3, Week 7 2024	TASK 3 Term 3, Week 8-9 2024
Assessment Component	Type of Task	Mandatory Unit: Achieving through English CV, Cover letter and Interview.	Selected work from all modules Portfolio	Yearly Examination
Knowledge and understanding of the course content	50%	10%	20%	20%
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 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	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	
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	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%							Term 3 Week 9 - Weighting 40%			

Stage 6 Preliminary – Standard Mathematics 2024

	Syllabus Weighting	TASK 1 Term 1, Week 10 2024	TASK 2 Term 2, Week 8 2024	TASK 3 Term 3, Weeks 8-9 2024
Assessment Component	Type of Task	Topics Test Formulae & Equations/Earning & Managing Money	Open Book Topics Test Measurement/Statistical Analysis	Yearly Examination
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 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
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: Topics Test Formulae & Equations/Earning & Managing Money (MS11-1 MS11-2, MS11-5, 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 2024

	Syllabus Weighting	TASK 1 Term 1, Week 8 2024	TASK 2 Term 2, Week 8 2024	TASK 3 Term 3, Weeks 8-9 2024
Assessment Component	Type of Task	Open Book Topics Test	Assignment	Yearly Examination
Understanding, Fluency and Communication	50%	20%	10%	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, MA11-6, MA11-7, MA11-8, MA11-9
TOTAL	100%	35%	25%	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 2024

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

Stage 6 Preliminary - Extension 1 Mathematics 2024

	Syllabus Weighting	TASK 1 Term 1, Week 10 2024	TASK 2 Term 2, Week 9 2024	TASK 3 Term 3, Weeks 8-9 2024
Assessment Component	Type of Task	Topic Test	Assignment	Yearly Examination
Understanding, Fluency and Communication	50%	20%	10%	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%	35%	25%	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 2024

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

Stage 6 Preliminary – Biology 2024

	Syllabus Weighting	TASK 1 Term 1, Week 8 2024	TASK 2 Term 2, Week 10 2024	TASK 3 Term 3, Week 8-9 2024
Assessment Component	Type of Task	Practical Skills	Depth Study	Yearly Examination
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 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
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 3 Biological diversity</i> Students investigate adaptations of organisms that increase the organism's ability to survive in their environment.			
	<i>Outcomes:</i> BIO11-1, BIO11-2, BIO 11-3, BIO 11-4, BIO 11-5,										
	<i>Assessment Task:</i> Enzymes Practical Examination - 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 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.					<i>Assessment Due: Depth Study</i>	
	<i>Outcomes:</i> BIO 11-1, BIO 11-2, BIO 11 -4, BIO 11-5, BIO 11-7										
<i>Assessment Task: Depth Study – Week 10 (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>Unit: Module 2 Organisation of living things</i> Students examine the relationship between organism transport systems and compare nutrient and gas requirements.						Yearly Examination			
	<i>Outcomes:</i> Bio11-6, BIO 11-8, BIO 11-9, BIO 11-10, BIO 11-11										
<i>Assessment Task: Yearly Examination – Week 8-9 (40%)</i>											

Stage 6 Preliminary – Chemistry 2024

	Syllabus Weighting	TASK 1 Term 1, Week 10 2024	TASK 2 Term 2, Week 8 2024	TASK 3 Term 3, Week 8-9 2024
Assessment Component	Type of Task	Depth Study	Practical Skills	Yearly Examination
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,	CH11-3, CH11-5, CH11-6, CH11-9	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 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
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				
	Outcomes: CH 11/12 – 1, CH11/12 – 2, CH11/12 – 4, CH11/12 – 6, CH11/12 – 7											
	Assessment Task: Depth Study Task Week 10, Term 1 – Weighting 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 continues				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							
	Outcomes: CH11/12 – 3, CH11/12 – 5, CH11/12 – 6, CH11 – 9											
	Assessment Task: Practical Skills Task Week 8, Term 2 – Weighting 35%											
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
	Module 3 continues	Students analyse the energy considerations in the driving force for chemical reactions					Yearly Exam Week 8 & 9					
									Outcomes: CH11 – 8, CH11 – 9, CH11 – 10, CH11 – 11			
	Assessment Task: Yearly Examination Week 8 and 9, Term 3 – Weighting 40%											

Stage 6 Preliminary – Physics 2024

	Syllabus Weighting	TASK 1 Term 1, Week 9 2024	TASK 2 Term 2, Week 6 2024	TASK 3 Term 3, Week 8-9 2024
Assessment Component	Type of Task	Depth study	Practical Skills	Yearly Exam
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 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11
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.		
	Outcomes: PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-7, PH11-9									
	Assessment Task: Depth Study 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).					
	Outcomes: PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-6, PH11/12-7, PH12-10									
Assessment Task: Practical Skills Test Term 2, 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
	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		
	Outcomes:							PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11		
Assessment Task: Yearly Exam Term 3, Weeks 8-9 – Weighting 40%										

Stage 6 Preliminary - Investigating Science 2024

	Syllabus Weighting	TASK 1 Term 1, Week 10 2024	TASK 2 Term 3, Week 1 2024	TASK 3 Term 3, Week 8/9 2024
Assessment Component	Type of Task	Practical Skills	Depth Study	Yearly Exam
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 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
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.							
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 1. Weighting 35%							Assessment Task: Yearly Examination - Term 3 Week 8/9. Weighting 40%				

Stage 6 Preliminary - Ancient History 2024

	Syllabus Weighting	TASK 1 Term 1, Week 8 2024	TASK 2 Term 2, Week 5 2024	TASK 3 Term 3, Weeks 8-9 2024
Assessment Component	Type of Task	Source-Based Task	Historical Investigation	Yearly Examination
Knowledge and understanding of course content	40%	15%		25%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	10%	5%
Historical inquiry and research	20%	5%	15%	
Communication of historical understanding in appropriate forms	20%	5%	5%	10%
Outcomes		AH11-4; AH11-6; AH11-7; AH11-9, AH11-10	AH11-5; AH11-6; AH11-7; AH11-8; AH11-9	AH11-1; AH11-2; AH11-3; AH11-5; AH11-6; AH11-9
TOTAL	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 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Unit 1: Investigating Ancient History Case Study: Tutankhamun’s Tomb OR Troy AND the Nature of Ancient History Outcomes: AH 11-1, AH11-3, AH11-4, AH11-6, AH11-7, AH11-9, AH11-10										
						Unit 2: Historical Investigation to run concurrently during Week 6, Term 1 – Week 5, Term 2 Outcomes: AH11-5, AH11-6, AH11-7, AH11-8, AH11-9					
	Assessment Task 1: Source-based Task on Unit 1 – 30%										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit 3: Investigating Ancient History Case Study: Persepolis OR Minoans AND The Nature of Ancient History Outcomes: AH11-1, AH11-3, AH11-4, AH11-6, AH11-7, AH11-9, AH11-10										
	Unit 2: Historical Investigations continued										
Assessment Task 2: Historical Investigation –30%											
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit 4: Feature of Ancient Societies: Weapons and Warfare OR Women OR Slavery Outcomes: AH11-1, AH11-2, AH 11-3, AH11-5, AH11-6, AH11-9							Yearly Examinations		Unit 4 continued	
Assessment Task 3: Yearly Examination – 40%											

Stage 6 Preliminary - Modern History 2024

	Syllabus Weighting	TASK 1 Term 1, Week 10 2024	TASK 2 Term 2, Week 2 2024	TASK 3 Term 3, Weeks 8-9 2024
Assessment Component	Type of Task	Historical Investigation	Source-Based Task	Yearly Examination
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%	15%	5%	
Communication of historical understanding in appropriate forms	20%	10%	5%	5%
Outcomes		MH11-3, MH11-4, MH11-5, MH11-7, MH11-8, MH11-9, MH11-10	MH11-2, MH11-4, MH11-6, MH11-8, MH11-9	MH11-1, MH11-2, MH11-3, MH11-4, H11-5, 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 Discusses and evaluates differing interpretations and representations of the past.
MH11-2 Proposes ideas about the varying causes and effects of events and developments	MH11-8 Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources.
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 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Unit 1: Case Study – The Trans-Atlantic Slave Trade OR The Decline of the Romanov Dynasty AND The Nature of Modern History Outcomes: MH 11-2, MH11-4, MH11-6, MH11-8, MH11-9										
	Unit 2: Historical Investigation to run concurrently during Term 1. Outcomes: MH11-3, MH11-4, MH11-5, MH11-7, MH11-8, MH11-9, MH11-10										
	Assessment Task 1: Historical Investigation Week 10, Term 1- 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 3: Case Study – The Meiji Restoration OR The Making of Modern South Africa AND The Nature of Modern History Outcomes: MH 11-1, MH11-2, MH11-3, MH11-4, MH11-10								
	Assessment Task 2: Source -Based Task on Unit 1, Week 2, Term 2 – 30%										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit 4: The Shaping of the Modern World – WW1 AND The Nature of Modern History Outcomes: MH 11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-9, MH11-10							Yearly Examinations		Unit 4: Continued	
	Assessment Task 3: Yearly Examination - 40%										

Stage 6 Preliminary - Business Studies 2024

	Syllabus Weighting	TASK 1 Term 1, Week 7 2024	TASK 2 Term 3, Week 4 2024	TASK 3 Term 3, Weeks 8- 9 2024
Assessment Component	Type of Task	Case Study Nature of Business	Small Business Plan Business Planning	Yearly Examination
Knowledge and understanding of course content	40%	10%	15%	15%
Stimulus-based skills	20%	5%		15%
Inquiry and research	20%	10%	10%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	10%
Outcomes		P2, P3, P7, P8	P1, P4, P6, P7, P8, P9	P1, P3, P4, P5, P8 P9, P10
TOTAL	100%	30%	30%	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 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Unit: Topic 1 – Nature of Business – Role and types of businesses; Influences in the business environment; Business growth and decline.										
	Outcomes: P1, P2, P6, P7, P8										
	<u>Assessment Task 1</u> : Nature of Business research task - Term 4 2023, Week 7 – 20%										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit: Topic 2 – Business management - Management Approaches, Process & change										
Outcomes: P2, P4, P5, P6, P7, P8, P9, P10											
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit: Topic 3 – Business planning – Business planning process; Critical issues in business success & failure: Small to medium enterprises (SME's); Influences in establishing a SME;							Yearly Examinations		Unit: Topic 3 continued	
	Outcomes: P1, P3, P4, P6, P7, P8, P9, P10							Outcomes: P1, P3, P4, P5, P6, P8, P9, P10			
	<u>Assessment Task 2</u> : Individual research Task – Business Planning – Term 3 2023, Week 4 - Weighting 40%							Assessment Task 3: Yearly Examinations - 40%			

Stage 6 Preliminary - Society and Culture 2024

	Syllabus Weighting	TASK 1 Term 1, Week 9 2024	TASK 2 Term 2, Week 9 2024	TASK 3 Term 3, Weeks 8-9 2024
Assessment Component	Type of Task	Personal Reflections/ Communication Task The Social and Cultural World	Cross Generational Study Personal and Social Identity	Yearly Examination All Topics
Knowledge and understanding of course content	50%	10%	15%	25%
Application and evaluation of social and cultural research methods	30%	10%	20%	-
Communication of information, ideas and issues in appropriate forms	20%	10%	5%	5%
Outcomes		P1, P4, P6, P8, P9, P10	P1, P2, P3, P5, P8, P10	P1, P3, P4, P7, P9
TOTAL	100%	30%	40%	30%

OUTCOMES

P1 Identifies and applies social and cultural concepts	P7 Selects, organises and considers information from a variety of sources for usefulness, validity and bias
P2 Describes personal, social and cultural identity	P8 Plans and conducts ethical social and cultural research
P3 Identifies and describes relationships and interactions within and between social and cultural groups	P9 Uses appropriate course language and concepts suitable for different audiences and contexts
P4 Identifies the features of social and cultural literacy and how it develops	P10 Communicates information, ideas and issues using appropriate written, oral and graphic forms
P5 Explains continuity and change and their implications for societies and cultures	
P6 Differentiates between social and cultural research methods	

Scope and Sequence: Society and Culture – Year 11 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 /11
Term 1	<i>Unit: The Social and Cultural World</i>									
	<i>Outcomes:</i> P1, P4, P6, P8, P9 and P10									
	<i>Assessment Task:</i> Reflections on Perceptions: The Social and Cultural World, Week 9, 30%									
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<i>Unit: Personal and Social Identity</i>									
	<i>Outcomes:</i> P1, P2, P3, P5, P8 and P10									
<i>Assessment Task:</i> Cross-Generational Study: Personal and Social Identity, Week 9, 40%										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<i>Unit: Intercultural Communication</i>							Yearly Examinations	Reflections	
	<i>Outcomes:</i> P1, P3, P4, P7 and P9									
<i>Assessment Task:</i> Yearly Examination, Week 8-9, 30%										

Stage 6 Preliminary - Economics 2024

	Syllabus Weighting	TASK 1 Term 2, Week 2 2024	TASK 2 Term 3, Week 5 2024	TASK 3 Term 3, Weeks 8-9 2024
Assessment Component	Type of Task	Economic Article Analysis	Research Task/Extended Response Government in Action	Yearly Examination
Knowledge and understanding of course content	40%	10%	15%	15%
Stimulus-based skills	20%	10%		10%
Inquiry and research	20%	10%	10%	
Communication of economic information, ideas and issues in appropriate forms	20%	10%	5%	
Outcomes		P1, P4, P6, P8, P9, P10	P1, P2, P3, P5, P8, P10	P1, P3, P4, P7, P9
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, ideas and issues in appropriate forms
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 2024

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Topic 1- Introduction to Economics (10% Indicative Time)			Topic 2- Consumers and Business (10% Indicative Time)			Topic 3- Markets (20% Indicative Time)			
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	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		
	Assessment Task 1: Economic Article Analysis (Term 2, Week 2-40%)									
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	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		Yearly Examinations		Topic 6: Continued
		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 2024

	Syllabus Weighting	TASK 1 Term 1, Week 9 2024	TASK 2 Term 2, Week 8 2024	TASK 3 Term 3, Week 8-9 2024
Assessment Component	Type of Task	Media File and in class extended response The Legal System	Research Case Study – extended response The Individual and the Law	Yearly Examination
Knowledge and understanding of course content	40%	10%	10%	20%
Analysis and evaluation	20%	10%		10%
Inquiry and research	20%	10%	10%	
Communication of legal 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 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
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)							Yearly Examinations		Unit 3: Continued	
	Outcomes: P1, P5, P6, P7, P10										
Assessment Task: Yearly Exam Weeks 9 and 10 weighting 40%											

Stage 6 Preliminary - Community and Family Studies 2024

	Syllabus Weighting	TASK 1 Term 1, Week 9 2024	TASK 2 Term 2, Week 5 2024	TASK 3 Term 3, Week 8-9 2024
Assessment Component	Type of Task	Research Task	Prepared Essay	Yearly Examination
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 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11
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		
							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			
							Weighting 40%			

Stage 6 Preliminary – Personal Development, Health & Physical Education 2024

	Syllabus Weighting	TASK 1 Term 1, Week 7 2024	TASK 2 Term 2, Week 5 2024	TASK 3 Term 3, Week 8-9 2024
Assessment Component	Type of Task	Research Task	First Aid Assessment	Yearly Examination
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	P10	Plans for participation in physical activity to satisfy a range of individual needs
P2	Explains how a range of health behaviours affect an individual's health	P11	Assesses and monitors physical fitness levels and physical activity patterns
P3	Describes how an individual's health is determined by a range of factors	P12	Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings
P4	Evaluates aspects of health over which individuals can exert some control	P15	Forms opinions about health-promoting actions based on a critical examination of relevant information
P5	Describes factors that contribute to effective health promotion	P16	Uses a range of sources to draw conclusions about health and physical activity concepts
P6	Proposes actions that can improve and maintain an individual's health	P17	Analyses factors influencing movement and patterns of participation
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		

Scope and Sequence: Personal Development, Health & Physical Education - Year 11 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11	
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										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 2	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										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 3			<i>Unit: Fitness Choices (option)- Course Outcome: P5, P6, P10, P15, P16, P17</i>				Revision		Preliminary Examination Period Weighting 30%		
									<i>All Outcomes Assessed</i>		

Stage 6 Preliminary – Exploring Early Childhood 2024

	Syllabus Weighting	TASK 1 Term 1, Week 7	TASK 2 Term 2, Week 7	TASK 3 Term 3, Week 8/9
Assessment Component	Type of Task	Growth and Development Task	Promoting Positive Behaviour/Starting School Task	Yearly Examination
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research, analysing and communicating	60%	20%	20%	20%
Outcomes		1.2, 1.3, 2.1, 5.1	3.1, 6.2, V1.1, V2.1	1.1, 1.2, 1.3, 1.5,.2.1, 2.2, 2.4, 2.5,
TOTAL	100%	30%	30%	40%

OUTCOMES

1.1 analyses prenatal issues that have an impact on development	2.3 explains the importance of diversity as a positive issue for children and their families
1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children	2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
1.3 examines the nature of different periods in childhood — infant, toddler, preschool and the early school years	2.5 examines strategies that promote safe environments
1.4 analyses the ways in which family, community and culture influence growth and development of young children	3.1 evaluates strategies that encourage positive behaviour in young children
1.5 examines the implications for growth and development when a child has special needs	4.1 demonstrates appropriate communication skills with children and/or adults
2.1 analyses issues relating to the appropriateness of a range of services for different families	4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
2.2 critically examines factors that influence the social world of young children	4.3 demonstrates appropriate strategies to resolve group conflict
	5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
	6.1 demonstrates an understanding of decision making processes
	6.2 critically examines all issues including beliefs and values that may influence interactions with others

Scope and Sequence: Exploring Early Childhood - Year 11 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Unit: Core B: Child Growth and Development (5 Weeks, 20 hours) Course Outcomes: 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 4.1, 4.2, 5.1					Unit: Core A: Pregnancy and Childbirth (5 Weeks, 20 hours) Course Outcomes: 1.1, 1.4, 2.1, 5.1, 6.1, 6.2				
	Assessment Task: Term 1, Week 7- Weighting 30%									
	Assessment Task Outcomes: 1.2, 1.3, 2.1, 5.1									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Unit: Core C: Promoting Positive Behaviours (3 Weeks, 10 hours) Course Outcomes: 1.2, 1.3, 1.4, 2.4, 3.1, 4.1, 4.2, 4.3, 6.2			Unit: Starting School (7 Weeks, 30 hours) Course Outcomes: 1.3, 2.1, 2.2, 2.4, 6.1, 6.2						
	Assessment Task: Term 2, Week 7- Weighting 30%									
	Assessment Task Outcomes: 3.1, 6.2, V1.1, V2.1, 1.3, 2.1									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Unit: Learning Experiences for Young Children (5 weeks, 20 hours) Course Outcomes: 1.3, 1.4, 1.5, 2.1, 2.4, 4.2							Yearly Examination		
						Unit: Play and Developing Child (5 Weeks, 20 hours) Course Outcomes: 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.2, 6.2				

Stage 6 Preliminary - Sports, Leisure and Recreation 2024

	Syllabus Weighting	TASK 1 Term 1, Week 8 2024	TASK 2 Term 2, Week 5 2024	TASK 3 Term 3, Week 5 2024
Assessment Component	Type of Task	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 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11	
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	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 2024

	Syllabus Weighting	TASK 1 Term 1 Week 10 2024	TASK 2 Term 2 Week 9 2024	TASK 3 Term 3 Week 8-9 2024
Assessment Component	Type of Task	Listening, Reading Comprehension and Writing Research Task	Presentation and Reading Task	Yearly Examination
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 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	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						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, P4.1, P4.2, P4.3		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, P3.7, P3.8, 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%			

Stage 6 Preliminary - Chinese Beginners 2024

	Syllabus Weighting	TASK 1 Term 1 Week 9 2024	Task 2 Term 2 Week 8 2024	TASK 3 Term 3 Week 8-9 2024
Assessment Component	Type of Task	Assessment Task 1 - Comprehensive listening, reading and writing task	Assessment Task 2 – Interview	Assessment Task 3 - Yearly Examination
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 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	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 2024

	Syllabus Weighting	TASK 1 Term 1, Week 9	TASK 2 Term 2, Week 8	TASK 3 Term 3, Week 8/9
Assessment Component	Type of Task	Composition & Performance Task	Performance Task and Presentation (Viva Voce)	Aural Examination
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 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
Term 1	Unit: Methods of Notating Music									Unit: Music for Small Ensembles		
	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 9 - Weighting 35%									Assessment Task 2: Performance and Musicology presentation (viva voce). Term 2 Week 8 – Weighting 40%		
	Term 2	Unit: Music for Small Ensembles (continued)									Unit: Music for Large Ensembles	
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 Examination Term 3 Week 9-10 Weighting 25%			
Term 3		Unit: Music for Large Ensembles (continued)									Exam Preparation	
	Theoretical component: Stylistic features and instrumentation. Concepts of Music aural analysis.									Yearly Music Examination		
	Practical component: Development of performance skills through practical coursework.									Outcomes: Aural: P4, P6		
Outcomes: Aural: P4, P6									Assessment Task 3: Aural Exam Term 3 Week 9-10 Weighting 25%			

Stage 6 Preliminary - Visual Arts 2024

	Syllabus Weighting	TASK 1 Term 2, Week 2	TASK 2 Term 3, Week 3	TASK 3 Term 3, Week 8/9
Assessment Component	Type of Task	Portraiture portfolio Frida Kahlo Essay	Sculptural Practical	Yearly Examination
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 history
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 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Unit: Theory Unit: Introduction to critical and historical studies, what are frames and conceptual framework and practice.				Unit: Theory Unit: Frida Kahlo, ALARM and ToPeal.						
	Outcomes: Theory P.7, P8, P.9 Practical:				Practical Unit: Portraiture portfolio development and material practice in 2D forms.						
					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		Examination Feedback and analysis	
	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 4, Term 3 – weighting 30%							Assessment task: Assessment Task 3, Yearly Examination – weighting 30%			

Stage 6 Preliminary - Industrial Technology Timber & Furniture 2024

	Syllabus Weighting	TASK 1 Term 1, Week 10 2024	TASK 2 Term 2, Week 10 2024	TASK 3 Term 3, Week 8-9 2024
Assessment Component	Type of Task	Project Design, Management & Communication	Project Production	Yearly Exam
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		P1.2, P2.1, P3.1, P3.2, P5.1, P5.2	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P6.1, P6.2	P1.1, P1.2, P2.1, 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 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Unit: Project Design – Bedside Cabinet										
	Outcomes: P1.2, P2.1, P3.1, P3.2, P5.1, P5.2										
	Assessment Task: (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										
	Outcomes: P1.1, P1.2, P2.1, P4.3, P6.1, P6.2, P7.1, P7.2							Yearly Examination			
	Assessment Task: (Yearly Examination, DUE DATE: Weeks 9-10,)							Outcomes assessed P1.1, P1.2, P2.1, P2.2, P3.1, P4.3, P6.1, P6.2, P7.1, P7.2			
								Weighting: 30%			

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.

Stage 6 Preliminary – Enterprise Computing 2024 (New Subject)

	Syllabus Weighting	TASK 1 Interactive media and UX project	TASK 2 Networking systems and Social computing project	TASK 3 Formal examination
Assessment Component	Due Date	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 8-9
Knowledge and understanding of course content	50%	10%	15%	25%
Knowledge and skills in the practical application of the content	50%	20%	20%	10%
Outcomes		EC-11-04, EC-11-08, EC-11-09, EC-11-11	EC-11-01, EC-11-03, EC-11-04, EC-11-06, EC-11-07, EC-11-09	EC-11-01, EC-11-02, EC-11-03, EC-11-05, EC-11-06, EC-11-07, EC-11-08, EC-11-09, EC-11-10, EC-11-11
TOTAL	100%	30%	35%	35%

OUTCOMES

<p>EC-11-01 describes how systems are used in a range of enterprises</p> <p>EC-11-02 describes the function of data and information within enterprise computing systems</p> <p>EC-11-03 describes how data is safely and securely collected, stored and manipulated when developing enterprise computing systems</p> <p>EC-11-04 describes how data is used in enterprise computing systems</p> <p>EC-11-05 applies tools and resources to analyse datasets</p> <p>EC-11-06 explains how innovative technologies have influenced enterprise computing systems</p>	<p>EC-11-07 explores the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment</p> <p>EC-11-08 selects and uses tools and resources to design and develop an enterprise computing system</p> <p>EC-11-09 documents the management and evaluates the development of an enterprise solution</p> <p>EC-11-10 investigates the effectiveness of an enterprise computing system</p> <p>EC-11-11 communicates an enterprise computing solution to an intended audience</p>
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Scope and Sequence: Enterprise Computing – Year 11 2024 (120 Hours)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11
Term 1	Unit: Interactive Media and the User Experience									
	Outcomes: EC-11-01, EC-11-02, EC-11-03, EC-11-04, EC-11-05, EC-11-06, EC -11-07, EC-11-08, EC-11-09, EC-11-10, EC-11-11 Life Skills outcomes: CT-LS-01, CT-LS-02, CT-LS-03, CT-LS-04, CT-LS-05, CT-LS-06, CT-LS-07, CT-LS-08, CT-LS-09, CT-LS-10, CT-LS-11, CT-LS-12, CT-LS-13									
	Assessment Task: Develop an interactive media and user experience (UX) digital product with documentation. Due: 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 +11
	Unit: Networking Systems and Social Computing									
	Outcomes: EC-11-01, EC-11-02, EC-11-03, EC-11-04, EC-11-05, EC-11-06, EC -11-07, EC-11-08, EC-11-09, EC-11-10, EC-11-11 Life Skills outcomes: CT-LS-01, CT-LS-02, CT-LS-03, CT-LS-04, CT-LS-05, CT-LS-06, CT-LS-07, CT-LS-08, CT-LS-09, CT-LS-10, CT-LS-11, CT-LS-12, CT-LS-13									
Assessment Task: Create a network and use video to document the network Due: 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: Principles of Cybersecurity							Examination Weighting: 35%		
	Outcomes: EC-11-01, EC-11-03, EC-11-04, EC-11-06, EC -11-07, EC-11-09, Life Skills outcomes: CT-LS-01, CT-LS-02, CT-LS-03, CT-LS-04, CT-LS-05, CT-LS-07, CT-LS-08, CT-LS-10, CT-LS-11,									
Assessment Task: Principles of Cybersecurity Prelim exam										

School Delivered 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 an HSC or RoSA and a national qualification or statement of attainment 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 RTOs are accredited to deliver and assess VET qualifications to secondary 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.

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to 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 expected in the workplace.

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

Board Developed Industry Curriculum Framework (ICF) courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

Board Endorsed Courses (BECs) are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.

School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser.

NESAs Outcome	NCVER Outcome	Explanation (source: AVETMISS Data Elements definitions, Edition 2.2 April 2013)
Achieved	Competency achieved / pass	Student has been assessed and satisfies all the requirements for the unit of competency
Not Achieved	Competency not achieved / fail	Student has attempted all requirements for the assessment and has been assessed as not competent in one or more of the requirements of the competency
Continuing	Continuing enrolment	The student has engaged in learning activity, but has not completed all the training and assessment criteria by the end of the collection period
Withdrawn	Withdrawn / discontinued	(a) The student has engaged in some learning activity, then notified the RTO of their withdrawal before completing all of the assessment criteria (b) The student has engaged in some learning activity then stopped attending or submitting assessments without notifying the RTO
RPL	Recognition of Prior Learning Granted	The student has been assessed and RPL has been granted
Credit Transfer	Credit transfer / National Recognition	The student can supply evidence of the same or an equivalent competency, and credit transfer is awarded. This is used where there is no delivery of training or assessment of the student's knowledge.
Did Not Start	NIL	Student was enrolled in the unit of competency, but no training or assessment occurred. WILL NOT BE REPORTED OR APPEAR ON THE USI



School Name: Kingsgrove North High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 Safety in the kitchen	Task 2 Service please	EXAM (Optional)
Code	Unit of Competency	Term 1/2	Term 2/3	Term 3
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCOM007	Show social and cultural sensitivity		X	
SITXCCS011	Interact with customers		X	

Depending on the achievement of the units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward SIT20421 Certificate II in Cookery.

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

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



School Name: Kingsgrove North High School

Assessment Schedule Year 12 - 2025



Assessment Tasks for SIT20421 Certificate II in Cookery <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 Let's start cooking and <u>cleaning</u>	Task 4 Pack it up	Task 5 Plate it up	Task 6 There's no I in team	HSC TRIAL EXAM
		Term 4- 2024	Term 4- 2024	Term 1- 2025	Term 2/3- 2025	Term 3- 2025 Week 3/4
Code	Unit of Competency					
SITHKOP009	Clean kitchen premises and equipment	X				
SITXINV006	Receive, <u>store</u> and maintain stock	X				
SITHCCC026	Package prepared foodstuffs		X			
SITHCCC023	Use food preparation equipment			X		
SITHCCC024	Prepare and present simple dishes			X		
SITHCCC027	Prepare dishes using basic method of cookery				X	
SITHCCC034	Work effectively in a commercial kitchen				X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20421 Certificate II in Cookery.

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using 30% Preliminary exam and 70% Trial HSC exam

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

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



School Name: Kingsgrove North High School

Assessment Schedule Year 11 - 2024

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

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

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

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

School Name: Kingsgrove North High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 5 Option 5.1, 5.2 or 5.3	Task 6 Tools and equipment	Task 7 Group project	HSC TRIAL EXAM
Code	Unit of Competency	Term 4/5	Term 5/6	Term 6/7	Week 3/4 Term 3
CPCCB2001	Handle and prepare bricklaying and <u>blocklaying materials</u>	X			
CPCCB2002	Use bricklaying and <u>blocklaying</u> tools and equipment				
CPCCF2002	Use wall and floor tiling tools and <u>equipment</u>	X			
CPCCF2013	Undertake basic installation of wall tiles				
CPCFJ2001	Assemble <u>components</u>	X			
CPCFJ3004	Manufacture and assemble joinery components				
CPCCA2002	Use carpentry tools and equipment		X		
CPCCF2005	Use construction tools and equipment		X		
CPCCA2011	Handle carpentry materials		X		
CPCCF1011	Undertake a basic construction project			X	
CPCCF1012	Work effectively and sustainability in the construction industry			X	

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

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using the HSC Trial Exam result.

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

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

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 2024

Term 1			Term 2		
Week 2			Week 2	Economics – Task English Ext – Imaginative Response Modern History – Source based task Visual Arts – Portfolio & Essay	
Week 5			Week 5	Ancient History – Historical Investigation CAFS – Essay PDHPE – First Aid Assessment SRL – First Aid Task	
Week 6			Week 6	Physics – Practical Skills	
Week 7	Business Studies – Case Study Exploring Early Childhood - Task	PDHPE – Research Task	Week 7	Exploring Early Childhood - Task	
Week 8	Ancient History – Source based task Biology – Prac Skills Geography – research task	Maths Advanced – Topic Test SLR – Sports Coaching Assessment	Week 8	Chemistry – Practical Skills Chinese Beginners – Interview Enterprise Computing - Project Legal – Case Study	Maths Standard – Topic Test Maths Advanced – Assignment Music – Viva Voce
Week 9	CAFS – Research Task Chinese Beginners – Assessment Task 1 English English Studies – Achieving through Enterprise Computing - Project	Legal – Research Task Music – Composition & Performance Physics – Depth Study Society & Culture – Task	Week 9	Chinese & Literature – Presentation & Research Maths Ext 1 – Assignment	Society & Culture – Cross Generational Study
Week 10	Ancient History – Source based Task Chemistry – Depth Study Chinese & Literature – Research Task English Advanced – Reading to Write English Standard – Reading to Write EALD – Multimodal Task	Industrial Technology Timber – Project Design Investigating Science – Prac Skills Maths Ext 1 – Topic Test Maths Standard – Algebra Modern History – Historical Investigation	Week 10	Biology – Depth Study	

Assessment Planner 2024

Term 3				
Week 1	English Ext – Multimodal English Advanced – Comparative Essay English Standard – Essay EALD – Essay Investigating Science – Depth Study			
Week 3	Visual Arts – Sculptural Practical			
Week 4	Business Studies - Business Planning			
Week 5	Economics – Research Task	SLR – Prac Assessment		
Week 6				
Week 7	English Studies - Portfolio			
Week 8 & Week 9	Ancient History – Exam Biology – Exam Business Studies - Exam CAFS – Exam Chemistry – Exam Chinese Beginners – Exam Chinese & Literature – Exam	EALD – Exam Economics - Exam English Standard – Exam English Advanced – Exam English Ext – Exam English Studies – Exam Enterprise Computing – Exam	Exploring Early Childhood – Exam Industrial Technology Timber – Exam Investigating Science – Exam Legal Studies – Exam Maths Standard – Exam Maths Advanced – Exam Maths Ext 1- Exam	Modern History – Exam Music – Exam PDHPE – Exam Physics – Exam Society & Culture – Exam Visual Arts – Exam
Week 10				