

RECORD OF SCHOOL ACHIEVEMENT



PRELIMINARY COURSES SCHOOL ASSESSMENT POLICY

2022

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INTRODUCTION

This Higher School Certificate Course Handbook is issued to all students in Years 11 and 12 to:

- Ensure all students and their parents are fully informed about course requirements, particularly the school-based assessment components for each course;
- Ensure students have advanced warning about the nature of each assessable task, when they will be held and the weighting in the school assessment total in each course;
- Enable students to plan time wisely and organise an appropriate assignment schedule and study program;
- Help students understand the importance of the work they will be doing in the HSC Course, and;
- Encourage students to maintain a high standard of work as most aspects of their work will ultimately contribute in some way to success.

Assessment within the school is not only a NESA requirement but can also be an important tool for teachers and students to improve teaching and learning. It helps to diagnose learning difficulties or specific areas of weakness as well as quantifying levels of knowledge, skills and understanding of key concepts within each course. Methods of assessment may vary quite considerably from one subject to another. These may include pen and paper tests, checklists, essays, assignments, practical work, performances and field studies. The types of assessment tasks can be fairly diverse.

This booklet is a valuable resource. Students should keep it with them and review its contents regularly. The rules contained in this booklet are designed to be fair to all students and to prevent students from gaining unfair advantage over others. Lack of familiarity with these rules and procedures **IS NOT** grounds for an appeal.

Extended Leave – Travel

From the beginning of 2015, family holidays and travel are no longer considered under the ***Exemption from School – Procedures***. Travel outside of vacation periods is now counted as an absence from school. Travel is considered to be domestic or international travel for the purpose of a holiday, family business, bereavement or other reasons, which should be specified on the application.

Please note:

- The Principal will determine if the leave requested is in the best educational interests of the student.
- If the *Application for Extended Leave – Travel* is approved, the student will need to complete and submit an *Illness/Misadventure* form, along with the *Certificate of Extended Leave – Travel* to the Assessment Committee. (Present this to Mrs Costa)
- If the *Application for Extended Leave – Travel* is declined and the student is absent for an assessment task or examination, the student will be awarded a **mark of zero**. *A letter notifying parents/carer of the zero result will be issued.*

It is important for students to understand that they should not leave their study to the end of the Higher School Certificate Course. Performance is judged throughout Preliminary and Higher School Certificate Courses. Students should remember that they are not just competing against the other students in this school but against the many thousands of students all over the state. Students cannot afford to treat their studies lightly if they expect to do well.

I trust all of our students will put their best efforts into study for the important credential gained through the Higher School Certificate. Determined effort, with support from family and teaching staff, is the key to success.

Mrs K O'Brien
PRINCIPAL

What is the Record of School Achievement? (RoSA)

In 2011, the NSW Government announced the abolition of the School Certificate, a credential that has existed since 1965. It also announced that, for students choosing to leave school before the completion of their HSC, the School Certificate has been replaced by a broader, cumulative & more comprehensive credential, to record the achievements of students from the end of Year 10 up to the Higher School Certificate.

The most significant change is that the external tests have been replaced by an enhanced system of school based assessment, moderated to ensure that state wide comparability is maintained.

The **Record of School Achievement (RoSA)** is the new credential. It will:

- be a record of achievement for students who leave school prior to receiving their HSC
- report results of moderated, school based assessment, not external tests
- be available when a student leaves school any time after they complete Year 10
- be cumulative and recognise a student's achievements until the point they leave school
- show a result for all courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW
- give students the option to take online literacy and numeracy tests
- be comprehensive and offer the ability to record a student's extracurricular achievements.

The RoSA is awarded by NESA to eligible students. To receive a RoSA, students are required to study mandatory courses in each of Years 7-10 English, Mathematics, Science, Human Society and its Environment and Personal Development, Health and Physical Education. During Years 7-10, other courses in Creative Arts, Technology and Applied Studies and Languages Other Than English must also be studied.

For a student to qualify for the award of a RoSA, a student must have:

- attended a government school, an accredited non government school or a recognised school outside NSW
- undertaken and completed courses of study that satisfy NESA curriculum and assessment requirements for the RoSA.
- complied with any other regulations or requirements (such as attendance) imposed by the Minister of Education or NESA
- satisfactorily completed Year 10.

How will the RoSA report on student achievement?

Stage 6

- A to E (or equivalent) grades will be extended to Stage 6 Preliminary (Year 11) courses.
- The (Common Grade Scale for Preliminary courses) will be used to report on student achievement. Refer to following page for copy)
- If a student completes Preliminary courses, a result in the form of an A to E grade (or equivalent) will be recorded on the RoSA.
- If a student partially completes a Preliminary or HSC course the RoSA will record the courses that the student has undertaken up until the point of departure from school, with the date of leaving shown.
- If a student takes HSC courses but is not entitled to the HSC, those HSC results would be recorded on their RoSA.

Issue of credentials

- The RoSA will be awarded to students upon leaving school prior to completing their HSC and will be a cumulative record of achievements until that date. In this respect it will include a record of Year 10 grades and could include a **record of courses studied at Preliminary level** and those commenced at HSC level
- When a student has completed HSC courses and has met eligibility requirements they receive the HSC testamur and would have their Preliminary and HSC results recorded on the HSC Record of Achievement. This credential would supersede the RoSA.
- Students can request both a RoSA showing their earlier grades and an HSC Record of Achievement.
- Students not entitled to receive the proposed Record of School Achievement or an HSC Record of Achievement, or students who need a statement of their most up to date courses/results for other reasons, for instance for use in applying for casual work, may obtain a transcript of their results held at that time by NESA.

Common Grade Scale for Preliminary Courses

The Common Grade Scale shown below should be used to report student achievement in the Preliminary Stage 6 year in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

A

The student demonstrates extensive knowledge of content and understanding of course 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.

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.

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.

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.

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.



RECORD OF SCHOOL ACHIEVEMENT

This is to certify that
Sample Student Name
of
Sample High School

has met the requirements for the Record of School Achievement
and has received the results shown below.

STAGE 6 PRELIMINARY COURSES

Year	Course	Result
Board Developed Courses		
2013	English (Standard) (2 Unit)	A
	Mathematics (2 Unit)	B
	Biology (2 Unit)	C
	Industrial Technology (2 Unit)	C
	Personal Development, Health and P.E. (2 Unit)	A
	Metal and Engineering (2 Unit)	Refer to Vocational documentation

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Student Number: 230299553

Issued without alteration or erasure on 10th December 2012
by the Board of Studies at Sydney, NSW, Australia.

President

SECTION 1 COURSE COMPLETION

Eligibility for the award of an HSC

To be eligible for the award of the Higher School Certificate you must have:

- gained the Record of School Achievement or such other qualifications as NESA considers satisfactory;
- attended a government school, an accredited non-government school, an institute of TAFE or a school outside NSW recognised by NESA;
- satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate;
- sat for and made a serious attempt at the required Higher School Certificate examination(s)

Pattern of Study

To qualify for the Higher School Certificate you must have satisfactorily completed a **Preliminary pattern** of study comprising at least **12 units** and an **HSC** pattern of study comprising at least **10 units**. Both patterns must include:

- at least six units of NESA Courses;
- at least two units of a NESA Developed Course in English;
- at least three courses of two unit value or greater (either NESA Developed or NESA Endorsed Courses);
- at least four subjects

From 2019, English studies will have an external HSC examination and be categorised as a Category B course. Therefore it will be able to be included in the ATAR calculation for students who sit the examination.

To satisfy pattern of study requirements for the Higher School Certificate, you may count a maximum of six Preliminary units and six HSC units from courses in Science. You may accumulate HSC courses towards the HSC over a period of up to five years.

You must have also completed the NESA HSC: All My Own Work Course.

SATISFACTORY COMPLETION OF A COURSE

The following course completion criteria refer to both Preliminary and HSC courses. A student will be considered to have satisfactorily completed a course, if in the Principal's view, there is sufficient evidence that the student has:

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

The school recognises a minimum of **85% attendance** for satisfactory completion of course work. Principals may determine that, as a result of absence, the course completion criteria may not be met. The Principal will regard absences seriously and will give students early warning of the consequences of such absences.

Students who do not comply with the above requirements cannot be regarded as having satisfactorily completed the course. If at any time a student is at risk of an **'N' determination (unsatisfactory)** they will be warned as soon as possible and parents or guardians advised in writing (if the student is under 18 years of age). This duty is delegated to Head Teachers and class teachers. This warning will be given in time for the problem to be corrected.

The Assessment Committee meets at least twice a term and interviews students at risk of receiving an N determination in any course they are studying. The Deputy Principal and Head Teacher Teaching and Wellbeing check for N Award letters fortnightly, subsequently removing the privilege of senior study day for those with outstanding letters or attendance below 85%. Students who are unable to fulfil course and assessment requirements within a set time period are then referred to the Principal.

The Principal will then consider the 'N' determination. In the case of a Preliminary Course 'N' determination, this may affect entry into the subsequent Higher School Certificate course.

Students who have received an 'N' Determination have the right to appeal.

HSC Course Completion Requirements	<p>If a student makes a non-serious attempt for a task a zero may be awarded. For example only attempting the multiple choice section of an Assessment Task. An N award warning determination letter must be issued by the classroom teacher for any non – serious attempt.</p> <p>If a student scores zero for a particular task, it is a matter for the teacher's professional judgement whether the attempt is a genuine one. If it is deemed that the student has failed to make a genuine attempt, the assessment should be redone.</p> <p>Some courses will have additional requirements that relate to their syllabus. For example, students in Science courses must complete 35 indicative hours of practical experience.</p> <p>Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least 12 units of Preliminary courses and 10 units of HSC courses then the student will not be eligible to receive the award of a Higher School Certificate.</p>
Assessment Guide	<p>The range of marks to be used for the assessments in each course is detailed in the relevant subject guide in the Assessment Certification Examination Manual available to all students on the NESA website.</p>
Assessment Period	<p>Assessment tasks may be set from the commencement of the HSC Course and will generally conclude with the last paper of the Trial Higher School Certificate (HSC). Exceptions include Technologies projects and Creative and Performing Arts major works and process diaries, which are due just after the Trial HSC examination period.</p>

SECTION 2 SCHOOL BASED ASSESSMENT

Why assessments are used	<p>Assessments:</p> <ol style="list-style-type: none"> 1. give consideration to aspects of the course which can best be demonstrated over time, eg. practical skills; 2. cater for elements such as fieldwork which occur as part of the course, and; 3. increase the accuracy of the final assessment of student achievement by using multiple measures.
How to maximise your chance for success	<ul style="list-style-type: none"> • Attend all timetabled lessons and participate in the provided learning experiences • Plan for all set assessment tasks by creating your own schedule • Develop appropriate time management skills • Read all assessment task instructions carefully and thoroughly • Ask questions where possible • Be familiar with the glossary of terms • Pace in-class tasks and exam style tasks carefully • Work consistently over the year for major works • Complete all the learning experiences of the course to the best of your ability

School assessment results will not be increased to compensate for factors such as extended illness, misadventure or domestic problems that may have affected a student's performance throughout the course. Teachers will assess the student's actual performance, not potential performance.

SECTION 3 STUDENT RESPONSIBILITIES

<p>What is expected of students?</p>	<ul style="list-style-type: none"> ▪ To perform all the tasks of the assessment program to the best of their ability. ▪ Make a serious attempt at all tasks. Tasks deemed, as a non-serious attempt by the Head Teacher in consultation with the Assessment Committee may be awarded a mark of zero. ▪ Students should submit assessment work which is entirely their own. If malpractice is proven then a zero mark should be awarded. Alleged Malpractice will be referred to the Assessment Committee for review and determination. ▪ It is the students responsibility to fulfil any special submission requirements specific to each assessment. ▪ Attend all timetabled lessons or scheduled school activities on the day of an in-class or class time submission of assessment task. Students who do not attend these activities may be awarded a zero. Students who are observed not to be participating in a timetabled lesson may be awarded a zero. In addition to this, students are not permitted to prepare for an assessment task in other subject lessons.
<p>What must students do if they are away for an assessment task or do not submit a task on time?</p>	<ul style="list-style-type: none"> ▪ Failure to complete/submit an Assessment Task on the due date will result in a zero mark. If students are absent for an assessment task they need to submit an illness/misadventure appeal form, within one week of the illness/misadventure. Forms must be submitted to the Deputy Principal for Year 11. ▪ Any student absent from an 'in class' task (due to illness/misadventure). Students will be required to sit a substitute task. An estimate will only be used in extenuating circumstances as deemed by the Principal in consulted on with NESA. The awarding of a zero mark will result in written N Determination warning notification letter being sent to parents/ guardians. ▪ The principal will determine if the leave requested is in the best educational interests of the student. ▪ If the <i>Application for Extended Leave – Travel</i> is approved, the student will need to complete and submit an <i>Illness/Misadventure</i> form, and submit this to the Deputy Principal for Year 11. ▪ If the <i>Application for Extended Leave – Travel</i> is declined and the student is absent for an assessment task or examination, the student will be awarded a mark of zero.
<p>How do students appeal a zero mark?</p>	<ul style="list-style-type: none"> ▪ In order to appeal a zero determination, an Illness / Misadventure Appeal Form must be completed. This may occur prior to the submission date or on the first available occasion after returning to school. Please do not submit Illness/Misadventure Appeal forms to the office. Completed forms need to be submitted to the Deputy Principal for Year 11. ▪ Documentation to support the request should be attached to the form. Illness/Misadventure applications will require independent evidence such as a medical support document or a police report number. Copies of all appeal forms will be retained for student records. It should not be assumed that the application will be successful. ▪ Completed forms require the signature of a parent / carer, classroom teacher and Head Teacher, who will determine a date for the sitting of the substitute task. This will be written on a form by the Head Teacher and recorded by the Deputy Principal for Year 11.

<p>What do students do if they are involved in an extracurricular activity?</p>	<ul style="list-style-type: none"> ▪ Students unable to complete an <u>“in class” task</u> must discuss this with their course teacher <u>before the due date</u>. The student will be given an opportunity to sit a substitute task. ▪ Students who are involved in extra-curricular activities on the due date of a <u>“take home” task</u> must ensure that the task is <u>handed in on time or ahead of time</u>. ▪ Students should contact the school if they are absent on the day of an assessment or examination.
<p>What must students do when they are away sick from school?</p>	<ul style="list-style-type: none"> ▪ Students who are absent from school for any reason are expected to check with staff and other students to determine if any information regarding assessments has been conveyed to the class. ▪ A student’s absence from class on the day of notification regarding an assessment task is not considered an excuse for lack of awareness of that task, or the nature of that task.
<p>In what ways can students hand in their assessment task?</p>	<p><u>ALL assessment tasks are to be handed in as a HARD (paper) COPY ONLY.</u></p> <p>Assessment tasks should not be accepted as:</p> <ul style="list-style-type: none"> • An email to the school or directly to the course teacher. • an electronic version – no USB, CD or DVD. <p>Do not rely on the school printers in the library for printing on the day that the task is due.</p> <p>It is the students responsibility to be organised and to have the task completed and printed prior to the due date. Notes from home indicating problems with a printer for example will not be accepted.</p>
<p>What are students responsibilities regarding Special Provisions</p>	<ul style="list-style-type: none"> • If students require provisions, or think they might be able to seek special provisions, students must see the HT Teaching and Wellbeing ASAP to discuss this. • Students must fill out all paperwork required by the HT Teaching and Welbeing and return this paperwork to the HT ASAP. • Students must know their entitlements before the assessment task. • Students must check with teachers whether the special provision will be possible or suitable prior to the assessment. • Students should know that they do not have to accept the special provisions provided but they must accept any consequences that result from this decision.

Students who are absent for a prolonged period will have their cases reviewed by the Assessment Committee. The Committee will treat each case on its merits.

Non-assessable tasks play a major role in covering syllabus content, preparation for assessment tasks and preparation for HSC examinations. These tasks assist in the development of understanding and skills and are an opportunity to experiment and learn from mistakes. The Principal will consider student involvement in all tasks when certifying satisfactory progress and completion of course work.

EXAMINATIONS & THE EXAMINATION PERIOD

**All examinations are SCHOOL BASED ASSESSMENT TASKS.
Therefore all normal assessment procedures, rules and requirements apply**

<p>What must students do if they are sick during their examinations?</p>	<ul style="list-style-type: none"> ▪ Examinations are school based assessment tasks. Therefore failure to complete the examination on the assigned day will result in a zero mark if Illness/misadventure is not explained with documentation. ▪ Students who are absent during the examination period must ring the Head Teacher Administration/Deputy Principal of Year 11 on the day of the missed examination. The Head Teacher Administration/Deputy Principal of Year 11 will advise on the best appropriate action. Students are expected to follow this advice.
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- Immediately on the first day of their return to school, students must see the Deputy Principal of Year 11 to provide an **Illness/Misadventure Appeal Form** with supporting documentation. Do not assume the appeal will be successful. **Students missing any formal examinations (Trial Examination) due to illness/misadventure will be required to complete a substitute task after completion of appropriate paperwork within the time frame.**
- Students who are sick DURING an examination MUST notify the examination supervisor who will offer the appropriate assistance and will immediately notify the Deputy Principal of Year 11/Head Teacher Administration.
- If the student is unwell and unable to proceed with the examination they will be signed out via the school clinic and allowed to go home. The student will be advised to see a doctor immediately.
- If the student chooses they can continue with the examination.
NO EXTRA TIME WILL BE GIVEN.

Please note the provisions for **Extended Leave – Travel** which are outlined on pages 1 and 6.

SINCE ALL EXAMINATIONS ARE SCHOOL BASED ASSESSMENT TASKS STUDENTS CAN ONLY BE ASSESSED ON ACTUAL PERFORMANCES NOT ON POTENTIAL PERFORMANCE.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Competency Based Assessment

- VET courses including Hospitality-Food & Beverage, Business Services, Sport, Fitness & Recreation and Information & Digital Technology are competency-based courses. In a competency-based course, assessment of competencies is standards-referenced. This means that students are judged against a prescribed standard not against the performance of other students.
- Demonstrating competency means that students can perform the task or show an understanding to the level required by the industry standards.
- When students successfully demonstrate competence against a particular standard they will be judged as 'competent'. There is no pass/fail. Students are either 'competent' or 'not yet competent'.
- The units of competency students achieve will be recognised on a vocational qualification.
- Students therefore are being continually assessed and attendance in each lesson is extremely important.
- Hospitality students will be assessed in every practical lesson. It is expected that students be in full chef uniform and have relevant equipment to complete the practical lesson. Students failing to bring correct equipment will be issued with an 'N' Warning Letter.
- If at any time it appears that a student is at risk of being given an N determination in any vocational course, the Principal will follow the same procedure as for any other HSC course. The student will be given written warning in sufficient time to correct any problems regarding the completion of course requirements.
- Where a student receives an N determination in a VET course, that course will not appear on the student's record of achievement. No VET Certificate or Statement of Attainment will be issued to students who receive an N determination.

**Mandatory
Work Placement**

- **Work placement is a mandatory requirement for completion of your VET course. While you can still achieve the qualification for your course, HSC requirements will not be met if you do not complete work placement.**
- Students who do not complete at least 70 hours of work placement over the two years will not have the course recognised by NESA Teaching and Education Standards. This might mean that students will receive an N award determination for the Preliminary Course or the HSC.
- Work Placement requires students to participate in relevant industry placement for up to one week of both years. During work placement students are expected to practise and develop the competencies that are part of the course. The teacher and/or workplace supervisor will assess your performance on the job.
- A Work Placement Journal is to be completed for each work placement as the assessment task for work placement. The Journal is to be submitted to the class teacher on return to school as evidence of your Work Placement hours.
- Work Placement is a privilege offered by employers in the community. Employers are under no obligation to assist in work placement.
- Some students have gained employment or improved their employment chances due to work placement. It is expected that students will make the most of the opportunity given to you.
- Students who do not undertake Work Placement at the prescribed venue as organised by the school will receive a Non Completion of Work Placement warning letter which will jeopardise the satisfactory requirements for work placement.
- Work Placement for all VET courses except Sport Coaching will be completed at a venue organised through the school and MWLP. Students wishing to complete mandatory work placement at another workplace venue are to make arrangements with their teacher as soon as possible.
- **It is the students' responsibility to catch up on missed class work.**
- It is each student's responsibility to submit assessment tasks on time. Negotiation between student and subject teacher / Head Teacher will be required for any assessment tasks scheduled during the work placement week. Students should hand in the completed task before commencing Work Placement. **Alternate arrangements for any in-class assessment tasks must also be negotiated with your teacher BEFORE Work Placement.**

**Work Placement
and assessment
tasks in other
courses**

Work Placement is not a reason for non-completion of assessment tasks

SECTION 4 OTHER REQUIREMENTS

RECEIPT FOR ASSESSMENT TASKS

When handing in assessment tasks, students should receive a receipt from the teacher.

If a student fails to follow this procedure, eg.
the student places the assignment in a receptacle and does not request a receipt
or
places the assignment on a teacher's table without requesting a receipt
or
places the assignment under the staffroom door
then,
in the event that the teacher cannot locate the assignment, the student will be considered to have failed to submit that assessment task and a non-completion will be recorded.

Late Submission Penalties

- **Where students do not have a valid reason for not submitting the task on the required date, the task will be accepted, feedback provided and a mark of zero will be awarded.**
- Failure of computer systems or devices is not a valid excuse for extension or non-submission of assessment tasks. Students **MUST** make back-up copies of files, regularly print out drafts and keep these working drafts. These may be handed in by the due date in the case of a computer system failure.

Assessment Illness / Misadventure

1. If a student has not completed an assessment by the due date, they must submit what work they have completed by this date.
2. Students can then submit an Illness/Misadventure. Except for cases of serious misadventure or illness, applications submitted after the due date of the assessment task will not be considered.
3. **Holidays, routine medical or dental appointments, driving tests, part-time work commitments, routine sporting commitments are examples of grounds likely to be unsuccessful when applying for an Illness/Misadventure.**

Reporting to Students

- When assessment tasks are returned to students the class teacher will give students their own mark and ranking for the task.
- Cumulative progress should be provided. Feedback regarding results of assessment tasks, eg marks, can be sought at the time that the tasks are returned.
- Marks are recorded on our school markbook. A computer generated calculation is used.

Malpractice

What is malpractice?

- Malpractice is any activity undertaken by a student that allows him/her to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:
- Copying someone else's work in part or in whole, and presenting it as one's own
- Using material directly from books, journals, CDs or the Internet without reference
- Building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as one's own
- Gaining access to the assessment or examination through stealing or accessing confidential school documents.

- Submitting work to which another person, a parent, coach or expert has contributed substantially
- Using words, ideas, designs or workmanship of others in practical and performance tasks
- Paying someone to write or prepare material
- Not making a genuine effort with an assessment task
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice

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

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

Issues of malpractice need to be investigated by the Head Teacher of the respective course, and reported in writing to the Assessment Committee with accompanied documentation.

The assessment committee will:

- Provide the student(s) with an opportunity to address the issue with a support person present
- Plan a course of action and communicate this to the student, the student's parents and the Head Teacher
- If the malpractice is proven, the Assessment Committee will consider a zero for that task. In some circumstances, the committee may decide to invoke a penalty appropriate to the seriousness of the offence. Students are made aware that sharing their task with other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero for that task. Students are encouraged not to share the substance of a hand-in task with other students
- In cases of proven malpractice, the Principal will impose a penalty after consultation with the Class Teacher, Head Teacher and Assessment Committee
- **NOTE:** Language Dictionaries are not to be used for examination style assessment tasks. Use of these will be considered malpractice

USE OF ELECTRONIC TRANSLATORS

The NESA rules and requirements regarding electronic translators are clearly stated in the ACE Manual, section 10.3. The ACE Manual states that electronic translators **cannot** be used in the HSC year for assessments and examinations.

From the ACE Manual:

10.3 Areas outside the NESA's Guidelines

- The Board will not compensate students for difficulties in undertaking a course and preparing for the Higher School Certificate Examination.
- Schools are responsible for any decisions made at school level to offer provisions to students with special needs 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.
- NESA does not consider the lack of familiarity with the English language to be a special need in this context. Therefore, special provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language.

Macquarie Fields High School's policy regarding electronic translators is:

- An electronic translator is a device that provides students with a word or words that have the same meaning in the student's first language that this student may not know the meaning of in English.
- Students from a language background other than English and who have been in Australia for less than a year may use an electronic translator in class, assessment and examination contexts only when they are studying in Years 7, 8 or 9, 10 or when they are studying a Preliminary course.

SECTION 5 REVIEWS AND APPEAL

What can I appeal?

Student appeals against assessment rankings in HSC courses - school review of assessments

ACE (Manual)

Details of review procedures are the responsibility of individual schools. The NSW Standards Authority (NESA) recommended procedures to be employed within schools are outlined below.

As the final school assessment marks are not available to students, any assessment review will be based on the rank order placement as indicated on the Assessment Rank Order Notices and feedback on their performance during the course. Students who consider that their placement in the rank order for any course is not correct on the basis of feedback on their performance during the course may seek a school review.

Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded for individual tasks will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned to the student.

In conducting an assessment review it is necessary for the school to ascertain whether:

- a. the weightings specified by the school in its assessment program conform with NESA requirements as detailed in the syllabus packages
- b. the procedures used by the school for determining the final assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program
- c. there are no computational or other clerical errors in the determination of the assessment mark.

Provided the school is satisfied that these conditions have been met, no change to the assessment will be made.

The school must inform the student of the outcome of the school review of their assessment and advise them of the provision for subsequent appeal to NESA. The advice on this appeal to NESA should include information about grounds for appeal.

There can be no appeals in the teachers professional judgment in the awarding of marks.

- Schools and students may appeal against decisions concerning aspects of the award of the Higher School Certificate and Record(s) of Achievement. These are summarised as follows:

1. Individual Assessment Tasks

When a student feels that a decision applied to their work is not consistent with the school's assessment policy and procedures, they may appeal.

2. Assessment Ranking

Students can request a review of their assessment ranking if they consider that the school's order-of-merit for a particular course is not consistent with their expectations

on the basis of their performance on assessment tasks.

School reviews are limited to ensuring that:

- In conducting an “Individual assessment task” review it is necessary for the school to ascertain whether:
 - (a) the weightings specified by the school in its assessment program conform with the requirements detailed in the syllabus packages;
 - (b) the procedures used by the school for determining the assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program, and;
 - (c) there are any computational or other clerical errors in the determination of the assessment mark.
- The first appeal must be to the class teacher.**
- Where a student feels that the appeal to the course teacher has not been heard in accordance with the school's policy and procedures, **the student may appeal to the Head Teacher responsible for the course.**
- The appeal is to be completed in writing on the school's appeal application form (a copy is included on Pg. 18 of the Assessment booklet.

**FOR FURTHER ADVICE CONTACT THE DEPUTY PRINCIPAL OF YEAR 12 ,
THE CHAIR OF THE ASSESSMENT COMMITTEE OR THE PRINCIPAL.**

OTHER APPEALS AVAILABLE TO STUDENTS

**‘N’ determination
in one or more
courses**

- Students can appeal against ‘N’ determinations in particular courses. In the first instance, students make their appeal directly to the school Principal. If the Appeal is not upheld at the school level the student can appeal to NESA. The Board of Studies decision is final.

**Illness /
misadventure**

- **In all cases of illness students are strongly advised to seek medical attention immediately.** In the case of misadventure, students are advised to gather independent evidence eg. Police report
- The appropriate documentation can be obtained from the Deputy Year 11/School Website. It must be completed by the student and an independent third party with attached supporting evidence (such as a medical report from a doctor or a police report number from a police officer) and submitted to the faculty Head Teacher within one week of the assessment.
- Note: Medical Certificates submitted without the correctly completed documentation from a third party will not be accepted by NESA.
- You should make every effort to complete assessments. **DO NOT ASSUME YOUR APPEAL WILL BE UPHELD.**

The HSC Minimum Standards

“To help ensure New South Wales students leave school ready for success in future learning and life a minimum standard of literacy and numeracy is being introduced for the higher school certificate from 2020. For example regardless of your plans for after school you are going to need some math skills to make sure you get a good deal on your mobile phone plan.

Getting the basics right also means you have the foundation for doing well in all your subjects. Students will show that they meet the standard by passing short minimum standard reading writing and numeracy tests that will be available for you to take online at school.

You can take these when you are ready in year 10 year 11 or year 12 you'll be able to try each test twice a year if you want to. You don't have to pass all three tests at once and once you pass a test you don't have to sit up again. Even after you leave school you'll still have a few more years to pass the tests to receive your HSC.

If you've got your HSC it will be proof to employers TAFE and university that you can read write and to do basic maths. In other words you'll be ready for life after school.

Visit the NESA website for more information and to see sample questions. <http://educationstandards.nsw.edu.au/>

2022 HSC

Students need to meet the HSC minimum standard to receive the HSC.

To show they meet the standard students need to:

- achieve Level 3 or 4 in the online reading test
- achieve Level 3 or 4 in the online writing test
- achieve Level 3 or 4 in the online numeracy test

What happens if you don't meet the HSC minimum standard?

From 2020, only students who meet the HSC minimum standard will receive a Higher School Certificate testamur.

Students do not need to meet the HSC minimum standard to:

- study HSC courses
- sit HSC exams
- receive HSC assessment and exam results
- receive an ATAR
- receive a Record of School Achievement.”

Source: NESA Website: <http://educationstandards.nsw.edu.au>

retrieved 24/10/2019

PRELIMINARY COURSES ASSESSMENT SCHEDULE 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1 2022				PDHPE	INV SCI (HSC)	ECONOMICS CHEMISTRY FOOD TECHNOLOGY	LEGAL STUDIES SOFTWARE DESIGN	VISUAL ARTS MODERN HISTORY ENGINEERING PHYSICS TEXTILES & DESIGN CAFS	ALL MATHS COURSES	ENGLISH AD ENGLISH STD ENGLISH STUDIES	ABORIGINAL STUDIES
Term 2 2022											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	BUSINESS STUDIES ENGLISH EXT BIOLOGY	MUSIC JAPANESE B&C IT TIMBER IT GRAPHICS VISUAL ARTS VISUAL DESIGN	ANCIENT HISTORY	SOCIETY & CULTURE PDHPE CAFS	SLR 1Unit	JAPANESE B&C FOOD TECHNOLOGY PHYSICS	ECONOMICS MODERN HISTORY INV SCI (HSC)	SLR 2Unit BUSINESS STUDIES CHEMISTRY VISUAL DESIGN	ENGLISH AD ENGLISH STD ENGLISH STUDIES	ALL MATHS COURSES	
Term 3 2022											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	ENGLISH EXT LEGAL STUDIES BIOLOGY TEXTILES & DESIGN	MUSIC SOCIETY & CULTURE ABORIGINAL STUDIES	MUSIC ANCIENT HISTORY	ENGINEERING	SOFTWARE DESIGN VISUAL DESIGN SLR 2Unit SLR 1Unit	ASSESSMENT FREE PERIOD		YEAR 11 EXAMINATION PERIOD		IT TIMBER IT GRAPHICS ENGLISH STUDIES	

Aboriginal Studies Stage 6 Scope and Sequence: 2022

Term 1	YEAR 11 ABORIGINAL STUDIES										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Aboriginality and the Land						Heritage and Identity				
	Overview: The focus of Aboriginality and the Land is Aboriginal peoples' relationship to Country and the impact of dispossession and colonisation on this relationship, with reference to an Australian Aboriginal community. Outcomes: P1.1, P1.2, P2.1, P2.2, P3.2 Assessment Task 1 (Weighting 30%): In class essay (Week 11) P1.3, P2.2, P3.2, P4.1						Overview: The focus of Heritage and Identity is on Aboriginal social systems, the diversity of Aboriginal social and cultural life, and the impact of invasion and colonisation on Aboriginal culture and social life, with reference to an Australian Aboriginal community. Outcomes: P1.2, P1.3, P2.1, P2.2, P3.1, P3.2, P3.3				

Term 2	YEAR 11 ABORIGINAL STUDIES									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Heritage and Identity			Research and Inquiry Methods: Local Community Case Study						
	Outcomes: P1.2, P1.3, P2.1, P2.2, P3.1, P3.2, P3.3			Overview: The focus of Research and Inquiry Methods is the development of research and communication skills within the context of the local Aboriginal community. These skills, which are developed throughout the Preliminary course, are applied in a local community case study Outcomes: P4.1, P4.2 Assessment Task 2 (Weighting 30%): Local Community Case Study (Term 3, Week 2) P1.1, P1.2, P2.1, P4.1, P4.2						

Term 3	YEAR 11 ABORIGINAL STUDIES									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	International Indigenous Community: Comparative Study							Yearly Examination Period		Comparative Study
	Overview: The focus of this international Indigenous community: Comparative study is on the similarities and differences in the experiences of Indigenous communities that have suffered the loss of sovereignty and the ongoing social, cultural, economic and political effects of colonisation. This study compares key experiences of an international Indigenous community with the Australian Aboriginal community referred to in Parts I and II in relation to the two themes of the course: Aboriginality and the Land and Heritage and Identity. Outcomes: P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3							Assessment Task 3 (Weighting 40%): Yearly Examination (Week 8 - 9) P2.2, P3.1, P3.3, P4.1, P4.2, P4.3		Outcomes: P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3

ABORIGINAL STUDIES

Course Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 1 Week 11 2022	Date: Term 3 Week 2 2022	Date: Term 3 Weeks 8 - 9 2022
		In class essay: Aboriginality and the Land	Local Community Case Study	Yearly Examination
Knowledge and Understanding of course content	40	10	5	25
Investigation, analysis, synthesis and evaluation of information from a variety sources and perspectives	15	5	5	5
Research and inquiry methods, including aspects of the Local Community Case Study	20	10	10	0
Communication of information, ideas and issues in appropriate forms	25	5	10	10
Marks	100	30	30	40
Course Outcomes		P1.3, P2.2, P3.2, P4.1	P1.1, P1.2, P2.1, P4.1, P4.2	P2.2, P3.1, P3.3, P4.1, P4.2, P4.3

Business Studies Stage 6 Scope and Sequence: 2022

Term 1 (27/1 – 1/4)									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9/10	Week 11
Nature of Business						Business Management			
Overview: The focus of this topic is the role and nature of business in a changing business environment.						Overview: The focus of this topic is the nature and responsibilities of management in the business environment.			
Outcomes: (Nature of Business) P1 discusses the nature of business, its role in society and types of business structure P2 explains the internal and external influences on businesses P6 analyses the responsibilities of business to internal and external stakeholders P7 plans and conducts investigations into contemporary business issues P8 evaluates information for actual and hypothetical business situations					New Skills and Tools: Terminology Business Report writing				
Term 2 (19/4 – 25/6)									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9/10	Week 11
Assessment Task 1		Reports due to HT					Assessment Task 2		
Business Management						Business Planning			
Overview: The focus of this topic is the nature and responsibilities of management in the business environment.						Overview: The focus of this topic is the processes of establishing and planning a small to medium enterprise.			
Outcomes: (Business Management) P2 explains the internal and external influences on businesses P4 assesses the processes and interdependence of key business functions P5 examines the application of management theories and strategies P6 analyses the responsibilities of business to internal and external stakeholders P7 plans and conducts investigations into contemporary business issues P8 evaluates information for actual and hypothetical business situations P9 communicates business information and issues in appropriate formats P10 applies mathematical concepts appropriately in business situations					Assessment: Task 1 – Week 1 (Business Report) Task 2 – Week 9 (Business Plan) New Skills and Tools: Financial Statements Financial Ratios				
Term 3 (12/7 – 17/9)									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Business Planning						Revision	Preliminary Examination		
Overview: The focus of this topic is the processes of establishing and planning a small to medium enterprise.									
Outcomes: (Business Planning) P1 discusses the nature of business, its role in society and types of business structure P3 describes the factors contributing to the success or failure of small to medium enterprises P4 assesses the processes and interdependence of key business functions P6 analyses the responsibilities of business to internal and external stakeholders P7 plans and conducts investigations into contemporary business issues P8 evaluates information for actual and hypothetical business situations P9 communicates business information and issues in appropriate formats P10 applies mathematical concepts appropriately in business situations					Assessment: Task 3 – Weeks 8 or 9 (Preliminary Examination) New Skills and Tools: Multiple choice questions Short answer questions				
Term 4 (5/10 – 17/12)									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Reports due to HT									

BUSINESS STUDIES

Components [Syllabus]	Weighting %	Task 1	Task 2	Task 3
		Date: Term 2 Week 1 2022	Date: Term 2 Week 8 2022	Date: Term 3 Week 8-9 2022
		Business Report	Business Plan	Yearly Examination
Knowledge and understanding of course content	40	15	10	15
Inquiry and research	20		15	5
Stimulus Based Skills	20	10		10
Communication of business information, ideas issues in appropriate forms	20	5	5	10
Marks	100	30	30	40
Course Outcomes		P1, P2, P6, P8, P9	P2, P4, P5, P6, P7, P8, P9	P1, P3, P4, P5, P6, P7, P8, P9, P10

Community & Family Studies Stage 6 Scope and Sequence: 2022

Studies Scope and Sequence 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Resource Management								Individuals and Groups		
	Outcomes: P1.1, P1.2, P3.2, P4.1, P4.2, P5.1, P6.1								Outcomes: P1.1, P2.1, P2.3, P3.2, P4.1, P4.2, P6.2		
	Overview: This module emphasises the fundamental importance of the skill of resource management, which is the use of resources to satisfy needs in order to achieve wellbeing. The concepts of wellbeing, needs and wants, resources, values, goal setting, communication, decision making, and personal management are explored.								Overview: This module explores the role that individuals and groups play in meeting the specific needs of individuals, families and communities. Students explore the importance of building positive interpersonal relationships in order to promote a sense of belonging among individuals, families and social groups.		
	Assessment #1: Resource Management Topic Test (30%) – Week 8, Term 1 2022 (Outcomes: P1.1, P1.2, P4.2, P5.1, P6.1)								Assessment #2: Gender and Leadership Case Studies (40%) – Week 5, Term 2 2022 (Outcomes: P2.1, P2.3, P4.1, P4.2)		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 2	Individuals and Groups							Families and Communities			
	Outcomes: P1.1, P2.1, P2.3, P3.2, P4.1, P4.2, P6.2							Outcomes: P1.1, P1.2, P2.2, P2.4, P3.1, P3.2, P4.1, P4.2, P6.2			
	Overview (cont.). Students examine the nature of groups and why they form exploring the various roles individuals adopt within groups in order to establish an environment where goal achievement is enhanced and the wellbeing of individuals and groups is promoted. In doing so, they examine power bases and the nature of leadership and explore their significance as a determinant of group effectiveness.							This module provides students with an insight into family structures and communities and the roles individuals adopt within each.			
	Assessment #2: Gender and Leadership Case Studies (40%) – Week 4, Term 2 (Outcomes: P2.1, P2.3, P4.1, P4.2, P6.2)										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 3	Families and Communities							Yearly Examination Period (30%)			
	Overview: The module requires students to examine how constant change challenges families and communities, and that both informal and formal support available can assist them to manage the change effectively. The module recognises socialisation as a lifelong process that is influenced by both the family and other groups within the community. This module presents students with a range of introductory research experiences such as constructing a questionnaire and conducting a literature review.										
	Outcomes: P1.1, P1.2, P2.2, P2.4, P3.1, P3.2, P4.1, P4.2, P6.2										

COMMUNITY and FAMILY STUDIES

Course Component	Weighting %	Task 1	Task 2	Task 3
		Date: Term 1 Week 8 2022	Date: Term 2 Week 4 2022	Date: Term 3 Weeks 8-9 2022
		Resource Management Topic Test	Gender and Leadership Case Studies	Yearly Examination
Knowledge and understanding of course content	40	10	20	10
Skills in critical thinking, research, analysis and communicating	60	20	20	20
Total Marks	100	30	40	30
Course Outcomes		P1.1, P1.2, P4.2, P5.1, P6.1, P6.2	P2.1, P2.3, P4.1, P4.2	P1.1 – P6.2

Economics Stage 6 Scope and Sequence: 2022

Term 1									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9/10	Week 11
					Essay 30%				
TOPIC 1 – Introduction to Economics			TOPIC 2 – Consumers and Business			TOPIC 3 - Markets			
Overview: The focus of this topic is the need for choice by individuals, businesses, and governments. Their decisions determine the nature of the economy and create the diversity of economies found in the world. Outcomes: P1, P2, P4, P5, P7, P9, P10, P12			Overview: The focus of this topic is an investigation of how consumers and businesses make decisions about the choices they face, recognising that in a market economy both are motivated largely by self-interest. Outcomes: P1, P2, P7, P8, P9, P10, P12			Overview: The focus of this topic is the operation of markets. The way in which market prices are determined and the need and means available for governments to intervene in markets are highlighted. Outcomes: P1, P2, P3, P5, P8, P10, P11, P12			
Assessment Task 1: 30% - Essay question focused on the Introduction to Economics									

Term 2									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9/10	Week 11
						Essay 30%			
TOPIC 6 – Government and the Economy					TOPIC 4 – Labour Markets				
<p>Overview: The focus of this study is the role of government in a mixed economy. The main concepts are management of the economy, and problems and issues arising from the free operation of markets.</p> <p>Outcomes: P1, P2, P3, P5, P6, P7, P8, P9, P10, P11</p>					<p>Overview: The focus of this topic is an examination of a factor market – the market for Labour resources. The contemporary institutions and outcomes of the Labour market are key elements.</p> <p>Outcomes: P1, P2, P3, P5, P6, P7, P8, P9, P10, P11, P12</p>				
Assessment Task 2: 30% - In class essay on the federal budget									

Term 3									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
							Preliminary Examinations 40%		
TOPIC 6 – Financial Markets					Revision				
Overview: The focus of this topic is the operation of financial markets in Australia, the contemporary institutions and the controls existing in the market which influence market outcomes. The different types of markets and the influence of the Reserve Bank of Australia on interest rates are of central concern.									
Outcomes: P1, P2, P3, P5, P7, P8, P9, P10, P11									

ECONOMICS

Course Components (Syllabus)	Weight%	Task 1	Task 2	Task 3
		Date: Term 1 Week 6 2022	Date: Term 2 Week 7 2022	Date: Term 3 Weeks 8-9 2022
		Research and Report	Research based-in class extended response	Yearly Examination
Knowledge and understanding of course content	30	10		20
Inquiry and research	20	10	10	
Stimulus-Based Skills	20		10	10
Communication of economic information, ideas and issues in appropriate forms	30	10	10	10
Total Marks	100	30	30	40
Course Outcomes		P1, P2, P5, P7, P10, P12	P1, P3, P5, P7, P8, P9, P10, P12	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11

Engineering Studies Stage 6 Scope and Sequence: 2022

Term 1 - 11 Weeks											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic	Engineering Application Module 1								Engineering Application Module 2		
Outcomes	P1.2, P2.1, P3.1, P3.3, P4.1, P4.2, P4.3								P1.1, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1		
Overview	Engineering Fundamentals								Engineered Products		
Assessment	Topic Test (30%) Week 8								Formative Assessment		

Term 2 – 10 Weeks											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Topic	Engineering Application Module 2						Engineering Application Module 3				
Outcomes	P1.1, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1						P1.1, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P6.2				
Overview	Engineered Products						Braking Systems				
Assessment	Formative Assessment						Engineering Report (40%) due in Week 4, Term 3				

Term 3 – 10 Weeks											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Topic	Engineering Application Module 3				Engineering Focus Module 4						
Outcomes	P1.1, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P6.2				P1.1, P1.2, P2.2, P3.1, P3.2, P3.3, P4.1, P4.3, P5.1, P5.2, P6.1						
Overview	Braking Systems				Biomedical Engineering						
Assessment	Engineering Report (40%) due in Week 4, Term 3				Yearly Examination (30%)						

ENGINEERING STUDIES

Course Components	Weightings %	Task 1	Task 2	Task 3
		Date: Term 1 Week 8 2022	Date: Term 3 Week 4 2022	Date: Term 3 Weeks 8-9 2022
		Engineering Fundamentals	Braking Systems	Yearly Examination
Knowledge and understanding of Engineering Principles and developments in technology	50	25	15	10
Skills in research, problem solving and communication related to engineering	30	5	15	10
Understanding the scope and role of Engineering including management and problem solving	20		10	10
Marks	100	30	40	30
Course Outcomes		P 1.1, P1.2, P2.1, P4.1 P4.2	P2.2, P 3.2, P6.1, P6.2	P3.1, P3.3, P5.1, P5.2

English Advanced Stage 6 Scope and Sequence: 2022

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Common Module –Reading to Write: Transition to Senior English	Students undertake intensive and close reading of quality texts from a variety of modes and media to develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey ideas, relationships, endeavours and scenarios. Central to this module is developing student capacity to respond perceptively to texts through their own considered and thoughtful writing and judicious reflection on their skills and knowledge as writers.										
Text requirement	A collection of texts, including short stories, articles, speeches, extracts and poems										
Syllabus outcomes	EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-9										
Assessment task & weighting	Extended response on Shakespeare’s <i>Macbeth</i> plus adaptation/s 30%										
Course requirements	Students must study a range of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Narratives that Shape our World	Students explore a range of narratives from the past and the contemporary era that illuminate and convey ideas, attitudes and values. They deepen their understanding of how narrative shapes meaning in a range of modes, media and forms, and how it influences the way that individuals and communities understand and represent themselves.								Introduce <i>Critical Study of Literature</i>		
Text requirement	Shakespeare’s <i>Macbeth</i>		Adaptation examples in film - Brozel, <i>Shakespeare Retold</i> , Animation (Simpsons episode) <i>Throne of Blood</i> , <i>The Understudy</i>								
Syllabus outcomes	EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8, EA11-9										
Assessment task & weighting	Multimodal presentation 30%										
Course requirements	Students analyse and evaluate one or more print, digital and/or multimodal texts to explore how narratives are shaped by the context and values of composers and responders.										
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	Students develop analytical and critical knowledge, understanding and appreciation of a literary text. Students have opportunities to appreciate and express views about the aesthetic and imaginative aspects of a text by composing creative and critical texts of their own.							Revisit <i>Narratives that Shape our World</i> through the critical study of a novel.			
Text requirement	<i>Wuthering Heights</i> by Emily Bronte										
Syllabus outcomes	EA11-1, EA11-3, EA11-4, EA11-5, EA11-7, EA11-8										
Assessment & weighting	Yearly examination Reading to Write 10%, Critical Study of Literature 30% = 40%										
Course requirements	Students study one text appropriate to their needs and interests.										

ENGLISH ADVANCED

Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 10 2022	Term 2 Week 9 2022	Term 3 Weeks 8 - 9 2022
		Reading To Write Task	Multimodal Presentation	Yearly Examination
Knowledge & Understanding 20% Skills 10%	30%	Common Module - Reading to Write 30%		
Knowledge & Understanding 10% Skills 20%	30%		Module A Narratives that shape our World 30%	
Knowledge & Understanding 30% Skills 10%	40%			Module B Critical study of Literature 30% Reading to Write 10%
Marks	100	30	30	40
Outcomes (assessed outcomes in bold)		EA11-1, EA11-2, EA11-3 , EA11-5 , EA11-6, EA11-7, EA11-9	EA11-1, EA11-2 , EA11-3, EA11-4 , EA11-5, EA11-6 , EA11-8,	EA11-1 , EA11-3, EA11-4 , EA11-5 , EA11-7, EA11-8, EA11-9

English Extension Stage 6 Scope and Sequence: 2022

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Module: Texts, Culture and Value	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.										
Syllabus outcomes (Assessed outcomes in bold)	EE11-1, EE11-2, EE11-3, EE11-5										
Text requirements	Poetry, fiction, nonfiction, visual - various short texts and one prescribed text from the past and its manifestations in one or more recent cultures										
Course requirements	Students select one text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent related research project										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Module: Texts, Culture and Value And related project	Students examine a key text from the past and its manifestations in other contexts and media. Students develop a range of imaginative, interpretive and analytical compositions, including some which explore the relationships between key texts from the past and texts in more recent culture. These compositions may be realised in various forms and media.										
Syllabus outcomes (Assessed outcomes in bold)	EE11-3, EE11-4, EE11-5, EE11-6										
Text requirements	Prose Fiction and Nonfiction -Texts TBC										
Assessment task & weighting	Process writing portfolio 15%										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Module: Texts, Culture and Value And related project	Students investigate topics and ideas, engage in independent learning activities, and develop skills in sustained composition										
Syllabus outcomes (Assessed outcomes in bold)	EE11-1, EE11-3, EE11-4, EE11-6										
Text requirements	As above										
Assessment task & weighting	Independent related project 20% and Yearly examination 15%										

ENGLISH EXTENSION

Course Components	Weighting %	Task 1	Task 2	Task 3
		Term 2 Week 1 2022	Term 3 Week 1 2022	Term 3 Weeks 8 – 9 2022
		Process Writing Portfolio task	Independent Research Project,	Yearly Examination
Knowledge & Understanding 20%	30%	15		
Skills 10%				
Knowledge & Understanding 10%	40%		20	
Skills 30%				
Knowledge & Understanding 20%	30%			15
Skills 10%				
Marks	50	15	20	15
Outcomes (Assessed outcomes in bold)		EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-3, EE11-4, EE11-5, EE116	EE11-1, EE11-3 EE11-4, 11EE6

English Standard Stage 6 Scope and Sequence: 2022

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Common Module – Reading to Write: Transition to Senior English (40 hours)	Students undertake intensive and close reading of quality texts from a variety of modes and media to develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey ideas, relationships, endeavours and scenarios.										
Syllabus outcomes	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-9										
Texts	A range of types of texts drawn from prose fiction, drama, poetry, nonfiction, media and digital texts										
Assessment task & weighting	Extended response 30%										
Course requirements	Students must study a range of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Module A: Contemporary Possibilities (40 hours)	Students extend their knowledge, understanding and appreciation of the ways that different communication technologies shape the ways that we read, navigate, understand and respond to digital, multimedia, multimodal and nonlinear texts.										
Syllabus outcomes	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-9										
Text requirements	Film, TBC										
Assessment task & weighting	Multimodal presentation 30%										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Module B: Close Study of Literature (40 hours)	Students develop their knowledge and appreciation of a substantial literary print text. Through their close study of and personal responses to the text in its entirety, students develop an understanding of the ways that language features, text structures and stylistic choices can be used in literary texts.										
Syllabus outcomes	EN11-1, EN11-3, EN11-4, EN11-5, EN11-7, EN11-8										
Text requirements	Novel, <i>Jasper Jones</i> by Craig Silvey										
Assessment task & weighting	Yearly examination Module B 30% plus Reading to Write 10% = 40%										

ENGLISH STANDARD

Course Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 10 2022	Term 2 Week 9 2022	Term 3 Weeks 8 – 9 2022
		Reading To Write Task	Multimodal Presentation	Yearly Examination
Knowledge & Understanding 10%	30%	Common Module - Reading to Write 30%		
Skills 20%				
Knowledge & Understanding 10%	30%		Module A Contemporary Possibilities 30%	
Skills 20%				
Knowledge & Understanding 30%	40%			Module B Close study of Literature 30% Reading to Write 10%
Skills 10%				
Marks	100	30	30	40
Outcomes (assessed outcomes in bold)		EN11-1, EN11-2, EN11-3 , EN11-5 , EN11-6, EN11-7, EN11-9	EN11-1, EN11-2 , EN11-3, EN11-4 , EN11-5, EN11-6 , EN11-8,	EN11-1 , EN11-3 , EN11-4 , EN11-5 , EN11-7 , EN11-8 , EN11-9

English Studies Stage 6 Scope and Sequence: 2022

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Module:	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.										
Syllabus outcomes (Assessed outcomes in bold)	EE11-1 , EE11-2, EE11-3, EE11-5, EE11-6										
Text requirements	Poetry, fiction, nonfiction, visual - various short texts										
Assessment task	Process writing portfolio task 15%										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Module: Texts, Culture and Value And related project	Students examine a key text from the past and its manifestations in other contexts and media. Students develop a range of imaginative, interpretive and analytical compositions, including some which explore the relationships between key texts from the past and texts in more recent culture. These compositions may be realised in various forms and media.										
Syllabus outcomes (Assessed outcomes in bold)	EN11-1, EN11-2, EN11-3 , EN11-6 , EN11-7, EN11-8										
Text requirements	Prose Fiction and Nonfiction - Prescribed texts TBC										
Assessment task	Multimodal presentation 20%										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Module: Texts, Culture and Value And related project	Students investigate topics and ideas, engage in independent learning activities, and develop skills in sustained composition										
Syllabus outcomes (Assessed outcomes in bold)	EN11-1 , EN11-4 , EN11-5 , EN11-7 , EN11-9										
Text requirements	TBC										
Assessment task	Yearly examination 15%										

ENGLISH STUDIES

Course Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 10 2022	Term 2 Week 9 2022	Term 3 Week 10 2022
		Mandatory Module: Achieving through English	PWP Multimodal task	Yearly Examination
Knowledge & Understanding of course content	15%	Portfolio of Coursework 30%		
Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively 	15%			
Knowledge & Understanding of course content	15%		Multimodal Presentation 30%	
Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively 	15%			
Knowledge & Understanding of course content	20%			Modules 40%
Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively 	20%			
Total %	100	30	30	40
Outcomes (Assessed outcomes in bold)		ES11-1, ES11-4, ES11-5 ES11-6	ES11-2, ES11-3 , ES11-6 , ES11- 7, ES11-8	ES11-1 , ES11-4 , ES11-5 , ES11- 7 , ES11-9

Food Technology Stage 6 Scope and Sequence: 2022

Term 1 - 11 weeks

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Food Availability and Selection – Dimensions of Need										
Topic	Communities endeavour to obtain an adequate supply of food determined by local and/or external influences										
Outcomes	P1.1, P1.2, P3.2, P4.1, P4.2										
Assessment	Dimensions of Need research task – weighting 40% (due in week6)										
Overview	Influences on food availability and factors affecting food selection										

Term 2 - 10 weeks

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Food Quality – A Kitchen Laboratory									
Topic	The sensory characteristics and functional properties of food determine the most appropriate storage, preparation and presentation techniques used.									
Outcomes	P2.1, P2.2, P4.1, P4.3, P4.4, P5.1									
Assessment	Science Experiments you can eat – A Kitchen Laboratory – weighting 40% (due in week 6)									
Overview	Students identify and explain the sensory characteristics and functional properties of food to the preparation of food products.									

Term 3 - 10 weeks

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Nutrition									
Topic	The role of food nutrients in human nutrition									
Outcomes	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P5.1									
Assessment	Students will be assessed for all three modules through a yearly examination – weighting 20%									
Overview	Students are required to analyse and assesses the nutrient value of meals and food items.									

FOOD TECHNOLOGY

Syllabus assessment component	Weighting %	Task 1	Task 2	Task 3
		Term 1: Week 6	Term 2: Week 6	Term 3: Week 9/10
		Food availability research task	Food quality experimentations	Preliminary examination
Knowledge and understanding	40	20	10	10
Knowledge and skills in designing, researching, analysing and evaluating	30	10	10	10
Skills in experimenting with and preparing food by applying theoretical concepts	30	10	20	
Total	100	40%	40%	20%
Outcomes		P1.1, P1.2, P3.2, P4.1, P4.2	P2.1, P2.2, P4.1, P4.3, P4.4, P5.1	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P5.1

Ancient History Stage 6 Scope and Sequence: 2022

The Historical Investigation will be integrated over the preliminary course.

Term 1	YEAR 11 ANCIENT HISTORY										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Features of Ancient Societies: Weapons and Warfare in Assyria and Mycenae										
	Overview: Students investigate the development of weaponry and methods of warfare throughout Assyria and Mycenae Outcomes: AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10 Assessment Task 1 (Weighting 30%): Research Task (Term 2 Week 3) AH11-1, AH11-2, AH11-7, AH11-9										

Term 2	YEAR 11 ANCIENT HISTORY									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Case Study A: The Roman Games						Case Study B: Ancient Australia			
	Overview: Students investigate ways in which the ancient past has been represented. The historical skills content is to be integrated as appropriate. Outcomes: AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10						Overview: Students investigate the history of ancient Australia through the study of at least ONE site. The Historical concepts and skills content is to be integrated as appropriate. Outcomes: AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10			

Term 3	YEAR 11 ANCIENT HISTORY									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Case Study B: Ancient Australia		Investigating Ancient History: The Nature of Ancient History: The Treatment and Display of Human Remains					Yearly Examination Period		Human Remains
	Overview: Students investigate the history of ancient Australia through the study of at least ONE site. The Historical concepts and skills content is to be integrated as appropriate. Outcomes: AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10		Overview: Students investigate the preservation, analysis, significance, display and repatriation of human remains. The Historical concepts and skills content is to be integrated as appropriate. Outcomes: AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10 Assessment Task 2 (Weighting 30%): Historical Investigation (Week 3) AH11-2, AH11-5, AH11-8, AH11-10					Assessment Task 3 (Weighting 40%): Yearly Examination (Week 8 - 9) AH11-3, AH11-4, AH11-6, AH11-9		

HISTORY - ANCIENT

Course Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 2 Week 3 2022	Date: Term 3 Week 3 2022	Date: Term 3 Weeks 8 - 9 2022
		Features of Ancient Societies Research Task	Historical Investigation	Yearly Examination
Knowledge and Understanding of course content	40	10	10	20
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	10
Historical inquiry and research	20	10	10	0
Communication of historical understanding in appropriate forms	20	5	5	10
Marks	100	30	30	40
Course Outcomes		AH11-1, AH11-2, AH11-7, AH11-9	AH11-2, AH11-5, AH11-8, AH11-10	AH11-3, AH11-4, AH11-6, AH11-9

Modern History Stage 6 Scope and Sequence: 2022

The Historical Investigation will be integrated over the preliminary course.

Term 1	YEAR 11 MODERN HISTORY										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Investigating Modern History The Construction of Modern Histories & JFK- Case Study							A4: The Decline and Fall of the Romanov Dynasty			
	Overview: Students investigate methods and issues associated with constructing accounts about the past. The Historical concepts and skills content is to be integrated as appropriate. Outcomes: MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9, MH11-10 Assessment Task 1 (Weighting 30%): Case Study (Week 8) MH11-1, MH11-4, MH11-7, MH11-10							Overview: Students investigate the decline and fall of the Romanov dynasty using a range of sources. Outcomes: MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9, MH11-10			

Term 2	YEAR 11 MODERN HISTORY									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	A4: The Decline and Fall of the Romanov Dynasty				B8: The Cuban Revolution					
	Outcomes: MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9, MH11-10				Overview: Students investigate the Cuban Revolution and its impact in Latin America using a range of sources. Outcomes: MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9, MH11-10 Assessment Task 2 (Weighting 30%): Historical Investigation (Week 7) MH11-2, MH11-5, MH11-8, MH11-10					

Term 3	YEAR 11 MODERN HISTORY									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	The Shaping of the Modern World: World War I							Yearly Examination Period		World War I
	Overview: Students investigate forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity. Students investigate developments of World War I and its role in the shaping of the modern world.									
	Outcomes: MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9, MH11-10									
	Assessment Task 3 (Weighting 40%): Yearly Examination (Week 8 - 9) MH11-3, MH11-4, MH11-6, MH11-9									

HISTORY - MODERN

Course Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 1 Week 8 2022	Date: Term 2 Week 7 2022	Date: Term 3 Weeks 8 - 9 2022
		Case Study: Assassination of John F. Kennedy	Historical Investigation	Yearly Examination
Knowledge and Understanding of course content	40	10	10	20
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	10
Historical Inquiry and research	20	10	10	0
Communication of historical understanding in appropriate forms	20	5	5	10
Marks	100	30	30	40
Course Outcomes		MH11-1, MH11-4, MH11-7, MH11-10	MH11-2, MH11-5, MH11-8, MH11-10	MH11-3, MH11-4, MH11-6, MH11-9

Industrial Technology – Timber Products & Furniture Technologies Stage 6 Scope and Sequence: 2022

Term 1 - 11 weeks											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic	Design Folio			Cabinet Carcass							
Outcomes	P3.1, P3.2, P3.3, P5.1, P5.2			P1.2, P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.1, P6.1, P6.2							
Overview	Elements of design, Principles of design, Aspects of design			A range of materials, tools, processes							
Assessment	Design Portfolio			Ongoing Practical work (40%) and Folio (40%) - both due Term 3, Week 10							

Term 2 - 10 weeks										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Industry Study			Cabinet Drawers & Doors						
Outcomes	P1.1, P7.1, P7.2			P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2						
Overview	Structural factors, technical factors, environmental factors, sociological factors, personnel issues, WHS			A range of materials, tools, processes						
Assessment	Report (20%) due in Week 2, Term 2			Ongoing Practical work (40%) and Folio (40%) - both due Term 3, Week 10						

Term 3 - 10 weeks										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Cabinet Legs/Rails and Finishing									
Outcomes	P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2									
Overview	A range of materials, tools, processes									
Assessment	Ongoing Practical work (40%) and Folio (40%) - both due Term 3, Week 10									

INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

Course Components	Syllabus Weighting	Preliminary Task 1	Preliminary Task 2	Preliminary Task 3
		Date: Term 2 Week 2 2022	Date: Term 3 Week 10 2022	Date: Term 3 Week 10 2022
		Industry Study Report	Standing Cabinet Product	Standing Cabinet Folio
Knowledge and understanding of course content	40%	10	10	20
Knowledge and skills in the management, communication and production of projects	60%	10	30	20
Marks	100	20	40	40
Course Outcomes		P1.1, P1.2 P2.1, P4.1, P.4.2, P4.3, P6.1, P7.1	P2.1, P2.2, P3.1, P3.2 P3.3, P4.1, P.4.2, P4.3, P5.1 P5.2, P6.1, P6.2, P7.1	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2 P3.3, P4.1, P.4.2, P4.3, P5.1, P5.2, P6.2, P6.1, P7.1

Industrial Technology – Graphics Technologies Stage 6 Scope and Sequence: 2022

Term 1 – 11 weeks											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic	Design Folio			CAD							
Outcomes	P3.1, P3.2, P3.3, P5.1, P5.2			P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2							
Overview	Elements of design, Principles of design, Aspects of design			1st & 3rd angle projection, AS1100 & AS 1100.301, section drawings, detail drawings, symbols, dimensions, threads, assembly drawings, engineering drawing terms, rendering, measuring, planes & coordinates							
Assessment	Design Portfolio			Inventor assembled engineering drawing (40%) due in Week 10, Term 3							

Term 2 – 10 weeks										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Industry Study		Architectural Drawing							
Outcomes	P1.1, P7.1, P6.1, P6.2, P7.2		P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2							
Overview	Structural factors, technical factors, environmental factors, sociological factors, personnel issues, WHS		History of Aust. Architecture, influences of US & Euro architecture, architectural styles, architectural drawing (plans, elevations), architectural details, Revit, walk-thrus, rendering, appropriate design, scale							
Assessment	Report (20%) due in Week 2, Term 2		Revit or ArchiCAD or other CAD 2 storey house design (40%) due in Week 10, Term 3							

Term 3 – 10 weeks										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Mechanical Drawings + Rendering					2D & 3D sketching		Mechanical Drawings + Rendering		
Outcomes	P1.2, P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.1, P6.1, P6.2					P1.2, P2.1, P4.1, P4.2, P4.3, P5.1, P6.1, P6.2,		P1.2, P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.1, P6.1, P6.2		
Overview	Isometric, oblique, mechanical perspective, measuring point perspective, orthographic projection, product drawing, engineering drawing					2D & 3D sketching		Isometric, oblique, mechanical perspective, measuring point perspective, orthographic projection, product drawing, engineering drawing		
Assessment	Formative - A range of mechanical drawings					A range of sketches		Mechanical and Engineering Drawing (40%) & Architectural Drawing (40%) portfolio due Week 10, Term 3		

INDUSTRIAL TECHNOLOGY – GRAPHICS TECHNOLOGIES

Course Components	Syllabus Weighting	Preliminary Task 1	Preliminary Task 2	Preliminary Task 3
		Date: Term 2 Week 2 2022	Date: Term 3 Week 10 2022	Date: Term 3 Week 10 2022
		Industry Study Report	Mechanical and Engineering Drawing Portfolio/Product*	Architectural Drawing Portfolio/Product*
Knowledge and understanding of course content	40%	10	15	15
Knowledge and skills in the management, communication and production of projects	60%	10	25	25
Marks	100	20	40	40
Course Outcomes		P1.1, P1.2, P2.1, P4.1 P.4.2, P4.3, P6.1, P7.1	P2.1, P2.2, P3.1, P3.2 P3.3, P4.1, P.4.2, P4.3, P5.1, P5.2, P6.1, P6.2, P7.1	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P6.2, P4.1, P.4.2, P4.3, P5.1 P5.2, P6.1, P7.1

Engineering Drawing and Architectural Drawing will only be assessed once.

Japanese Beginners Stage 6 Scope and Sequence: 2022

Term 1	YEAR 11 JAPANESE BEGINNERS										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Hiragana and Katakana			The Personal World and The Japanese Speaking Communities: Family Life and Home							
	Overview: Students are learning Japanese writing system and Family and Home life content Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4			Overview: Students will explore key aspects of home and family life in Japanese culture Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4							

Term 2	YEAR 11 JAPANESE BEGINNERS									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	The Personal World and The Japanese Speaking Communities: Family Life and Home									
	Overview: Students will explore key aspects of home and family life in Japanese culture Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4 Assessment Task 1 (Weighting 25%): Speaking, Reading and Listening (Week 2) 1.1, 1.2, 2.2 Assessment Task 2 (Weighting 30%): Speaking, Reading and Listening (Week 6) 1.2, 1.3									

Term 3	YEAR 11 JAPANESE BEGINNERS									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	The Personal World and The Japanese Speaking Communities: Neighbourhoods and Communities							Yearly Examination Period		
	Overview: Students will study home life, restaurants, and shops.									
	Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4									
	Assessment Task 3 (Weighting 40%): Yearly Examination 2.4, 2.5, 3.1, 3.2									

JAPANESE - BEGINNERS

Course Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 2 Week 2 2022	Date: Term 2 Week 6 2022	Date: Term 3 Weeks 8 - 9 2022
		Speaking/Listening	Speaking/Reading	Writing/Listening/Reading
Listening	30	10	0	20
Reading	30	10	10	10
Speaking	20	10	10	0
Writing	20	0	10	10
Marks	100	30	30	40
Course Outcomes		1.1, 1.2, 2.2	1.2, 1.3	2.4, 2.5, 3.1, 3.2

Japanese Continuers Stage 6 Scope and Sequence: 2022

	YEAR 11 JAPANESE CONTINUERS										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Revision and pre-testing		The Individual: Myself, My Family				The Individual: Home and Friends				
Term 1	Overview: Revision of previously learnt Japanese, focus on key grammatical structures and Kanji Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4 3.5, 3.6, 4.1, 4.2, 4.3		Overview: Students will study the Japanese family unit and personal world interactions. Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4 3.5, 3.6, 4.1, 4.2, 4.3				Overview: Students will begin to delve into extended personal circles, learning to address friends, teachers and extended family. Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4 3.5, 3.6, 4.1, 4.2, 4.3				

	YEAR 11 JAPANESE CONTINUERS									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	The Individual: Daily Routine					The Individual: Neighbourhood				
Term 2	Overview: Students will study how to communicate ideas about regular everyday activities in the home and at school. Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3 Assessment Task 1 (Weighting 25%): Reading, Listening and Writing. (Week 2) 1.1, 1.2, 3.1, 4.1					Overview: Learn how to communicate ideas about group activities and social gatherings in various contexts. Outcomes: 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4 3.5, 3.6, 4.1, 4.2, 4.3 Assessment Task 2 (Weighting 35%): Reading and Writing. (Week 6) 1.3, 2.1, 3.2, 3.3				

	YEAR 11 JAPANESE CONTINUERS									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	The Individual: School life				The Japanese Speaking Communities: Shopping and Eating out			Yearly Examination Period		The Japanese Speaking Communities: Shopping
Term 3	Overview: Students will study about school life and school activities in Japanese Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4 3.5, 3.6, 4.1, 4.2, 4.3				Overview: Students will study the culture of shopping and eating out with key vocabulary items. Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4 3.5, 3.6, 4.1, 4.2, 4.3 Assessment Task 3 (Weighting 40%) : Yearly Examination 1.3, 2.1, 3.2, 3.3					

JAPANESE – CONTINUERS

Course Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 2 Week 2 2022	Date: Term 2 Week 6 2022	Date: Term 3 Weeks 8 - 9 2022
		Speaking/Listening	Speaking/Reading	Writing/Listening/Reading
Listening	30	10	0	20
Reading	30	10	10	10
Speaking	20	10	10	0
Writing	20	0	10	10
Marks	100	30	30	40
Course Outcomes		1.1, 1.2, 3.1, 4.1	1.3, 2.1, 3.2, 3.3	2.2, 3.4, 3.5, 4.2

Legal Studies Stage 6 Scope and Sequence: 2022

Term 1 10 weeks	YEAR 11 LEGAL STUDIES										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Part I: The Legal System										
	Basic Legal Concepts		Sources of Contemporary Australian law				Classification of law		Law reform / Law Reform in Action		
	Overview: Students develop an understanding of the nature and functions of law through the examination of the law-making processes and institutions.										
	Outcomes: P1, P2, P3, P9										
	Assessment Task 1 (Weighting 25%): The Legal System: In class examination (Week 7) P1, P2, P3, P6										

Term 2 10 weeks	YEAR 11 LEGAL STUDIES									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Part I: The Legal System		Part II: Individual and the Law							
	Law Reform in Action		Rights and Responsibilities		Resolving Disputes			The Individual and Technology		
			Overview: Students investigate the way in which the law impacts on individuals by referring to legal and non-legal institutions, laws and media reports. Outcomes: P1, P4, P5, P6, P7, P8, P9, P10 Assessment Task 2 (Weighting 35%): Law in Practice, The Individual and the Law: essay (Term 3 Week 1) P7, P8, P9, P10							

Term 3 10 weeks	YEAR 11 LEGAL STUDIES									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Part III: Law in practice							Yearly Examination		
	Violence Against Women – Domestic Violence				Violence Against Women – Sexual Assault				Sexual Assault	
	Overview: students investigate contemporary issues that illustrate how the law operates in practice.									
	Outcomes: P1, P4, P5, P6, P7, P8, P9, P10									
Assessment Task 3 (Weighting 40%): Yearly Examination (Week 8 - 9) P4, P5, P6, P8										

LEGAL STUDIES

Course Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 1 Week 7 2022	Date: Term 3 Week 1 2022	Date: Term 3 Weeks 8 - 9 2022
		The Legal System: In class examination	Law in Practice, The Individual and the Law: Essay	Yearly Examination
Knowledge and Understanding of course content	40	10	10	20
Analysis and evaluation	20	5	10	10
Inquiry and research	20	5	10	0
Communication of legal information, issues and ideas in appropriate forms	20	5	5	10
Marks	100	25	35	40
Course Outcomes		P1, P2, P3, P6	P7, P8, P9, P10	P4, P5, P6, P8

Year 11 Mathematics School-based Assessment Requirements

The assessment program for Preliminary Mathematics will involve both informal and formal practice. Informal assessment will be used to provide feedback to students as they engage in the learning cycle so that they are consistently informed about how to improve their learning. Formal assessment will be used to gather evidence about student achievement of syllabus outcomes and will include tests and a written formal examination that is completed during an examination period and under supervised examination conditions. The evidence gathered through formal assessment will assist teachers in reporting on student achievement and form the basis for grading or ranking.

Note: Students studying Standard Mathematics will have an assessment task that in the form of an assignment or investigation-style task that will provide application and modelling opportunities.

All tasks are subject to the following mandatory components and weightings.

Component	Weighting %
Concepts, skills and techniques Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50
Reasoning and communication Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	50
	100

The Year 11 formal school-based assessment program will reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%.

Information about optional assignment or investigation-style tasks in Mathematics

An assignment or investigation-style task should provide opportunities to gather evidence about the:

- achievement of a range of outcomes
- demonstration of knowledge and skills in different ways to the HSC examinations.

An assignment or investigation-style task provides application and modelling opportunities.

The following examples provide some approaches to task types:

- an investigative project or assignment involving presentation of work in class
- an independently chosen project or investigation
- scaffolded learning tasks culminating in an open-ended or modelling style problem
- a guided investigation or research task involving collection of data and analysis.

Assessment Schedules

Up to 20% of the internal assessment mark submitted to NESA for the Mathematics course may be based on the Year 11 (Preliminary) course.

Mathematics Faculty | Year 11 | Stage 6 | 2022 | Extension 1

Term 1 – 10 weeks

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10	Week11
	Functions and Graphs MA-F1.1, 1.2, 1.3, 1.4, MA-E1.1			Transformations and Symmetry MA-F1.2, 1.3, 1.4, MA-E1.1	Further Graphs MA-F1.2, 1.3, 1.4 ME-F1.1, F1.2, 1.3, 1.4		The Coordinate Plane MA-F1.3, MA-C1.1	Trigonometry MA-T1.1, 1.2, MA-T2		
	MA11-1, MA11-2, MA11-8, MA11-9			MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-8, MA11-9, ME11-1, ME11-2, ME11-6, ME11-7		MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-3, MA11-8, MA11-9		
	Function relations/graphs/notation, linear <u>graphs</u> , completing the square, other powers of x and circles, two asymptotic graphs, quadratic functions/graphs/formula			Transformation of known graphs, reflections in the x-/y-axis, even/ odd symmetry, the absolute value function	Curve-sketching using intercepts/sign, graphs with asymptotes, sketching combinations of functions, a curve-sketching menu, equations/inequalities, inverse relations/functions, using graphs to solve equations/inequalities, graphing reciprocals, defining functions/relations parametrically		Lengths/midpoints of intervals, gradients/equations of intervals/ lines, using pronumerals in place of numbers	Trigonometry/problems with right-angled triangles, three-dimensional trigonometry, trigonometric functions of a general angle, <u>quadrant</u> & sign & related acute angles, find a trigonometric function using another, trigonometric identities/equations, sine/cosine/ area rules, problems involving general triangles		
									Research task	

Term 2 – 10 weeks

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week 10
Exponential & Logarithmic functions MA-F1.1, MA-E1.1, 1.2, 1.4	Differentiation MA-F1.2, C1.1, 1.2, 1.3, 1.4 ME-C1.1				Polynomial Functions MA-F1.4 ME-F2.1, 2.2		Extending Calculus MA-E1.3, 1.4, MA-T1.2, MA-T2, ME-C1.1, 1.2	Related Rates & Natural Growth ME-C1.1, 1.2, 1.3	
MA11-6, MA11-8, MA11-9	MA11-1, MA11-5, MA11-8, MA11-9, ME11-1, ME11-4, ME11-6, ME11-7				MA11-1, MA11-3, MA11-8, MA11-9, ME11-1, ME11-2, ME11-6, ME11-7		MA11-1, MA11-3, MA11-8, MA11-9, MA11-9, ME11-1, ME11-4, ME11-6, ME11-7	ME11-1, ME11-4, ME11-6, ME11-7	
Fractional/Integer indices, logarithms and its laws, equations involving logarithms/indices, exponential/logarithmic graphs and their application	Tangents and the derivative, the derivative as a limit, a rule for differentiating powers of x, tangents and normal – <u>dy/dx</u> notation, differentiating powers with negative/fractional indices, the chain/product/quotient rules, rates of change, continuity, differentiability, proving differentiation rules				Increasing/decreasing/stationary, the language/division of polynomials, polynomial function graphs, factor theorem consequences, the remainder/factor theorems, sum/product of zeroes, multiple zeroes, geometry using polynomials techniques		The exponential/logarithmic functions base e, differentiation and the graph, transformations/differentiation of exponential functions, radian measure of angle size, solving trigonometric equations, mensuration of arcs/sectors, trigonometric graphs in radians	Related rates, natural growth/decay, modified natural growth/decay	
									Class Test

Term 3 – 10 weeks

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week 10
Probability MA-S1.1	Discrete Probability Distribution MA-S1.1, 1.2	Counting ME-A1.1			Binomial Expansion and Pascal's Triangle ME-A1.2	Further Trigonometry ME-F1.3, ME-T1, ME-T2	Preliminary Examination		Further Trigonometry ME-F1.3, ME-T1, ME-T2
MA11-7, MA11-8, MA11-9	MA11-7, MA11-8, MA11-9	ME11-5, ME11-6, ME11-7			ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-6, ME11-7			ME11-1, ME11-2, ME11-3, ME11-6, ME11-7
(Conditional) probability & sample spaces (graphs) & tree diagrams, sets and Venn diagrams, Venn diagrams and the addition theorem, multi-stage experiments and the product rule, probability tree diagrams	Probability distributions language, expected value, variance and standard deviation, sampling	Factorial notation, counting (un)ordered selections, ordered selections and grouping/identical elements, using counting in probability, arrangements in a circle, the pigeonhole principle			(Identities in) Pascal's triangle, further binomial expansions, the binomial theorem, general term usage	Restricting the domain, defining/graphing the inverse trigonometric functions, trigonometric functions of compound angles,			The double-angle formulae, trigonometric equations, the t-formulae, products to sums

Preliminary Mathematics Extension 1

Components	Task 1	Task 2	Task 3	Weighting %
	Assignment/ Investigation or Extended modelling and problem- solving task	In-class open-book test	Yearly Examination All Preliminary Topics	
	Term 1, week 9	Term 2, Week 10	Term 3, Week 8 and 9	
Understanding, Fluency and Communicating	10	20	20	50
Problem Solving, Reasoning and Justification	10	20	20	50
Total %	20	40	40	100
Course Outcomes	ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-4, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	

Maths | Year 11 | Stage 6 | 2022 | Advanced

Term 1 - 11 weeks

Week 1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10	Week11
	FUNCTIONS AND GRAPHS F1.2, 1.3, 1.4			FUNCTIONS & RELATIONS F1.2, 1.3, 1.4			THE COORDINATE PLANE F1.3			TRIGONOMETRY T1.1, 1.2
	MA11-1, MA11-2, MA11-8, MA11-9			MA11-1, MA11-2, MA11-8, MA11-9			MA11-1, MA11-2, MA11-8, MA11-9			MA11-1, MA11-3, MA11-8, MA11-9
	Function relations/graphs/notation, linear <u>graphs</u> , <u>completing</u> the square, other powers of x and circles, two asymptotic graphs, quadratic functions/graphs/formula			Transformation of known graphs, reflections in the x-/y-axis, even/odd symmetry, the absolute value function			Lengths/midpoints of intervals, gradients/equations of intervals/lines, using pronumerals in place of numbers			Trigonometry/P problems with right-angled triangles, three-dimensional trigonometry.
							Class Test			

Term 2 - 10 weeks

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week 10
TRIGONOMETRY T1.1, 1.2		EXPONENTIAL AND LOGARITHMIC FUNCTIONS E1.1, 1.2, 1.4			DIFFERENTIATION C1.1, 1.2, 1.3, 1.4				
MA11-1, MA11-3, MA11-8, MA11-9		MA11-6, MA11-8, MA11-9			MA11-1, MA11-5, MA11-8, MA11-9				
Trigonometric functions of a general angle, <u>quadrant</u> & sign & related acute angles, find a trigonometric function using another, trigonometric identities/equations, problems involving general triangles, sine/cosine/area rules		Fractional/Integer indices, logarithms and its laws, equations involving logarithms/indices, exponential/logarithmic graphs and their application			Tangents and the derivative, the derivative as a limit, a rule for differentiating powers of x, tangents and normal – <u>dy/dx</u> notation, differentiating powers with negative/fractional indices, the chain/product/quotient rules, rates of change, continuity, differentiability, proving differentiation rules				
					Research Task				

Term 3 – 10 weeks

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10
EXTENDING CALCULUS T1.2, E1.3, 1.4			PROBABILITY S1.1			PROBABILITY DISTRIBUTIONS S1.2	Preliminary Examination		PROBABILITY DISTRIBUTIONS S1.2
MA11-1, MA11-3, MA11-6, MA11-8, MA11-9			MA11-7, MA11-8, MA11-9			MA11-7, MA11-8, MA11-9			MA11-7, MA11-8, MA11-9
The exponential/logarithmic functions base e, differentiation and the graph, transformations/differentiation of exponential functions, radian measure of angle size, solving trigonometric equations, mensuration of arcs/sectors, trigonometric graphs in radians			Probability and sample spaces, sample space graphs and tree <u>diagrams</u> , sets and Venn diagrams, Venn diagrams and the addition theorem, multi-stage experiments and the product rule, probability tree diagrams, conditional probability			The language of probability distributions, expected value,			Variance and standard deviation, sampling

Preliminary Mathematics Advanced

Components	Task 1	Task 2	Task 3	Weighting %
	In-class open-book test	Assignment/ Investigation or Extended modelling and problem-solving task	Yearly Examination All Preliminary Topics	
	Term 1, Week 9	Term 2, Week 10	Term 3, Week 8 and 9	
Understanding, Fluency and Communicating	20	10	20	50
Problem Solving, Reasoning and Justification	20	10	20	50
Total %	40	20	40	100
Course Outcomes	Outcomes assessed MA11-1, MA11-2, MA11-8, MA11-9	Outcomes assessed MA11-1, MA11-2, MA11-3, MA11-5, MA11-6, MA11-8, MA11-9	Outcomes assessed MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	

Mathematics Faculty | Year 11 | Stage 6 | 2022 | Mathematics Standard

Term 1 2022

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Collecting and Presenting Data			Formulas and Equations		Earning Money and Taxation			Relative Frequency and Probability	
	MS11-2, MS11-7, MS11-9, MS11-10			MS11-1, MS11-6, MS11-9, MS11-10		MS11-2, MS11-5, MS11-6, MS11-9, MS11-10			MS11-8, MS11-9, MS11-10	
	Interpreting graphs, Misleading graphs, Types of data, <u>Sampling</u> techniques, Constructing graphs, Frequency histograms and polygons, Dot plots and stem-and-leaf plots			Simplify algebraic expressions, <u>Expanding</u> algebraic expressions, Formulas, Solving equations, Formulas and equations, Changing the subject of the formulas		Wages, salaries and overtime, Commission, piecework and royalties, Bonuses, allowances and annual leave loading, Government allowances and pensions, Gross pay and net pay, Income tax and Medicare levy, PAYG and tax returns, GST and VAT			Probability of simple events, Tables and tree diagrams, Complementary events, Relative frequency, Comparing relative frequency and theoretical probability, Probability tree diagrams	
									Class Test	

Term 2 2022

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Measurement			Managing a Home		Linear Functions			Interest and Depreciation	
MS11-3, MS11-4, MS11-9, MS11-10			MS11-2, MS11-5, MS11-6, MS11-9, MS11-10		MS11-1, MS11-2, MS11-6, MS11-9, MS11-10			MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	
Metric units, Errors in measurement, Significant figures, Scientific notation, Perimeters of circular and composite shapes, Area, Land surveying, Volume and surface area of a prism, cylinder, sphere and composite solids			Water usage in the home, water tanks and dams, Electricity usage in the home, Energy consumption and the costs of appliances, Food and energy consumption, household budgeting		Graphing linear functions, The gradient formula, Linear modelling, Direct linear variation, Conversion graphs			Percentage increase and decrease, Simple interest, simple interest graphs, Compound interest, straight-line graphs	
								Research Task	

Term 3 2022

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Owning a Car		Analysing Data			World Location and Times		Preliminary Examination		Driving Safely
MS11-2, MS11-5, MS11-6, MS11-9, MS11-10		MS11-2, MS11-7, MS11-9, MS11-10			MS11-3, MS11-4, MS11-9, MS11-10				MS11-1, MS11-2, MS11-6, MS11-7, MS11-9, MS11-10
Car insurance, Stamp duty, On-road costs, <u>Running</u> costs, Fuel consumption and prices, Choosing the best car		The mean, median and mode, Quartiles, deciles and percentiles, The range and interquartile range, The effect of outliers, Cumulative frequency graphs, Box plots, Standard deviation, The shape of a distribution			Latitude and longitude, time, Timetables, International time zones				BAC, Accident statistics, speed, distance and time, stopping distance

Preliminary Mathematics Standard

Components	Task 1	Task 2	Task 3	Weighting %
	In-class open-book test	Assignment/ Investigation or Extended modelling and problem-solving task	Yearly Examination	
	Term 1, Week 9	Term 2, Week 10	Term 3, Week 8 and 9	
Understanding, Fluency and Communicating	20	10	20	50
Problem Solving, Reasoning and Justification	20	10	20	50
Total %	40	20	40	100
Outcomes assessed	MS11-1 MS11-2 MS11-5 MS11-6 MS11-7 MS11-9 MS11-10	MS11-3 MS11-4 MS11-5 MS11-6 MS11-8 MS11-9 MS11-10	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-9 MS11-10	

Music Stage 6 Scope and Sequence: 2022 For implementation for Year 11 from Term 1, 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Methods of Notating Music										
	This unit is designed for a Music 1 class completing the Preliminary course in Music. The focus for learning will be the history of notation in Western Music from Gregorian Chant and Neumes to Western Art Music and the Orchestral score through to 20 th Century Music and Graphic Notation. In addition to this, students will learn about score conventions and how to notate for particular instruments such as guitar, piano, drums and the voice. Furthermore, students are also introduced to the concepts of music through studying a wide variety of repertoire in both theoretical and practical contexts.										
	Outcomes: P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 2	Music for Small Ensembles										
	This unit is designed for a Stage 6 class as an introduction to Small Ensembles. Students will learn about a variety of styles and genres with a focus on music performed by small ensembles. Furthermore, students will have experiences performing and arranging the music studied, as well as music of their own choice, in small collaborative groups.										
	Outcomes: P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11						Formal assessment 1 (Week 2): Part a) Group Performance – 10% (outcomes: P1, P9, P10) Part b) Composition – 25% (outcomes: P2, P3, P8, P10)				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 3	Popular Music										
	This unit is designed for a stage 6 class as focus on Popular Music from different eras and musical styles. Students will have experiences analysing and performing specific Musical stylistic traits of the genres studied (Soul, Punk and Disco).										
	Outcomes: P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11						Formal assessment 2: (Week 2): Viva Voce – 25% (outcomes: P2, P4, P6, P7, P8, P9, P10) Formal assessment 3 (Week 8-9): Yearly Examination Part a) Performance – 15% (outcomes: P1, P9, P10) Part b) Aural Exam – 25% (outcomes: P4, P6, P10)				

MUSIC 1

Course Components	Weightings%	Task 1	Task 2	Task 3
		Date: Term 2 Week 2 2022	Date: Term 3 Week 2 2022	Date: Term 3 Week 8 - 9 2022
		Composition / Performance	Viva Voce	Yearly Examination
Performance	25	10		15
Composition	25	25		
Musicology	25		25	
Aural	25			25
Marks	100	35	25	40
Course Outcomes		P.1, P.3, P.5 P.7, P.8, P.9, P.10, P.11	P.2, P.4, P.6 P.10, P.11	P.1, P.3, P.4, P.5, P.6 P.7, P.9, P.10, P.11

Personal Development, Health and Physical Education Stage 6 Scope and Sequence: 2022

Term 1 - 11 weeks

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Option 1: First Aid						Core 2: The Body in Motion				
	Outcomes: P6, P12, P15, P16						Outcomes: P7, P8, P9, P10, P11, P16, P17				
	Overview: This option prepares students to deliver first aid. Students engage in investigation and application of the assessment and management of a range of injuries and medical conditions						Overview: This module examines the scientific foundations of human movement. Students focus on the relationship between anatomy, physiology, fitness, biomechanics and efficient human movement.				
	Assessment #1: Option 1: First Aid Theory and Practical Application All Day Assessment (30%) – Week 4, Term 1 2022 (Outcomes: P6, P12, P15, P16)						Assessment #2: Core 2 - (30%) – Week 4, Term 2 2022 (Outcomes: P7, P16, P17)				

Term 2 – 10 weeks

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Core 2: The Body in Motion				Option 3: Fitness Choices					Core 1: Better Health for Individuals
	Outcomes: P7, P8, P9, P10, P11, P16, P17				Outcomes: P6, P12, P15, P16					Outcomes: P1, P2, P3, P4, P5, P6, P15, P16
	Overview: This module examines the scientific foundations of human movement. Students focus on the relationship between anatomy, physiology, fitness, biomechanics and efficient human movement.				Overview: This option examines the exercise options that are available to meet the varying fitness needs of individuals. Students investigate what exercise means to different people and the factors that influence exercise choices.					
	Assessment #2: Core 2 - (30%) – Week 4, Term 2 2022 (Outcomes: P7, P16, P17)				Will be assessed during the yearly examination period 2022					

Term 3 – 10 weeks

Term 3 – 10 Weeks										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Core 1: Better Health for Individuals							Yearly Examination Period (40%)		
	Outcomes: P1, P2, P3, P4, P5, P6, P15, P16									
	Overview: This module examines the meanings of health, the perceptions individuals have about health, and the range of factors that influence health. Students are introduced to health promotion.									
	Assessment #3: Yearly Examination (40%) – Weeks 8 and 9, Term 3 2022 (Outcomes: P1, P2, P3, P4, P5, P6, P10)									

Note: P13 and P14 Option 2 and 4 Outcomes Only - Not Listed

PD/HEALTH/PE

Course Component	Weighting %	Task 1	Task 2	Task 3
		Date: Term 1 Week 4 2022	Date: Term 2 Week 4 2022	Date: Term 3 Weeks 8-9 2022
		Option 1: First Aid <i>Theory and Practical Application</i> (All day assessment task)	Core 2: The Body in Motion Assessment Task	Yearly Examination
Knowledge and understanding of course content	40	10	10	20
Skills in critical thinking, research, analysis and communicating	60	20	20	20
Total Marks	100	30	30	40
Course Outcomes		P6, P12, P15, P16	P7, P8, P16, P17	P1, P2, P3, P4, P5, P6, P15, P16

Science Biology Stage 6 Scope and Sequence: 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1 11 Weeks	Module 1 – Cells as the Basis of Life					Module 2 – Organisation of Living Things					
	Overview: 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					Overview: Students examine the relationship between transport systems and compare nutrient and gas requirements					
	Outcomes: BIO11-3, 11-4, 11-8										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2 10 Weeks	Assessment: Task 1 –	Mod 2 (continued)		Module 3 – Biological Diversity				Assessment: Task 2 – Depth study for assessment (40%)		
	Research/Practical Task (20%)			Overview: students learn about the Theory of Evolution by Natural Selection and the effect of various selective pressures				Depth study for assessment (DSA) Submitted Week		
	BIO11-3, 11-5, 11-9			Outcomes: BIO11-1, 11-2, 11-7, 11-10				BIO11-1, 11-2, 11-3, 11-4, 11-7, 11-10		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3 10 Weeks	DSA Due	Module 4 – Ecosystem Dynamics						Assessment: Task 3 Yearly Examinations (40%)		Mod 4
		Overview: Students engage in the study of past ecosystems and create models of possible future ecosystems so that human impact on biodiversity can be minimised.								
		Outcomes: BIO11-1, 11-2, 11-3, 11-4, 11-5, 11-11								

SCIENCE - BIOLOGY

Course Components	Weighting%	Task 1	Task 2	Task 3
		Date: Term 2 Week 1 2022	Date: Term 3 Week 1 2022	Date : Term 3 Week 8-9 2022
		Research/ Analysis	Depth Study	Yearly Examination
Working Scientifically	60	10	40	10
Knowledge and Understanding	40	10		30
TOTAL MARKS	100	20	40	40
Course Outcomes		BIO11/12-1 – BIO11/12-11 (Note BIO1 and BIO7 are mandatory) BIO11/128 – BIO11	BIO11/12-1 – BIO11/12-11 (Note BIO1 and BIO7 are mandatory)	BIO11/12-1 – BIO11/12-11 (Note BIO1 and BIO7 are mandatory) BIO11/128 – BIO11

Science Physics Stage 6 Scope and Sequence: 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1 10 Weeks	Module 1 – Kinematics							Assessment 1:	Module 2 - Dynamics		
	Overview: Describing, measuring and analysing motion							Practical skills and In-Class (30%)	Overview: Describing, measuring and analysing forces		
	Outcomes: PHY 11-2, 11-3, 11-4, 11-5, 11-6, 11-8							PHY 11-6, PHY 11-7, PHY 11-8, PHY 11-1	Outcomes: PHY 11-2, 11-4, 11-6, 11-9		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2 10 Weeks	Module 2		DSA			Module 3 – Waves and Thermodynamics				
			Assessment 2: Depth study for assessment (40%) (DSA) (10 hours)			Overview: Analysing energy transformation				
			PHY 11-1, PHY 11-4, PHY 11-6, PHY 11-7, PHY 11-9			Outcomes: 11-3, 11-4, 11-6, 11-7, 11-10				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3 10 Weeks	Module 4 – Electricity and Magnetism					DS		Yearly Examination (30%)		
	Overview: Analysing fundamental forces					Unassessed -Depth Study 5 hours		PHY 11-1 - PHY 11		
	Outcomes: PHY 11-1, 11-5, 11-7, 11-11					Outcomes PHY 11-11, PHY 11-7		Assessment 3: Year 11 Yearly Examination (30%)		

SCIENCE - PHYSICS

Course Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 1 Week 8 2022	Date: Term 2 Week 6 2022	Date : Term 3 Week 8-9 2022
		Practical/ Analysis	Depth Study	Yearly Examination
Working Scientifically	60	20	30	10
Knowledge and Understanding	40	20		20
Total	100	20	40	40
Course Outcomes		PHY11/12-1 – PHY11/12-11 (Note PHY1 and PHY7 are mandatory) PHY11/12-8 – PHY11/12-11	PHY11/12-1 – PHY11/12-11 (Note PHY1 and PHY7 are mandatory)	PHY11/12-1 – PHY11/12-11 (Note PHY1 and PHY7 are mandatory) PHY11/12-8 – PHY11/12-11

Science Chemistry Stage 6 Scope and Sequence: 2022

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
10 Weeks	Module 1: Properties and Structure of Matter							Module 2: Introduction to Quantitative Chemistry			
	Students investigate the fundamental chemical concepts about structure and bonding. Students design their own investigations and practice efficient information and data-collection strategies, as well as developing skills in communicating their findings using appropriate scientific language.					Assessment Task 1 (20%): Research/ Analysis Task Outcomes: CH11-4, CH11-5, CH11-7 CH11-8		Students examine the quantitative nature of chemistry. Students explore the concepts of moles, molar mass, molarity, molar volumes and gets accustomed to calculations involving these concepts.			
	Outcomes: CH11-2, CH11-3, CH11-4, CH11-7, CH11-8							Outcomes: CH11-2, CH11-4, CH11-6, CH11-9			
	Assessment: Task 1 – Research/ Analysis Task (20%)										

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
10 Weeks	Module 2: Introduction to Quantitative Chemistry			Module 3: Reactive Chemistry						
	Students examine the quantitative nature of chemistry. Students explore the concepts of moles, molar mass, molarity, molar volumes and get accustomed to calculations involving these concepts.				Assessment Task 2: Depth Study for Assessment (40%): Quantitative Analysis (15 hours)			Students investigate the basic reaction types in chemistry and the energy transformations that are associated with chemical changes, such as light and heat. The rate of chemical reactions and the factors that affect the rate are investigated.		
	Outcomes: CH11-2, CH11-4, CH11-6, CH11-9							Outcomes: CH11-1; CH11-2; CH11-3; CH11-4; CH11-5; CH11-6 & CH11-7		
					Outcomes: CH11-2, CH11-3, CH11-4, CH11-10					

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
10 Weeks	Module 3			Module 4: Drivers of Reactions				Assessment Task 3: Year 11 Examination (40%)		
				Students investigate the factors that initiate and drive a reaction. They will use mathematical models to predict the spontaneity of a reaction and the thermodynamic nature of chemical processes.						
		Outcomes: CH11-1, CH11-5, CH11-6, CH11-7, CH11-11						Outcomes: CH11-8-CH11-11, CH11-1-11		

SCIENCE - CHEMISTRY

Course Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 1 Week 6 2022	Date: Term 2 Week 8 2022	Date: Term 3 Week 8-9 2022
		Research/ Analysis	Depth Study	Yearly Examination
Working Scientifically	60	10	40	10
Knowledge and Understanding	40	10	0	30
TOTAL MARKS	100	20	40	40
Course Outcomes		CHE11/12-1 – CHE11/12-11 (Note CHES1 and CHES7 are mandatory) CHE11/128 – CHE11	CHE11/12-1 – CHE11/12-11 (Note CHES1 and CHES7 are mandatory)	CHE11/12-1 – CHE11/12-11 (Note CHES1 and CHES7 are mandatory) CHE11/128 – CHE11

Science Investigating Science (HSC) Stage 6 Scope and Sequence: 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 4 11 Weeks	Doing Science 2 M5&6 (Module 5: Scientific investigations Module 6: Technologies)										
	Students investigate how science is conducted in the “real” world & how technology has shaped and influenced scientific understanding DSL 10 hours (Week 5)										
	INS12-1; INS12-2; INS12-3; INS12-4; INS12-12; INS12-13										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1 11 Weeks	Doing Science 2 M5&6				The Impact of Science M7&8						
	Students investigate how technology has shaped and influenced scientific understanding				Assessment 1: Researching Technologies 30% INS12-13, INS12-2, INS12-3, INS12-7		Students investigate how scientific ideas can be shaped by societal, economic and political influences. They will see this can impact on the world around them.				
	INS12-1; INS12-2; INS12-3; INS12-4; INS12-12; INS12-13						INS12-4; INS12-5; INS12-6; INS12-7; INS12-14; INS12-15				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2 10 Weeks	The Impact of Science M7&8			Assessment 2: DSA (40%) (20 hours) INS12-1; INS12-3; INS12-5; INS12-7; INS12-14, INS12-15				The Impact of Science M7&8		
	INS12-4; INS12-5; INS12-6; INS12-7; INS12-14; INS12-15									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3 10 Weeks	The Impact of Science M7&8		Trial HSC (30%) INS12-1 – INS 12-7 INS12-12 – INS12-15		Consolidation Working Scientifically Skills					
	INS12-4; INS12-5; INS12-6; INS12-7; INS12-14; INS12-15				INS121-7					

DSL - Depth Study for Learning (peer assessed - not assessable)

DSA - Depth Study for Assessment (Teacher marked for assessment)

INVESTIGATING SCIENCE (HSC)

Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 1 Week 5 2022	Date: Term 2 Week 7 2022	Date: Term 3 Weeks 3-4 2022
		Research	Depth Study	Trial HSC
Knowledge and understanding of course content	40	10	10	20
Skills in working scientifically	60	20	30	10
Total Marks	100	30	40	30
Course Outcomes		INS12-2, INS12-3, INS12-7, INS12-13	INS12-1, INS12-3, INS12-5, INS12-7, INS12-14, INS12-15	INS12-1, INS 12-7, INS12-12, INS12-15

Society and Culture Stage 6 Scope and Sequence: 2022

Term 1 11 weeks	YEAR 11 SOCIETY AND CULTURE									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9/10	Week 11
	Core Study: The Social and Cultural World (30%)									
	<p>Overview: An introduction to the 11 basic concepts of Society and Culture with contemporary and cross-cultural examples. A look at social and cultural research methods both quantitative and qualitative. Students explore various ways of conducting ethical and non-biased data by using selected research methods. Students do a school observation, use personal reflections about their society and conduct interviews with some of our psychology students in Year 10. We also look at graph interpretation and learn how to do secondary research. A film study is done on the film “The Sleeping Dictionary” about the colonial era in Borneo and the problems of colonialization and cross-cultural research. A focus study is done on Black African culture and on the Ashanti people of Ghana. The focus is on family and gender. Students get to interact with a teachers who is from the culture and gain some first-hand knowledge about this culture.</p> <p>Assessment Task #1: (30%) Research based short answer and multiple-choice questions: Social and Cultural World.</p> <p>Outcomes: P1, P2, P3, P4, P5, P8, P9, P10.</p>									
Term 2 11 weeks	YEAR 11 SOCIETY AND CULTURE									
	Week 1	Week 2	Week 3	Week 4 AT#1	Week 5	Week 6	Week 7	Week 8	Week 9/10	Week 11
	TOPIC #2: Depth Study #1 Personal and Social Identity (40%)									
	<p>Overview: Depth Study #1: Personal and Social Identity. The course concepts and specific Depth-Study concepts are linked to this study. Social development theories such as Piaget and Erikson are outlined as well as anthropological examples of personality development in various cultures including Truk Island and the Hopi Indians, Contemporary examples are discussed and researched. A major focus study is done on Coming of Age and Nature vs Nurture examining the life cycle in several cultures such as the Toraja of Indonesia and the Andaman Islanders. Theories of Generations, such as Mannheim are discussed, and students prepare interviews with a person from another generational group for comparison.</p> <p>Assessment Task #2: (30%) Ongoing Research and Study. A Mini-Personal Interest Project. five parts; Introduction, log, central material which consists of a secondary research chapter, a primary research chapter, and final analysis, synthesis with a social development theory applied and the future of the selected topic. This contains a research question, an analysis of it in a historical and contemporary context, the use of concepts and theories as well as legal and Human Rights examples may be included. Outcomes: P3, P5, P6, P7, P8, P9, P10.</p>									
Term 3 10 weeks	YEAR 11 SOCIETY AND CULTURE									
	Week 1	Week 2 AT# 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8 AT#3	Week 9 AT#3	Week 10
	TOPIC #3: Depth Study #2 Intercultural Communication (30%)							Final Examination		
	<p>Overview: Depth Study #2: Intercultural Communication. Human communication both verbal and non-verbal is examined. A survey of language and culture is done and the variety in human languages from tones to clicks are studied. The idea of cultural misunderstanding due to language, symbols, gestures and body language is investigated using Japan as a country study.</p> <p>Assessment Task #3: (40%) Final Examination: Preliminary Course.</p> <p>A Final Examination covering the Year 11 Syllabus. The examination follows the complete Society and Culture format 20% short answer and 60% extended response on the Depth Studies. Outcomes: P1, P2, P3, P4, P5, P6, P7</p>									

SOCIETY & CULTURE

Course Components	Weightings %	Task 1	Task 2	Task 3
		Date: Term 2 Week 4 2022	Date: Term 3 Week 2 2022	Date: Term Week 8-9 2022
		Research Based short answer question	Research methods and report writing	Yearly Examination
Knowledge and Understanding of course content	50	15	5	30
Application and evaluation of social and cultural research methods	30	15	10	5
Communication of information, ideas and issues in appropriate forms	20		15	5
Marks	100	30	30	40
Course Outcomes		P1, P2, P3, P4, P5, P8, P9,P10	P3, P5, P6, P7, P8, P9,P10	P1, P2,P3, P4, P5, P6, P7

Software Design & Development Stage 6 Scope and Sequence: 2022

Term 1 - 11 weeks											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic	Introduction to Software Development - Defining the problem and planning software solutions				Defining the problem and planning software solutions			Concepts and issues in the Design and Development of Software			
Outcomes	P1.3; P4.2; P4.3; P5.2				P1.3; P4.2; P4.3; P5.2			P1.1; P1.3; P2.1; P3.1; P2.2; P4.2; P6.1			
Overview	Interactions between the elements of a computer system; documentation of software solutions: IPOs, Flowcharts, Pseudocodes and Deskchecks				Context and data flow diagram (DFD); systems flowchart, storyboards.			Design concepts of ergonomic design is software; social issues: inclusivity, easiness of use, appropriateness of messages; copyright; EULA; intellectual property; licence terminology; privacy.			
Assessment	Assessment 1 (Structured Algorithms) WEEK 7– 40%							Formative			

Term 2 - 10 weeks											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Topic	Software Development Approaches		Building, checking, modifying and developing software solutions							Hardware and software	
Outcomes	P2.2, P3.1, P4.1, P4.3, P6.1		P1.2; P1.3; P4.1; P4.2							P1.1; P1.3; P2.1; P3.1; P2.2; P6.1	
Overview	Development approaches to generate solutions		Data types; interactions between the elements of a computer system; computer-based solutions; structured approach in the design and implementation of a software solution.							H/W and S/W; CPU Fetch-Exec cycle; generations of programming languages	
Assessment	Formative							Software Design Project			

Term 3 - 10 weeks										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Building, checking, modifying and developing software solutions					Revision and preparation Yearly Exam		Yearly Exam – 30%		
Outcomes	P1.2; P1.3; P3.1; P4.3; P4.1; P5.2; P6.1; P6.3									
Overview	Algorithm's coding using a programming language; subroutines; local and global variables									
Assessment	Assessment 2 (Software Design Project) WEEK 5– 30%									

SOFTWARE DESIGN & DEVELOPMENT

Course Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 1 Week 7 2022	Date: Term3 Week 5 2022	Date: Term 3 Week 8 -9 2022
		Structure Algorithms	Software Design Project	Yearly Examination
Concepts and Issues in the Design and Development of Software	30	10	10	10
Introduction to Software development	50	30	10	10
Developing Software Solutions	20		10	10
TOTAL MARKS	100	40	30	30
Course Outcomes		P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P4.2, P6.1,	P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P6.1, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2, P6.3	P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2, P6.3

Sport, Lifestyle and Recreation Studies 2 unit Stage 6 Scope and Sequence: 2022

Term 1- 11 weeks

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Athletics										
	Outcomes – 1.1, 1.3, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 4.4										
	Overview – In this module, students will develop the knowledge, understanding and skills necessary to participate in and analyse athletic programs.										
	Assessment #1 – Athletics Assessment Task (40%) Week 11 Term 1 2022 (Outcomes: 1.1, 1.3, 1.6, 2.5, 4.4)										

Term 2 – 10 weeks

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Games and Sports Applications I									
	Outcomes – 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4									
	Overview – In this module, students will investigate elements of movement in selected activities and aspects of team dynamics as they develop competence and positive attitudes towards performance.									
	Assessment #2 – Games and Sports Applications Assessment Task (40%) Week 8 Term 2 2022 (Outcomes: 1.1, 1.3, 2.1, 3.1, 4.1, 4.4)									

Term 3 – 10 weeks

Term 3 – 10 weeks										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Social Perspectives of Games and Sports							Yearly Examination Period		
	Outcomes – 1.4, 2.4, 3.7, 4.5									
	Overview – In this module, students will examine the major reasons for participation in sport, and the impact that media, economics and drug use have on sport.									
	Assessment #3 – Social Perspectives of Games and Sports Topic Test (20%) Week 5 Term 3 2022 (Outcomes: 1.4, 2.4, 3.7, 4.5)									

Note: Not all outcomes are assessed. Outcomes are module specific.

SPORT, LIFESTYLE AND RECREATION (2 UNIT)

Course Component	Weighting %	Task 1	Task 2	Task 3
		Date: Term 1 Week 11 2022	Date: Term 2 Week 8 2022	Date: Term 3 Week 5 2022
		Athletics Assessment Task	Games and Sports Applications Assessment Task	Social Perspectives of Games Topic Test
Knowledge and understanding	50	20	20	10
Skills	50	20	20	10
Total Marks	100	40	40	20
Course Outcomes		1.1, 1.3, 1.6, 2.5, 4.4	1.1, 1.3, 2.1, 3.1, 4.1, 4.4	1.4, 2.4, 3.7, 4.5

Sport, Lifestyle and Recreation Studies 1 unit Stage 6 Scope and Sequence: 2022

Term 1- 11 weeks

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Games and Sports Applications I										
	Outcomes – 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4										
	Overview – In this module, students will investigate elements of movement in selected activities and aspects of team dynamics as they develop competence and positive attitudes towards performance.										
	Assessment #1 – Games and Sports Applications Assessment Task (60%) Week 5 Term 2 2022 (Outcomes: 1.1, 1.3, 2.1, 3.1, 4.1, 4.4)										

Term 2 – 10 weeks

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Games and Sports Applications I					Social Perspectives of Games and Sports				
	Outcomes – 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4					Outcomes – 1.4, 2.4, 3.7, 4.5				
	Overview – In this module, students will investigate elements of movement in selected activities and aspects of team dynamics as they develop competence and positive attitudes towards performance.					Overview – In this module, students will examine the major reasons for participation in sport, and the impact that media, economics and drug use have on sport.				
	Assessment #1 – Games and Sports Applications Assessment Task (60%) Week 5 Term 2 2022 (Outcomes: 1.1, 2.1, 1.3, 3.1, 4.1, 4.4)					Assessment #2 – Social Perspectives of Games and Sports Topic Test (40%) Week 7 Term 3 2022 (Outcomes: 1.4, 2.4, 3.7, 4.5)				

Term 3 – 10 weeks

Term 3 – 10 Weeks										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Social Perspectives of Games and Sports							Yearly Examination Period		
	Outcomes – 1.4, 2.4, 3.7, 4.5									
	Overview – In this module, students will examine the major reasons for participation in sport, and the impact that media, economics and drug use have on sport.									
	Assessment #2 – Social Perspectives of Games and Sports Topic Test (40%) Week 5 Term 3 2022 (Outcomes: 1.4, 2.4, 3.7, 4.5)									

Note: Not all outcomes are assessed. Outcomes are module specific.

SPORT, LIFESTYLE AND RECREATION (1 UNIT)

Course Component	Weighting %	Task 1	Task 2
		Date: Term 2 Week 5 2022	Date: Term 3 Week 5 2022
		Games and Sports Applications Assessment Task	Social Perspectives of Games Topic Test
Knowledge and understanding	50	30	20
Skills	50	30	20
Total Marks	100	60	40
Course Outcomes		1.1, 1.3, 2.1, 3.1, 4.1, 4.4	1.4, 2.4, 3.7, 4.5

Textiles & Design Stage 6 Scope and Sequence: 2022

Term 1 - 11 weeks

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Design										
Topic	Principles of Design; Manufacturing and Skill Development										
Outcomes	P1.1, P2.1, P4.1										
Assessment	Elements and Principles of Design Experimentation – due Week 8 – 20%										
Overview	Focus on the generation and communication of ideas; design modification; manipulative skills; evaluation of ideas and the project; management of time and resources developed										

Term 2 - 10 weeks

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Properties and Performance of Textiles									
Topic	Properties and Performance of Textiles									
Outcomes	P2.1, P2.2, P2.3, P3.1, P3.2, P4.1									
Assessment	Fabric and Fibre Properties and Testing – due Week 1, Term 3 – 40%									
Overview	Project focuses on an analysis of fabric; yarn and fibre properties; experimental procedures; product design; fabric choice; manipulative and management skills; communication methods; recording of information.									

Term 3 - 10 weeks

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Australian Textile, Clothing, Footwear and Allied Industries									
Topic	Australian Textile, Clothing Footwear and Allied Industries									
Outcomes	P1.2, P2.1, P2.2, P2.3, P4.1, P5.1, P5.2, P6.1									
Assessment	Fabric and Fibre Properties and Testing – due Week 1 – 40%									
	Preliminary Textile Project – due Week 9 – 40%									
Overview	Industry overview – past, present, future Quality and value of textiles Project focuses on combining elements of Design and Properties and Performance of Textiles									

TEXTILES AND DESIGN

Syllabus assessment component	Weighting %	Task 1	Task 2	Task 3
		Elements and Principles of Design Experimentation	Fabric and Fibre Properties and Testing	Preliminary Textile Project
		Term 1, Week 8	Term 3, Week 1	Term 3, Week 9
Knowledge and understanding of course content	50%	10	10	30
Skills and knowledge in the design, manufacture and management of textiles projects	50%	10	30	10
Total	100	20	40	40
Outcomes		P1.1, P2.1, P4.1	P2.1, P3.1, P3.2, P4.1	P1.2, P2.1, P2.2, P2.3, P4.1, P5.1, P5.2, P6.1

Visual Arts Stage 6 Scope and Sequence: 2022

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Students explore a variety of art forms and experiment with different materials and artmaking methods to develop their own Artist Practice. They learn about Artworks and Artists and develop a deeper understanding of the Frames; Subjective, Structural, Cultural and Postmodern Frames; Conceptual Frameworks of the Artist, Artwork, World and Audience.										
	Outcomes: P1, P2, P3, P4, P5, P6, P7, P8, P9, P10					Formal Assessment 1: (Week 8) Artwork Analysis 20% Outcomes: P7, P8, P9, P10					
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Students explore a variety of art forms and experiment with different materials and artmaking methods to develop their own Artist Practice. They learn about Artworks and Artists and develop a deeper understanding of the Frames; Subjective, Structural, Cultural and Postmodern Frames; Conceptual Frameworks of the Artist, Artwork, World and Audience.										
	Outcomes: P1, P2, P3, P4, P5, P6, P7, P8, P9, P10					Formal Assessment 2: (Week 2) Body of Work and VAPD Research 30% Outcomes: P1, P2, P3, 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	
	Students explore a variety of art forms and experiment with different materials and artmaking methods to develop their own Artist Practice. They learn about Artworks and Artists and develop a deeper understanding of the Frames; Subjective, Structural, Cultural and Postmodern Frames; Conceptual Frameworks of the Artist, Artwork, World and Audience.										
	Outcomes: P1, P2, P3, P4, P5, P6, P7, P8, P9, P10					Formal Assessment 3: (Week 8-9) Yearly Exam 20% Body of Work 20% = 40% in total Outcomes: P1, P2, P3, P4, P5, P6, P7, P8, P9, P10					

VISUAL ARTS

Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 1 Week 8 2022	Date: Term 2 Week 2 2022	Date: Term 3 Week 8-9 2022
		Artwork Analysis	Body or Work VAPD Research	Yearly Exam Body of Work
Art Making	50		30	20
Art Criticism and Art History	50	20	10	20
Total Marks	100	20	40	40
Course Outcomes		P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10

Visual Design Stage 6 Scope and Sequence: 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Students explore a variety of Visual Design forms and experiment with different materials, designing and artmaking methods to develop their own Visual Design Artist Practice. They learn about Artworks, Designers and Artists and develop a deeper understanding of the Frames; Subjective, Structural, Cultural and Postmodern Frames; Conceptual Frameworks of the Artist, Artwork, World and Audience.										
	Outcomes: CH1,CH2,CH3,CH4, DM1,DM2,DM3,DM4,DM5,DM6					Formal Assessment 1: Term 2, Week 2 Critical and Historical Studies = 10% Designing and Making = 35%					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 2	Students explore a variety of Visual Design forms and experiment with different materials, designing and artmaking methods to develop their own Visual Design Artist Practice. They learn about Artworks, Designers and Artists and develop a deeper understanding of the Frames; Subjective, Structural, Cultural and Postmodern Frames; Conceptual Frameworks of the Artist, Artwork, World and Audience.										
	Outcomes: CH1,CH2,CH3,CH4, DM1,DM2,DM3,DM4,DM5,DM6					Formal Assessment 2: Term 2, Week 8 Critical and Historical Studies = 10% Designing and Making = 20%					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 3	Students explore a variety of Visual Design forms and experiment with different materials, designing and artmaking methods to develop their own Visual Design Artist Practice. They learn about Artworks, Designers and Artists and develop a deeper understanding of the Frames; Subjective, Structural, Cultural and Postmodern Frames; Conceptual Frameworks of the Artist, Artwork, World and Audience.										
	Outcomes: CH1,CH2,CH3,CH4, DM1,DM2,DM3,DM4,DM5,DM6					Formal Assessment 3: Term 3, Week 5 Critical and Historical Studies = 10% Designing and Making = 15%					

VISUAL DESIGN

Course Outcomes	Components (Syllabus)	Weight %	Task 1 Date: Term 2 Week 2 2022 Wearable Design: Jewellery & Accessories & Cultural Adornment & Work Health & Safety	Task 2 Date: Term 2 Week 8 2022 Interior/Exterior Design: Structures & Environments & Architect Research	Task 3 Date: Term 3 Week 5 2022 Graphic Design: Illustration & Cartooning & Newspaper Review & Work Health & Safety
CH1 generates in their critical and historical practice ways to interpret and explain design CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/ consumer in critical and historical investigations CH3 distinguishes between different points of view, using the frames in their critical and historical investigations CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design	Critical and Historical Studies	30	10	10	10
DM1 generates a characteristic style that is increasingly self-reflective in their design practice DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works DM3 investigates different points of view in the making of designed works DM4 generates images and ideas as representations/simulations DM5 develops different techniques suited to artistic and design intentions in the making of a range of works DM6 takes into account issues of Work Health and Safety in the making of a range of works	Designing and Making	70	35	20	15
	MARKS	100	45	30	25

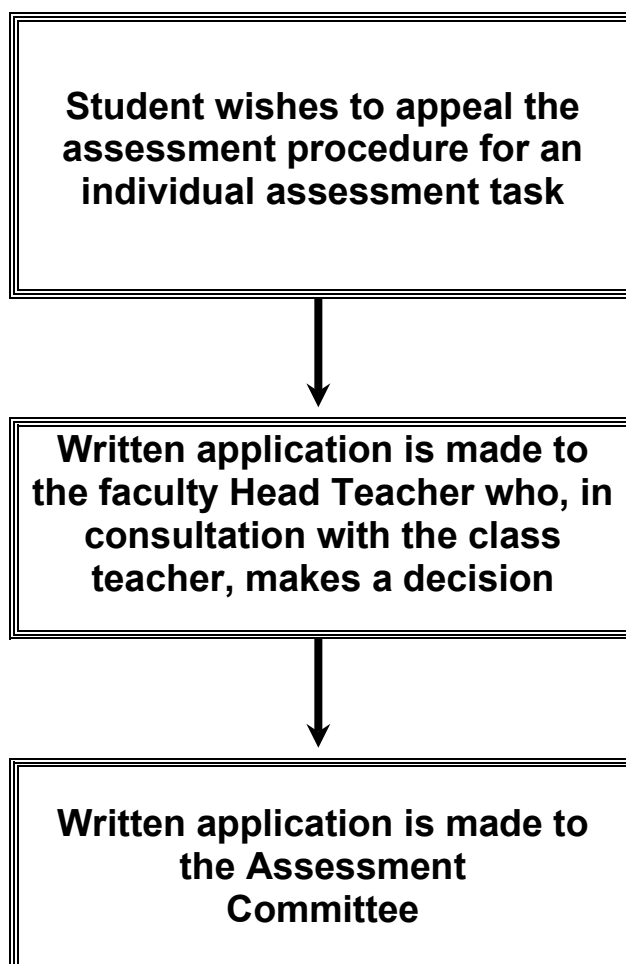
HOSPITALITY

PUBLIC SCHOOLS NSW ULTIMO RTO 90072							NESA Course Code 2 II_X 2 YR – 26511 2022 HSC Exam: 26589 LMBR UI Code (11 OR 12) SIT20316126511B
HOSPITALITY- FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2022 - HSC 2023 QUALIFICATION: SIT20316 Certificate II in Hospitality (Release 2) Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)							
Term	Unit Code	Units Of Competency	AOE/ CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
9 PRELIMINARY UOCs						Evidence <u>will be</u> collected during the Preliminary and HSC Course for the Unit of Competency: <i>SITHIND003 Use hospitality skills effectively</i>	240 Indicative Hours over 2 years
Term 1	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	10 15 10	Cluster A: Getting Ready for Work (as a Sandwich Artist) Scenario, written task, case study, observation of practical work	35 hrs Work placement 50% Prelim Yearly Exam
Term 2 & 3	SITXFSA002 SITHCCC002 BSBSUS201	Participate in safe food handling practices Prepare and present simple dishes Participate in environmentally sustainable work practices	E E E	E E E	15 20 15	Cluster B: Sustainable Kitchen Practices Scenario, written task, case study, observation of practical work	
Term 3	SITHFAB004 SITXCOM002 SITXCOM001	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity Source and present information	E C E	S E E	15 10 10	Cluster C: Working Relationships Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years' Industry Experience must be involved in assessment.	
6 HSC UOCs							35 hrs Work placement 50% HSC Trial Exam
Term 4 – 6	SITXCCS003 SITHFAB005 SITHFAB007 SITHIND003	Interact with customers Prepare and serve espresso coffee* Serve food and beverage Use hospitality skills effectively	C E E C	S S S E	15 15 40 20	Cluster D: Café Culture Role play, written questioning, observation of practical work, student reflection, portfolio of evidence NOTE: person with THREE years' Industry Experience must be involved in assessment. *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	Cluster E: Working in the Hospitality Industry Written questioning, student reflection	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 245		Units of competency from the HSC focus areas will be included in the optional HSC examination.		

Schedule A – Flow Chart of the Appeals Process

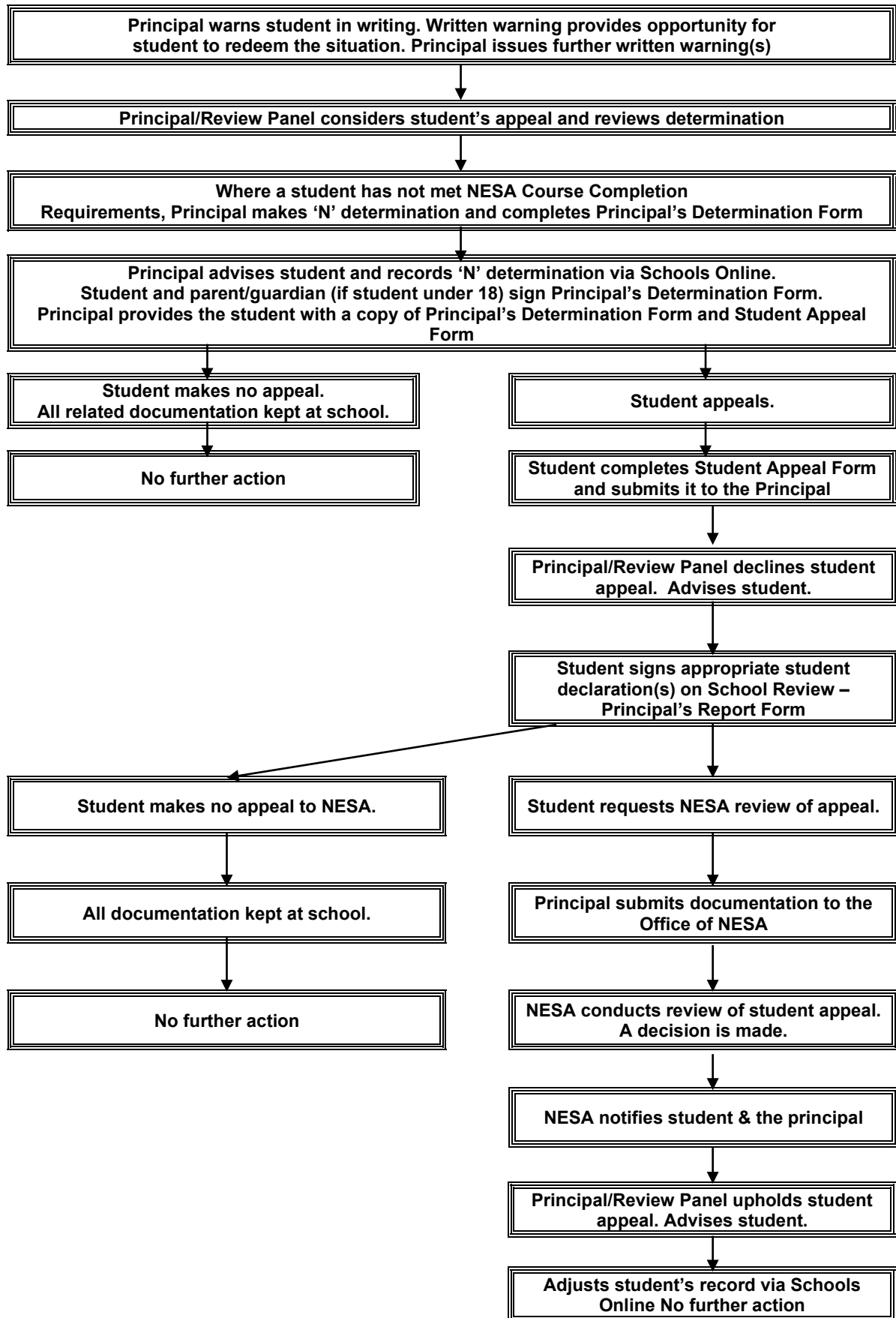
Flow Chart of the Appeals Process

“Individual assessment tasks”



Schedule B – Procedures for Appeals against ‘N’ Determinations

Procedures for Appeals against ‘N’ Determinations



Schedule C – MFHS Illness / Misadventure Form



Macquarie Fields High School

Illness / Misadventure Form Year 11

*This form **MUST** be completed and submitted one week after the missed task and students return to school.*

Name: _____ Phone No.: _____

Course/ Subject: _____

Teacher: _____ Class: _____

Task: _____

Due Date: ____ / ____ / ____ M / T / W / T / F (Please circle)

Reason for request for consideration: _____

Student Signature: _____ Date: ____ / ____ / ____

Supporting Documentation: Yes / No e.g. Doctor's Certificate

How has the reason provided affected the completion of the task? _____

Parent Signature: _____ Date: ____ / ____ / ____

Teacher Comment: _____

Teacher Signature: _____ Date: ____ / ____ / ____

Approval: Yes / No

Explanation: _____

Stage 6 Penalty - Zero will apply for assessment tasks submitted late.

1. Substitute Task Date: ____ / ____ / ____

2. Any other information _____

Head Teacher Signature: _____ Date: ____ / ____ / ____

Completed forms need to be submitted to your assigned Deputy Principal for registration. Students are responsible for making sure that all illness/misadventure forms are submitted.



Macquarie Fields High School

Illness / Misadventure Form Year 11

The person completing this form must not be related to the student.

PART A Independent Evidence of Illness

Diagnosis of Medical condition: _____

Date of onset of illness: ____ / ____ / ____

Date(s) and time(s) of all consultations related to illness _____

Please describe how the student's condition/ symptoms could impede their performance in the relevant task.

Name of doctor or health care professional _____

Profession _____ Place of work _____

Address _____

Contact Number _____ Signed _____ Date ____ / ____ / ____

PART B Independent Evidence of Misadventure

Date of event causing misadventure: ____ / ____ / ____

Were you a witness to the event: Yes / No

If (No), how did you obtain the information you are providing? _____

Describe the event. _____

Name: _____ Profession: _____

Contact Number: _____ Signed: _____ Date ____ / ____ / ____

Schedule D – MFHS Student Appeal Against Process Form

MACQUARIE FIELDS HIGH SCHOOL

A SELECTIVE AND COMMUNITY HIGH SCHOOL

WORKING TOGETHER FOR EXCELLENCE IN TEACHING AND LEARNING



2 Harold St Macquarie Fields NSW 2564
Postal: Box 269, Ingleburn NSW 1890
Telephone: (02) 9605 3111
Fax: 9605 3044

Date _____

Student Appeal Against Assessment Process

Section A:

Student Name _____ Year : _____

I hereby request a review in Subject : _____

Assessment task: _____ Due Date : _____

Reason(s) for Appeal _____

I have attached the following documentation : _____

Signed: _____ Date: _____
(Candidate)

Signed: _____ Date: _____
(Parent/Guardian)

Students must hand the completed form, together with documentation, to the Head Teacher of the subject.

Section B:

Head Teacher's decision and comment _____

Signed: _____ Date: _____

Section C:

Comments Assessment Review
Panel: _____

Schedule E – MFHS Application for Extended Leave – Travel

A: APPLICATION FOR EXEMPTION FROM ATTENDANCE/ENROLMENT AT SCHOOL



Education &
Communities

Public Schools NSW

NOTE: PART A is to be **completed by the student's parent** and returned to their child's school principal.

If exemption is sought for more than one student, separate applications must be made for each student.

PART A STUDENT DETAILS

Family name: Given name(s):

Age: Date of birth: (dd) / (mm) / (year)

Student Registration Number (SRN):

Student's address:

Postcode:

School name:

Dates of exemption applied for: / / to / /

Number of School Days:

FROM ATTENDANCE

- ☐ Exceptional circumstance
- ☐ Employment in entertainment industry
- ☐ Participation in elite sporting event including for short periods of time i.e. for one or two days, and at short notice.
- ☐ Participation in elite arts program

FROM ENROLMENT

- ☐ Enrolment at school
 - Age, where a child turns six years in October or later in a school year and is engaged in full time preschool education at an accredited preschool for the remainder of the school year
 - Participation in full or part-time accredited preschool programs for students with disabilities leading to enrolment and full time attendance at a government or registered non-government school not later than six months after the child's sixth birthday
 - The health, learning or social needs or disability of a child necessitating the continuation of an individual program supported by medical specialists not longer than six months after the child's sixth birthday
- Participation in a full time apprenticeship or traineeship.

Please provide more detail about the reason for the application for exemption here:

DETAILS OF PRIOR/CURRENT EXEMPTIONS (If applicable)

Date of prior/current exemption from: ____/____/____ to: ____/____/____

Number of school days: _____

Copy of Certificate of Exemption attached (Please tick ☒): ☐ Yes ☐ No

PARENT DETAILS

Family name: _____ Given name(s) _____

Address: _____

Postcode: _____

Telephone number: _____ Relationship to student: _____

As the parent of the above mentioned student, I hereby apply for a Certificate of Exemption under the Education Act 1990.

I understand that if the exemption is granted:

- I am responsible for his/her supervision during the period of exemption
- the exemption is limited to the period indicated
- the exemption is subject to the conditions listed on the Certificate of Exemption
- the exemption may be cancelled at any time.

I declare the information provided in this application for a Certificate of Exemption is to the best of my knowledge and belief accurate and complete. I recognise that should statements in this application later prove to be false or misleading any decision made as a result of this application may be reversed. I further recognise that a failure to comply with any condition set out in the exemption may result in the exemption being revoked.

Signature of applicant/s: _____ Date: ____/____/____

The Department of Education and Communities is subject to the Privacy and Personal Information Protection Act 1998. The information that you provide will be used to process your child's application for an exemption from the requirement to enrol at and/or attend school. It will only be used or disclosed for the following purposes.

- General student administration relating to the education and welfare of the student
- Communication with students and parents
- To ensure the health, safety and welfare of students, staff and visitors to the school
- State and National reporting purposes
- For any other purpose required by law.

The information will be stored securely. You may access or correct any personal information by contacting the school. If you have a concern or complaint about the way your personal information has been collected, used, or disclosed, you should contact the school.

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2 Harold St Macquarie Fields NSW 2564
Postal: Box 269, Ingleburn NSW 1890
Telephone: (02) 9605 3111
Fax: 9605 3044

Date _____

Issue Of HSC Assessment Booklet

Section A :

Student Name _____ Year : _____

Assessment
Information
Meeting
conducted by : _____ Date : _____

Signed: _____ Date: _____
(Student)

Signed: _____ Date: _____
(Parent/Guardian)

Students must hand the completed slip acknowledging that they received their HSC Booklet to the Senior Assessment Committee

Section B : This slip needs to be signed by student and submitted to the Senior Assessment Committee for record of Assessment booklet being issued.

Name(Print): _____

Signed: _____ Date: _____
