

MACQUARIE FIELDS HIGH SCHOOL



Year 11 Assessment Booklet 2024

Published:

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Introduction

This Year 11 School Assessment Booklet is issued to all students in Year 11 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 notice about the nature of each assessable task, when they will be held and the weighting of the task;
- 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 Preliminary 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.

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 an 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 Deputy Principal of Year 11.
- 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 until the end of the Higher School Certificate Course. Performance is judged throughout Preliminary and Higher School Certificate courses. 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.

Ms K O'Brien – Principal

FURTHER INFORMATION

This booklet endeavours to give the latest information regarding assessment policy and procedures at the time of publication.

The Assessment Certification Examination (ACE) website provides the most up-to-date information about the rules and procedures set by NESA (NSW Education Standards Authority) in relation to the Higher School Certificate and the Record of School Achievement.

The URL for the ACE website is: <https://ace.nesa.nsw.edu.au/>

Staff Directory

Year 11 Learning and Wellbeing Team

Deputy Principal Years 8 and 11	Luisa Trieu
Head Teacher Learning and Wellbeing	Samantha Bell
Year Advisor	Vivian Lai
Assistant Year Advisor	Josiah Folau
Careers Advisor	Katrina Ford (Rel)

MFHS Executive Team

Principal	Karyn O'Brien
Deputy Principal Years 7 and 10	Heather Costa
Deputy Principal Years 9 and 12	Justin Perrett
Head Teacher CAPA	Karen Metcalfe
Head Teacher English	Rhiannon Hall (Rel)
Head Teacher HSIE/Languages	Troy Neale
Head Teacher Mathematics	Geoff Plowes
Head Teacher PDHPE	Nicole Boyles
Head Teacher Science	Bill Matchett
Head Teacher Special Education	Philippa O'Sullivan
Head Teacher TAS	Joe Cefai (Rel)
Head Teacher Administration	Leah Buxton (Rel)
Head Teacher Teaching and Learning	Sangeeta Hegde
Head Teacher Learning and Wellbeing (7 & 10)	Imelda Judge
Head Teacher Learning and Wellbeing (9 & 12)	Melissa Collins
Head Teacher Literacy	Julie Hall

Contact with the above staff can be made via the Macquarie Fields High School office.

Office Hours are Monday to Friday between 8:30am – 3:15pm.

Phone: (02) 9605 3111

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

The Record of School Achievement

What is the Record of School Achievement (RoSA)?

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses. The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

The RoSA is also available to students who, from 2020, have not demonstrated the HSC minimum standard to receive their HSC.

Eligibility for a RoSA

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.

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the Education Act.

How will the RoSA report on student achievement?

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- completed courses and the awarded grade or mark
- courses a student has participated in but did not complete before leaving school
- results of any minimum standard literacy and numeracy tests that may have been sat
- date the student left school.

It includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses the student has satisfactorily completed.

Grades are:

- based on student achievement in their assessment work
- submitted to us by the school in Term 4
- monitored by us for fairness and consistency.

NESA works with teachers to ensure appropriate standards for grading and assessment are developed and applied. This ensures that grades awarded in one school are equivalent to the same grades awarded in another school.

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 will have their Preliminary and HSC results recorded on the HSC Record of Achievement. This credential will supersede the RoSA.
- Students can request both a RoSA showing their earlier grades and the HSC Record of Achievement.

Students not entitled to receive the proposed RoSA or the HSC Record of Achievement, or students who need a statement of their most up to date courses/results for other reasons 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.



**Education
Standards
Authority**

RECORD OF SCHOOL ACHIEVEMENT

This is to certify that
Sample Student
of
Sample High School

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

STAGE 6 PRELIMINARY COURSES

Year	Course	Result
Board Developed Courses		
2020	Community and Family Studies (2 unit)	D
	Legal Studies (2 unit)	B
2019	English Studies (2 unit)	B
	Mathematics Standard (2 unit)	C



123456789

Student Number: 93292223

Issued by NESA without alteration or erasure on 17 November 2020 at Sydney,
NSW, Australia

Chief Executive Officer
NSW Education Standards Authority

Course Completion

School students in New South Wales generally work towards the Higher School Certificate (HSC) in years 11 and 12. It is the highest level of attainment you can reach at school.

Eligibility requirements for the Higher School Certificate

To be eligible for the award of the HSC, students must:

- have gained the RoSA or such other qualifications as the NESA considers satisfactory;
- have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- have completed *HSC: All My Own Work* (or its equivalent)
- have demonstrated a minimum standard of literacy and numeracy
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC; and
- sit for and make a serious attempt at the requisite HSC examinations.

Note: Students undertaking only Stage 6 Life Skills courses are not required to complete the *HSC: All My Own Work* program or its equivalent.

Pattern of Study

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 pattern of study comprising at least 10 units.

Both patterns must include:

- ☒ at least six units from Board Developed Courses;
- ☒ at least two units of a Board Developed Course in English;
- ☒ at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and
- ☒ at least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate, a student may count up to six units of Science in Year 11 and seven units of Science in Year 12.

You may accumulate HSC courses towards the HSC over a period of up to five years.

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:


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

The 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 interviews students at risk of receiving an 'N' Determination in any course they are studying. Students who are unable to fulfil course and assessment requirements within a set time period are then referred to the Principal.

'N' Determination Warning Letter



Macquarie Fields High School
PO Box 269, Ingelburn, NSW 1890
Macquarie Fields NSW 2554
Ph: 02 9605 3111
Fax: 02 9605 3044
Email: macfields-h.school@det.nsw.edu.au

7th November 2023

N DETERMINATION - NON COMPLETION OF A PRELIMINARY COURSE

Dear Mr & Mrs _____

I am writing to advise that your child, _____ is in danger of not meeting the Course Completion Criteria for the Preliminary course.

Course Completion Criteria
The satisfactory completion of a course requires principals to have sufficient evidence that the student has:
a) Followed the course developed or endorsed by the NSW Education Standards Authority; and
b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the Course by _____
c) Achieved some or all of the outcomes.

The NSW Education Standards Authority requires schools and colleges to issue students with official warnings that give them the opportunity to redeem themselves.
Please regard this letter as the 1st official warning we have issued concerning Preliminary.
A minimum of two course specific warnings must be issued prior to a final 'N' Determination being made for a course.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement, may also mean that the student is unable to proceed to the HSC course as they have not satisfactorily completed the Preliminary Course.

To date, _____ has not satisfactorily met criteria

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

of the Course Completion Criteria.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made, in order for _____ to satisfy the Course Completion Criteria, the following task requirements or outcomes need to be satisfactorily completed/achieved.

Please discuss the matter with _____ and contact the School if further information or clarification is needed.

Yours faithfully,

Classroom Teacher _____

Head Teacher _____

Karyn O'Brien
Principal

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
		7/11/2023		28/11/2023

SAMPLE

Please detach this section and return to the school:
REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A PRELIMINARY COURSE

I have received the letter dated Tuesday, 7th November 2023 indicating that _____ is in danger of not satisfactorily completing Preliminary _____.

I am aware that the 'N' determination may make my child ineligible to proceed to the Higher School Certificate course.
I am also aware that this course may not appear on their Preliminary Course Record of School Achievement.

Parent/Guardian's Signature _____ Date _____

Student's Signature _____ Date _____

Details of the concern as well as actions required by the student to resolve the 'N' Determination warning.

Parents/Guardians are to sign this slip and students are responsible for returning it to their classroom teacher.

What is an 'N' Determination?

Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the 'N' determination.

For further information, please consult the ACE Manual: <https://ace.nesa.nsw.edu.au/ace-4019>

Satisfactory completion of the Preliminary course is a prerequisite for entry into an HSC course.

The HSC Minimum Standards

Students need reading, writing and numeracy for everyday life after school.

This is why students in NSW are being supported to meet a minimum standard of literacy and numeracy to receive the HSC.

To show they meet the HSC minimum standard, students need to achieve Level 3 or 4 in a short online reading, writing and numeracy tests of skills for everyday life.

Some students with disability studying Life Skills courses, may be exempt from meeting the minimum standard to receive their HSC credential.

Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

Source: NESA Website: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

Life Skills

Most students with disability and additional learning and support needs follow the standard Year 7 to 10 curriculum set by NESA with adjustments made to the learning experiences presented. Students with additional educational needs, which prevent them from successfully accessing regular courses, are eligible to study Life Skills courses.

Life Skills courses help students to achieve outcomes appropriately matched to their strengths, goals, interests and which support the needs of the individual student. Assessment in this pattern of study provides opportunities for students to demonstrate achievement in relation to the selected Life Skills outcomes for the individual student. This assessment can occur in a range of situations or environments such as the school and wider community.

Outcomes The selection of Life Skills outcomes is informed by collaborative curriculum planning (Individual Education Plan) for each individual student.	
What evidence of learning is required?	Students will be assessed in relation to the selected Life Skills outcomes. Learning for students undertaking Life Skills outcomes and content will be specific to the individual student.
How will this evidence be gathered?	Strategies for gathering evidence of learning in relation to Life Skills outcomes may include: <ul style="list-style-type: none"> • Observations of physical responses • Engagement in teaching and learning • Performance in practical activities • Participation in group work • Written responses such as diary entries • Oral Reports and presentations • Visual displays such a collage, sketching and graphic communication
What content, learning experiences and instruction will allow students to demonstrate these outcomes?	Content and Learning Experiences Instruction, teaching and learning experiences are planned to meet the individual student's appropriate outcomes. Whole class programs accommodate the learning needs of all students.
How will feedback be provided?	Feedback to students The teacher provides appropriate feedback during and at the end of activities for individual students. This can be through oral, visual or tangible forms.
Is there sufficient evidence that students have made progress as a result of these experiences?	Teachers reflect on student performance in relation to Life Skills outcomes. Individual student outcomes need to be reviewed often to ensure maintenance and generalisation of knowledge, understanding and skills across a range of environments.

Although there are no formal assessment tasks in Life Skills, students are encouraged to attempt modified tasks to demonstrate the identification of achieved Life Skills outcomes for each Life Skills course undertaken.

The Learning and Wellbeing team work closely with teachers in making the work accessible for Life Skills students.

Senior Students Privileges and Procedures

Macquarie Fields High School treats its Senior Students as mature and responsible individuals. Students who abide by our values and present with a strong work ethic may enjoy the following privileges at the discretion of the school.

Privilege	Procedure
Off-line Classes	<p>Classes in senior school are offered, on occasion, offline, and these are timetabled.</p> <p>Period 0 8:00 – 8:55</p> <p>Period 5 3:15 – 5:30</p> <p>Students are expected to attend all offline classes same as those online.</p>
Senior Study Day	<p>Year 11 students have the privilege to engage in further independent study with one study day allocated per cycle. During this time students do not have to attend school provided they meet certain requirements. They can use this time for private study, revision of course content, consulting with their teachers or implementing strategies that improve their overall wellbeing as a student.</p> <p>Parents have the option for their child to remain at school and access school resources.</p> <p>The school may require students to attend during this time for specific activities such as excursions, school events and internal assessment tasks. This helps reduce the impact on other classes and improve supervision and monitoring of task delivery.</p> <p>Students may also choose to attend school to discuss their progress or work with staff. In these cases, students must make an appointment to see the teacher, wear full school uniform, sign in at the front office and follow all school rules as per their regular attendance.</p> <p>The Senior study day has allowed for increased access to the Learning and Support Teacher (LaST) and Careers Advisor. This provides students with regular opportunities to access specialised staff and improve work completion.</p> <p><u>Requirements for Senior Study Day</u></p> <ul style="list-style-type: none"> ● No outstanding 'N' Determination warnings ● 85% attendance or above <p>The Deputy Principal that supervises each senior year is responsible for tracking the students' eligibility.</p> <p>All students attending school on this day need to sign in and out at the front office and remain in designated areas for the day unless meeting with teachers.</p>
TAFE Students	<p>TAFE students whose classes fall within the normal school day have permission to leave the premises to make their own way to TAFE.</p> <p>Students must ensure they are signing out through the front office and making their way directly to the TAFE venue.</p> <p>It is the students responsibility to ensure they are catching up on any work missed due to TAFE commitments.</p>

Early leave/late start	<p>The opportunity to start late and/or leave early is a program run for our senior students. It has been created to:</p> <ul style="list-style-type: none"> ● promote school administration efficiency. ● maintain the school's duty of care requirements for all our students, and to ● promote the effective study habits of our senior students. <p>Senior students' access to this program is a privilege and not a right and students have a responsibility to meet the conditions of this program.</p> <p><u>Requirements for Early Leave/Late Start</u></p> <ul style="list-style-type: none"> ● Minimum attendance of 85% ● Apply for and carry their Late Start-Early Leave Card ● Sign out no less than 10 minutes after their last scheduled class ends. Once you have signed out you must immediately leave the premises.
Study Periods	<p>Students on study periods are expected to be in the following areas:</p> <ul style="list-style-type: none"> ● Library ● Senior Area ● Meeting with Teacher (if pre-arranged) <p>Students must ensure they are behaving as responsible senior students and are acting appropriately during these times. Students using the Library and Senior areas are to be quietly studying, showing consideration to the classes being taught in neighbouring classrooms.</p> <p>Students using the Library/SILC Room must sign in at the Library Front Desk and leave their bags outside on the bag hooks.</p> <p>Students may access the canteen during their study periods and return to the Senior Area to eat.</p> <p>The oval, basketball courts and other areas of the playground are out of bounds during study periods. Under no circumstances can senior students leave school grounds during study periods. Students are to be using these periods to engage in quiet study or other class tasks.</p>

Assessment

What is assessment?

Assessment is the process of identifying, gathering, and interpreting information about a student's learning. The key purposes of assessments in the Higher School Certificate are to provide information on student achievement and progress in each course. Assessment is also used to gauge achievement in relation to the syllabus standards and to report on the standard of performance attained at the end of the course. The feedback given to students and parents and carers is a valuable source of information on the effectiveness of student work practices and the appropriateness of course selections.

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.

Why are assessments used?

Assessments:

- give consideration to aspects of the course which can best be demonstrated over time, eg. practical skills;
- cater for elements such as fieldwork which occur as part of the course, and;
- increase the accuracy of the final assessment of student achievement by using multiple measures.

Maximising your chance for success

- ☒ 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 to clarify understanding
- ☒ Be familiar with the Glossary of Terms
- ☒ Work consistently over the year for major works
- ☒ Complete all the learning experiences of the course to the best of your ability

What is expected of students?

Students are expected to:

- Perform all of the tasks of their 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 result in a **zero** mark.
- Submit assessment tasks which are entirely their own. If **malpractice** is proven then this may result in a **zero** mark.
- Fulfil any special submission requirements specific to each assessment task.
- **Attend all timetabled lessons** or scheduled school activities on the day of an in-class assessment task. Students who do not attend these activities may result in a **zero** mark. Students who are observed not to be participating in a timetabled lesson may result in a **zero** mark. **In addition to this, students are not permitted to prepare for an assessment task in other subject lessons.**

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.

Absence on the Day Before a Task and Attendance on the Day of a Task

Students will attend all timetabled lessons or scheduled school activities on the school **day prior** to an assessment task. Where a task is due later in the day, then **students must attend all lessons on that day**. Students with pre-approved late start, according to the timetable, are permitted to arrive for their lessons as per normal procedures.

If a student is unable to meet these requirements, they must complete the Illness/Misadventure process for school-based assessment tasks as outlined in this booklet.

Non-serious attempt

If a student makes a non-serious attempt for a task a **zero** mark may be awarded. For example, only attempting the multiple choice section of an Assessment Task is considered a non-serious attempt. An 'N' Determination warning letter will be issued by the classroom teacher for any non – serious attempt.

If it is deemed that the student has failed to make a genuine attempt, the assessment is to be completed for achievement of outcomes and feedback.

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.

What must students do if they are away for an assessment task or do not submit a task on time?

Failure to complete/submit an Assessment Task on the due date, may **result in a zero mark**, unless the student can demonstrate illness/misadventure.

Absence due to illness/misadventure	Absence due to overseas travel
<p>Any student who:</p> <ul style="list-style-type: none"> Fails to complete/submit an Assessment Task; or Is absent on the day of an 'in class' task, due to illness or misadventure, may receive a zero mark unless: <p>an <i>Illness/Misadventure</i> form (see page 97) has been:</p> <ul style="list-style-type: none"> completed and submitted, <p>to the Deputy Principal for Year 11 <u>within one week</u> of the missed task and students return to school.</p> <p>Note: Failure of computer systems or devices is not a valid excuse for extension or non-submission of assessment tasks.</p> <p>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.</p>	<p>Any student who:</p> <ul style="list-style-type: none"> Fails to complete/submit an Assessment Task; or Is absent on the day of an 'in class' task, due to overseas travel, may receive a zero mark unless: <ul style="list-style-type: none"> an <i>Application for Extended Leave – Travel</i> (see page 100) has been submitted, and approved, by the Principal; and the student has completed an <i>Illness/Misadventure</i> form (see page 97) and submitted this form to the Deputy Principal for Year 11. <p>Note: In considering whether to approve a student's application for leave, the Principal has discretion to approve or deny an application by considering whether the leave is in the best educational interests of the student.</p>

Completion of a substitute task

Any student who is absent from an 'in class' task due to illness/misadventure may be required to sit a substitute task. An estimate should only be used in extenuating circumstances, as deemed by the Principal and MFHS Executive.

What do students do if they are involved in an extracurricular activity?

- Students unable to complete an **“in class” task** due to their involvement in Department of Education extracurricular activity must discuss this with their classroom teacher **before the due date**. The student may be given an opportunity to sit a substitute task after consultation with the Deputy Principal of Year 11.
- Students who are involved in extra-curricular activities on the due date of a **“take home” task** must ensure that the task is **submitted on time or ahead of time**.

In what ways can students' hand in their assessment task?

Assessment task submission methods are specified on the assessment task notification. The assessment task notification may specify that an assessment task must be submitted in digital and/or hard copy form.

If the assessment task notification specifies that a task be submitted in digital form, the notification will specify whether the digital submission must be made via:

- Google Classroom;
- Email, from the student's DoE email to the teacher's DoE email;
- Submission of a USB; or
- Other digital forms, as described in the assessment task notification.

It is the students' responsibility to be organised and to have the task completed and:

- Printed; and/or
- Submitted in digital form,

prior to the due date. Notes from home indicating problems with a printer, for example, will not be accepted.

Students who are required to submit in hard copy must not rely on the school printers for printing on the day that the task is due.

Students who are absent on the day the Assessment Notification is distributed

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.

Whenever students are absent from school, **it is their responsibility** to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. **No automatic extension is granted to students who are absent on the day the notification of the task is given.**

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

Receipt of assessment tasks

When handing in assessment tasks, students should complete a sign on process from the teacher/ or faculty Head Teacher. If a student fails to follow this procedure 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.

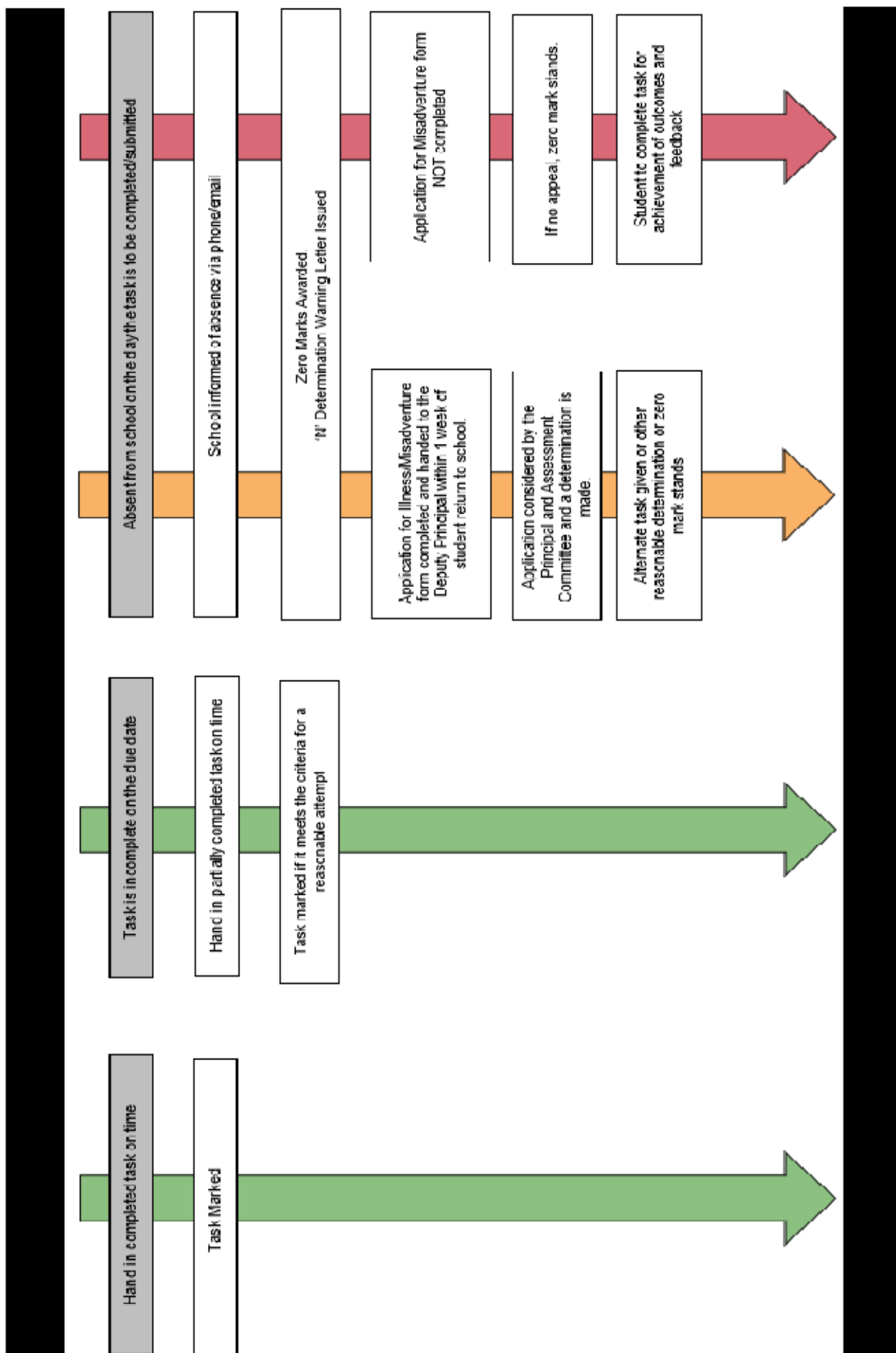
Course Changes, Late Enrolment, Accelerated and Pathways Students

For students changing courses or enrolling late, the Principal must be satisfied that they will be able to complete all course outcomes before the completion of the HSC course. NESA entrance and completion dates for courses must be adhered to.

Accelerated students should complete all assessment tasks, or the equivalent, that are undertaken by students completing the usual course program. The school will endeavour to minimise the conflicting demands of Year 11 and HSC Assessments, but this cannot be guaranteed.

Pathways students are to meet the same satisfactory course completion requirements as other students.

Assessment Flow Chart



Examinations & The Examination Period

All Year 11 Yearly Examinations are **School Based Assessment Tasks**. Therefore, all normal assessment procedures, rules and requirements apply.

Full school uniform is required to be worn during all examinations, including the HSC.

What must students do if they are absent on the day of their examination?

Yearly Examinations are school based assessment tasks. Therefore, failure to complete the examination on the assigned day may result in a zero mark, unless the Illness/misadventure process is followed and supported with documentation.

Absence on the day of an examination

Students who are absent during the examination period should ring the Deputy Principal of Year 11 / Head Teacher Learning and Wellbeing on (02) 9605 3111 **on the day of the missed examination**.

The Deputy Principal of Year 11 and/or Head Teacher Learning and Wellbeing will advise on the best appropriate action.

Students are required to complete the Illness/Misadventure Process as per school-based assessment procedures.

Students missing any formal examinations due to illness/misadventure will be required to complete a substitute written examination as advised by the Deputy Principal and/or Assessment Committee.

Sickness during an examination

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 or Head Teacher Learning and Wellbeing.

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 is advised to see a doctor immediately.

If the student chooses, they can continue with the examination. **No extra time will be given.** They are still advised to obtain a medical certificate and complete the Illness/Misadventure process.

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' Determination 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' Determination for the Year 11 Course or the HSC.
- Work Placement requires students to participate in relevant industry placement for up to one week in 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 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.**

Work Placement and assessment tasks in other courses

- It is each student's responsibility to submit assessment tasks on time.
- Negotiation between student and classroom teacher / Head Teacher will be required for any assessment tasks scheduled during the work placement week.
- Where possible, students should hand in the completed task before commencing Work Placement.
- **Alternate arrangements for any in-class assessment tasks must be negotiated with the faculty Head Teacher as soon as possible BEFORE Work Placement.**

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

Disability Provisions

The *Disability Standards for Education 2005* require schools to ensure that students with disability are provided with reasonable adjustments to support their ability to access and participate in their learning on the same basis as students who do not have a disability “or” their peers.

Some students with a disability may require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. Providing adjustment does not restrict a student’s access to the full range of grades or marks.

Applying for Disability Provisions for School-based Assessment Tasks

If a student requires disability provisions, or thinks they might be able to seek disability provisions, students must see the Head Teacher Learning and Wellbeing as soon as possible to discuss this.

Students must:

- Fill out all paperwork required by the Head Teacher Learning and Wellbeing and return this paperwork to the Head Teacher as soon as possible;
- Know their adjustments before the assessment task;
- Discuss with their teacher which disability provisions will be possible or suitable prior to the assessment.
- Know that they do not have to accept the disability provisions provided but they must accept any consequences that result from this decision.
- Students who do not access Special Provisions cannot then appeal / apply for misadventure on the basis of a disability for which they should take provisions.

A student’s eligibility for disability provisions for school based assessment is determined by the Year 11 Learning and Wellbeing team, in consultation with the Principal.

A student’s eligibility for disability provisions for HSC Examinations is determined by NESA.

Applying for HSC disability provisions for NESA Examinations

NESA may approve disability provisions for HSC exams if you have a disability that would, in a normal exam situation, prevent you from:

- reading exam questions or
- communicating responses.

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

- Principal
- Deputy Principal
- Head Teacher Learning and Wellbeing

Your school must submit applications for known conditions by the end of Term 1. If you know you will need disability provisions, ensure you speak to your school as early as possible so they can submit your application on time.

Emergency arrangements can be made, if you have an illness or injury just before the exam that affects your ability to read or respond in the exam. If this happens, please tell your principal, the disability provisions coordinator or learning and support teacher immediately.

We **cannot** approve disability provisions to compensate you for:

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

When we have processed your application, we will send a decision letter to your principal. We will also send you a *Students Online* message that a decision has been made. Your school will provide you with this letter. If the school does not give you your decision letter, contact your school’s disability provisions coordinator. Read your decision letter carefully and speak to your school if you are unsure about the decision or how to use any of your approved provisions.

Illness/Misadventure Process

As the assessment process is intended to be a measure of a student's actual performance, applications must relate to illness or misadventure suffered immediately before or during the task that has affected the student's performance.

Applications may be in respect of:

Illness or Injury	Misadventure
That is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination(s) (eg influenza, an asthma attack, a cut hand)	That is, any other event beyond the student's control which allegedly affected the student's performance in the examination(s) (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

Holidays, routine medical or dental appointments, driving tests, part-time work commitments, cultural events and sporting commitments are examples of grounds likely to be **unsuccessful** when applying for illness and misadventure.

Illness/Misadventure **does not cover**:

- difficulties in preparation or loss of preparation time; for example, as a result of an earlier illness or absences in the week(s) prior to an exam/assessment task
- loss of study time or facilities prior to an exam/assessment task
- alleged deficiencies in tuition
- family celebrations/commitments
- the same grounds for which a student received disability provisions, unless they experience additional difficulties during an examination
- misreading the examination timetable and/or instructions
- long-term illness such as glandular fever, asthma and epilepsy unless there is evidence of a sudden recurrence during the examination period
- other commitments, such as participation in entertainment, work, cultural events, sporting events, attendance at examinations conducted by other education organisations (E.g. UCAT), etc

Macquarie Fields High School's illness and misadventure procedures aim to replicate NESA Higher School Certificate processes. NESA will not uphold an illness and misadventure application if the reason for absence is not considered to be sufficiently serious.

The school does not expect students to attend school to complete an assessment task against specific medical advice. If a student cannot attend school because of illness or misadventure, they must follow the school's illness and misadventure procedures and be prepared to complete an alternate task on the first day they return to school.

Absence on the school day before an assessment, without documentation, could also constitute malpractice. Students who are away on a school day before an assessment task, need to follow the Illness/Misadventure process.

COVID-19

The Department of Education issues guidelines to ensure that schools, and their students and staff, can manage the transmission of COVID-19. It is important that all students are familiar with, and follow, the Department's guidelines regarding COVID-19.

Students who display cold or flu symptoms must not attend school. Any student who is absent on the day of an assessment task, due to cold or flu symptoms, should follow the Illness/Misadventure process. Students will not be disadvantaged or penalised as a result of absences from school, due to compliance with the Department's COVID-19 guidelines and policies, although they must ensure that they provide documentation with an Illness/Misadventure form in an appropriate time frame.

School Based Procedure

Students who wish to apply for illness or misadventure for school-based assessment tasks need to complete the form pictured below **within one week** of the missed assessment task and students' return to school.

The form must stay with the student, whose responsibility it is to have the Teacher and Head Teacher of the subject sign the form, before submitting it to the relevant Deputy Principal.

It is essential to provide evidence of illness or misadventure with any application. The evidence must be from an independent source, that is, the person providing the evidence is not related to the student in any way.

Students should seek evidence which supports their application of Illness/Misadventure. The evidence provided must be current, specific to the date and time of the assessment task, and submitted with the application form.

A medical certificate is always required to support an illness and misadventure application due to illness. The medical certificate must be completed by a registered medical practitioner and include:

- diagnosis of medical condition and date of onset of illness
- date(s) and time(s) of consultations / meetings relating to this illness
- description of how the condition / symptoms could affect assessment task performance

Note: A medical certificate that merely states you were unfit for work/study is unacceptable. If a student is absent on the day of an assessment task, the doctor must certify that they are medically unfit to sit for the assessment task or attend school. Medical certificates obtained after the event will not be accepted.

A printable version of the illness/Misadventure paperwork can be found on page 97 or students can attain a copy from the Deputy Principal of their grade.

Macquarie Fields High School Illness / Misadventure Form Year 11 <i>This form <u>MUST</u> be completed and submitted <u>one week</u> after the missed task and students return to school.</i>	
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 ____/____/____	

NESA Procedure for HSC Examinations

The illness and misadventure process is available to support students who are unwell or have an accident or other misadventure at the time of a HSC exam.

You need to submit a separate application and supporting evidence for each exam or exam component affected.

If your whole school is affected by an event, your school will contact you directly with advice.

Process

Applications must be accompanied by evidence of the illness or misadventure.

Application forms can be collected at the time of the exam, if it is safe for the student to attend, or through the school if the student is unable to attend the exam.

Step 1: Submitting an application to NESA

If a student is unwell, they must seek independent medical advice on the day of the exam.

Telehealth services should be used if unable to attend a doctors' surgery. Students are required to provide a doctor's certificate covering the exam date(s).

General advice

If it is safe to attend the exam:

1. Attend the exam as usual.
2. When you arrive at the exam, notify the Presiding Officer of your illness or misadventure and ask for an illness/misadventure application form.
3. Complete and submit the form to the Presiding Officer or the principal with the appropriate evidence within one week of your last examination, and no later than the date of the last HSC examination.
4. The school will process the form and submit your application to NESA.

What if I am running late?

- Contact your principal immediately.
- Get to the exam centre as soon as possible.
- After the exam, follow the instructions of the Presiding Officer or your principal.

If it is NOT safe to attend the exam:

- Contact your school as soon as possible to advise of the issue.
- Your school will provide an application form for you to complete and sign.
- Provide your school with evidence.
- Once completed and signed, the school will submit your application to NESA.

What if I misread the exam timetable and miss an exam?

- Contact your principal immediately and follow their instructions.

Read more in the [HSC Rules and Procedures guide](#).

Step 2: Review of your application by NESA

- Your application and documentation, including statements from the Presiding Officer and your principal, is reviewed by a panel.
- The panel will decide whether to uphold (approve) or decline your application.

If upheld	If declined
Read how your exam mark is calculated below.	<p>If your application is declined, you will be awarded the mark you achieved in the examination. If you were absent from the exam and your course only has one exam, you will not receive any result in that course.</p> <p>This could mean that you become ineligible for the Higher School Certificate.</p>

Step 3: Calculation of your exam mark, if illness and/or misadventure is upheld

Courses with one exam only	Courses with more than one exam	Courses with optional exams (VET, English Studies, Maths Standard 1)
<p>If you are unable to attend: You will receive your moderated school assessment mark.</p> <p>If you are able to attend: You will receive either your moderated school assessment mark OR your actual exam mark – whichever is higher.</p>	<p>If you are unable to attend all of the exams for the course: You will receive your moderated school assessment mark.</p> <p>If you are able to attend but affected in all of the exams for the course: You will receive either your moderated school assessment mark OR your actual exam mark – whichever is higher.</p> <p>If you are unable to attend or are affected in a subset of the exams for the course: You will receive a calculated mark OR your actual exam mark – whichever is higher. The calculated mark is either your moderated school assessment mark OR a mark determined from other unaffected exams in the course.</p>	<p>If you are unable to attend: You will receive a moderated estimate submitted by your school.</p> <p>If you are able to attend: You will receive your moderated school estimate OR your actual exam mark – whichever is higher.</p>

Honesty in Assessment

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their Higher School Certificate results.

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 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
- **Improper use of Artificial Intelligence (AI)**

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

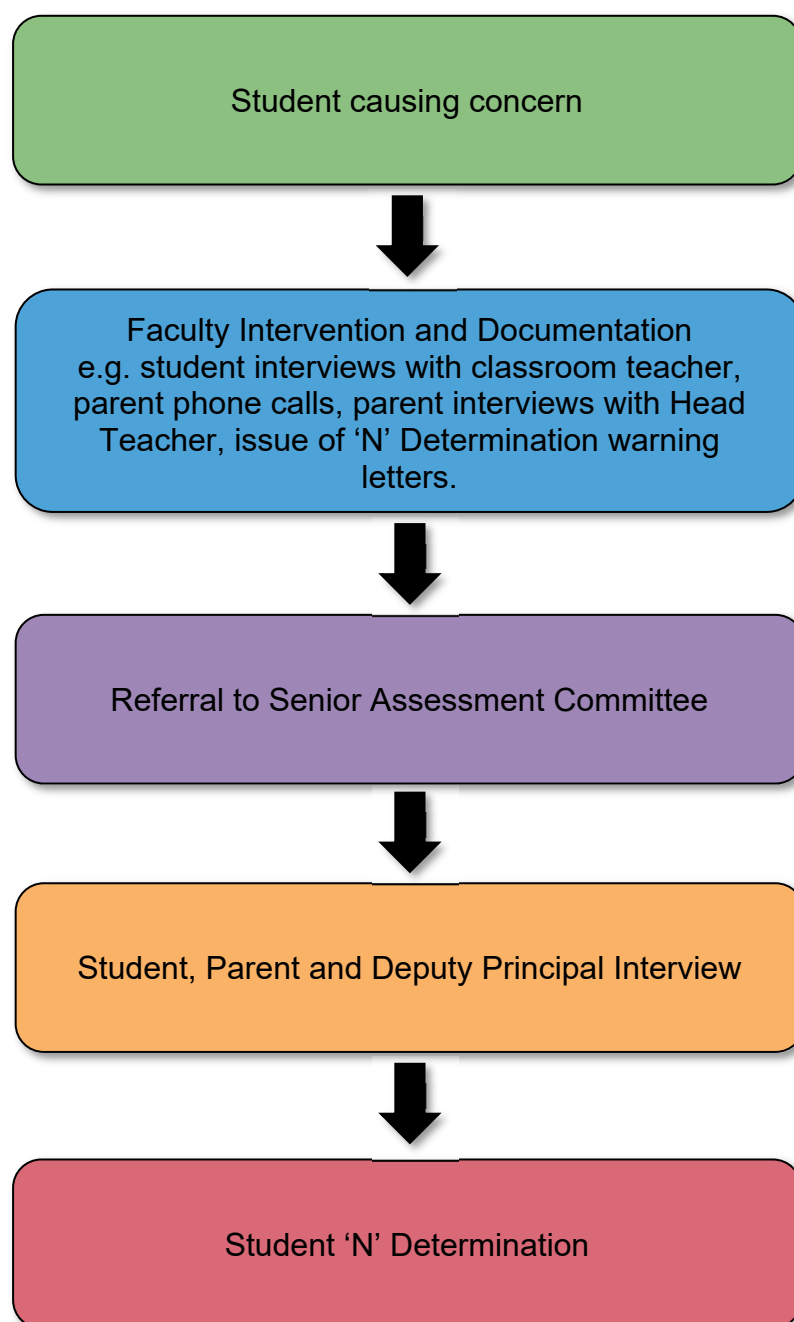
Macquarie Fields High School's policy regarding electronic translators is:

- 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.
- Electronic Translators are not permitted in assessment tasks.

'N' Determination Process

To be eligible for the RoSA and a HSC students must have:

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



Reviews and Appeal

What can I appeal?

Schools and students may appeal against decisions concerning aspects of the award of the Higher School Certificate and Record of School Achievement on a number of bases. These may be summarised as follows:

- student appeals against 'N' determinations for non-completion of particular courses
- student appeals against assessment rankings in HSC courses
- student appeals against the withholding of Higher School Certificate and Record of School Achievement credentials by NESA.

School reviews are limited to ensuring that:


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

- the weightings specified by the school in its assessment program conform with the requirements detailed in the syllabus packages;
- 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;
- 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 classroom 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 page 99 of the Assessment booklet.

MACQUARIE FIELDS HIGH SCHOOL A SELECTIVE AND COMMUNITY HIGH SCHOOL <small>WORKING TOGETHER FOR EXCELLENCE IN TEACHING AND LEARNING</small>	
	<small>2 Harold St Macquarie Fields NSW 2564 Postal: Box 269, Ingelburn NSW 1890 Telephone: (02) 9605 3111 Fax: 9605 3044</small>
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: _____ (Candidate) Date: _____ Signed: _____ (Parent/Guardian) Date: _____ <small>Students must hand the completed form, together with documentation, to the Head Teacher of the subject.</small>	
Section B: Head Teacher's decision and comment _____ _____ _____ Signed: _____ Date: _____	
Section C: Comments Assessment Review Panel: _____ _____	

FOR FURTHER ADVICE CONTACT THE DEPUTY PRINCIPAL OF YEAR 11.

Appeals against grades for Stage 6 courses (ACE 11010)

Students wishing to appeal against the grade(s) in any subject awarded to them by the school should submit a written appeal, together with evidence, to their Deputy Principal and Principal.

In order to be successful in such appeals, students would need to substantiate that the grade(s) awarded in the course(s) was inconsistent with the progressive reporting from the school. If the appeal is upheld, the principal should send notification of the new grade(s) to NESA.

Where possible, all reviews of the grade(s) awarded in any subject should be resolved within the school. However, provision has been made for subsequent appeals to NESA.

NESA will consider only whether:

- the school review process was adequate for determining whether the procedures used by the school for determining the grade(s) conform with NESA advice and the school's policy regarding the grading of student achievement
- the conduct of the school review was proper in all respects.

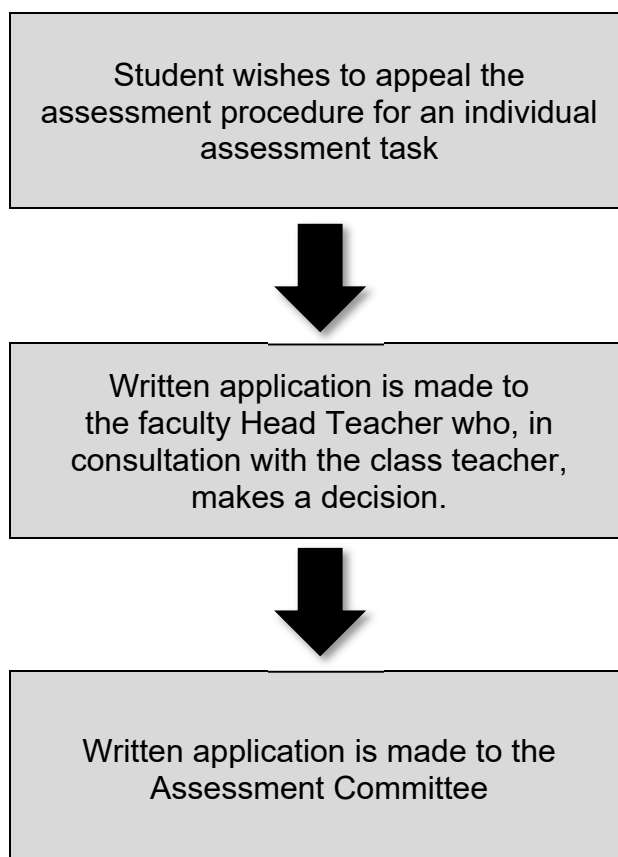
Since the appeal is directed to the progressive reporting by the school, NESA will not revise individual tasks or test marks.

If the appeal is upheld, NESA will refer the matter back to the school for a further review.

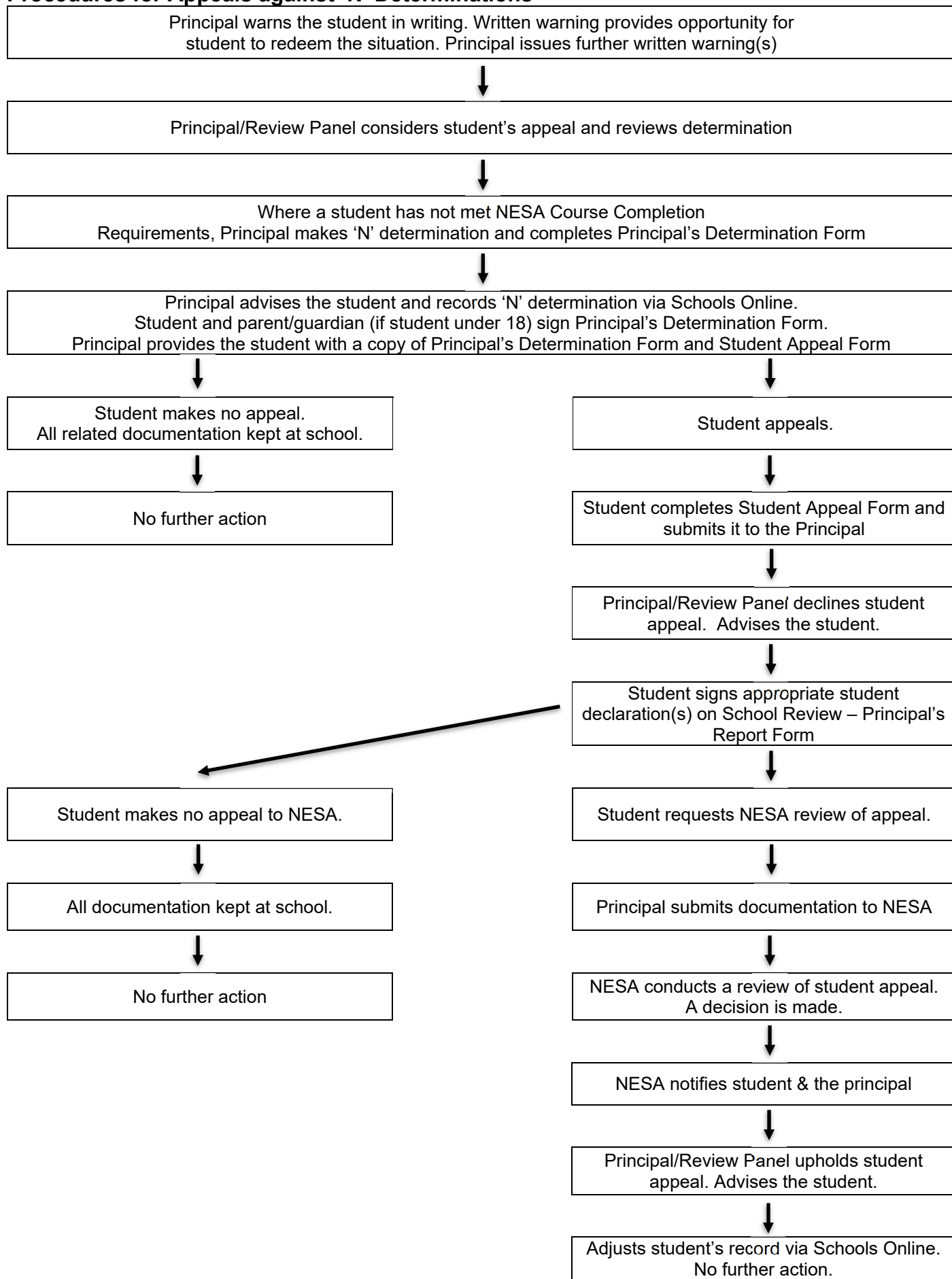
Appeals against non-completion of course requirements ('N' Determinations)

Students can appeal against 'N' determinations in particular courses. In the first instance, students make their appeal, in writing, directly to the school Principal. If the Appeal is not upheld at the school level the student can appeal to NESA. NESA's decision is final.

The Appeals Process "Individual assessment tasks"



Procedures for Appeals against 'N' Determinations



YEAR 11 PRELIMINARY COURSES 2024 ASSESSMENT SCHEDULE

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1 2024						ECONOMICS CHEMISTRY FOOD TECHNOLOGY	LEGAL STUDIES PD/HEALTH/PE STUDIES OF RELIGION (1U)	VISUAL ARTS MODERN HISTORY PHYSICS COMMUNITY AND FAMILY STUDIES	ALL MATHS COURSES	ENGLISH ADVANCED ENGLISH STANDARD ENGLISH STUDIES	SPORT, LIFESTYLE AND RECREATION (2U) ENTERPRISE COMPUTING INVESTIGATING SCIENCE (HSC)
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 2 2024	BUSINESS STUDIES ENGLISH EXT BIOLOGY	MUSIC IT TIMBER VISUAL ARTS ENGINEERING	ANCIENT HISTORY	SOCIETY & CULTURE COMMUNITY AND FAMILY STUDIES	SPORT, LIFESTYLE AND RECREATION (1U) STUDIES OF RELIGION (1U) SOFTWARE ENGINEERING	PHYSICS PD/HEALTH/PE FOOD TECHNOLOGY	ECONOMICS MODERN HISTORY INVESTIGATING SCIENCE (HSC)	SPORT, LIFESTYLE AND RECREATION (2U) BUSINESS STUDIES CHEMISTRY	ALL MATHS COURSES	ENGLISH ADVANCED ENGLISH STANDARD ENGLISH STUDIES	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 3 2024	ENGLISH EXT LEGAL STUDIES BIOLOGY	MUSIC SOCIETY & CULTURE	ANCIENT HISTORY	ENGINEERING	SOFTWARE ENGINEERING ENTERPRISE COMPUTING	ASSESSMENT FREE PERIOD		YEAR 11 YEARLY EXAMINATION PERIOD		IT TIMBER	

Please note: All dates are correct at time of publishing, however, changes may be required throughout the year. Students should receive official written notification of assessment tasks at least two weeks before the due date. It is the student's responsibility to ensure that if they are absent on the day the notification is handed out they see their classroom teacher as soon as possible.

ASSESSMENT PLANNER

My Year 11 Assessment

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

Term 2	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

Term 3	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

REQUIREMENTS FOR SPECIFIC SUBJECTS

Faculty areas responsible for specific Stage 6 subjects

Creative and Performing Arts	
Music 1	Visual Arts
English	
English Advanced	English Standard
English Extension 1	English Studies
Human Society and Its Environment / Languages	
Ancient History	Modern History
Business Studies	Society and Culture
Economics	Studies of Religion (1 unit)
Legal Studies	
Mathematics	
Mathematics Advanced	Mathematics Standard
Mathematics Extension 1	
Personal Development / Health / Physical Education	
PD/ Health /PE	Sport, Lifestyle and Recreation (2 unit)
Sport, Lifestyle and Recreation (1 unit)	Community and Family Studies
Science	
Biology	Investigating Science (Accelerated HSC course)
Chemistry	Physics
Earth and Environmental Science	
Technological and Applied Studies	
Enterprise Computing	Industrial Technology - Timber Products and Furniture Technologies
Engineering Studies	Software Engineering
Food Technology	
VET Courses	
Hospitality	

Ancient History Stage 6 Scope and Sequence: 2024

The Historical Investigation will be integrated over preliminary course.

Term 1 11 weeks	Investigating Ancient History		Features of Ancient Societies							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11
	Ancient Sites		Weapons and Warfare in Ancient Assyria and Mycenaean Greece							
	Overview: Student learn about societies of the Ancient World and key features of Ancient Sites.		Overview: Students investigate the development of weaponry and methods of warfare throughout Ancient Assyria and Mycenaean Greece. Integrated Unit: The Nature of Ancient History – Investigation of Ancient Sites and Sources is integrated throughout the unit. Outcomes: AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10							
Term 2 10 weeks	Case Study B					The Nature of Ancient History				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Ancient Australia					The Treatment and Display of Human Remains				
	Overview: Students investigate the history of ancient Australia through the study of Lake Mungo. Historical concepts and skills content 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 Integrated Unit: Lesson time to complete the Historical Investigation (Assessment Task 2) is integrated throughout the Term. Assessment Task 1: Research Task – Due Term 2 Week 3					Overview: Students investigate the preservation, analysis, significance, display and repatriation of human remains. 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 Integrated Unit: Lesson time to complete the Historical Investigation (Assessment Task 2) is integrated throughout the Term.				
Term 3 10 weeks			Case Study A					Yearly Exams		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Human Remains		The Roman Games					Examination Period		
	Overview: Students investigate the preservation, analysis, significance, display and repatriation of human remains. Historical concepts and skills content is to be integrated as appropriate.		Overview: Students investigate ways in which the ancient past has been represented through an investigation of the Roman Games. 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 Assessment Task 2: Historical Investigation (Due Term 3 Week 3) Assessment Task 3: Yearly Examination (during the Examination Period)							

ANCIENT HISTORY Assessment Schedule

Course Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 2 Week 3 2024	Date: Term 3 Week 3 2024	Date: Term 3 Weeks 8 - 9 2024
		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

Biology Stage 6 Scope and Sequence: 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1 11 Weeks	Module 1 – Cells as the Basis of Life					Module 2 – Organisation of Living Things					
	<i>Overview:</i> Students examine the structure and function of organisms at both the cellular and tissue levels in order to describe how they facilitate the efficient provision and removal of materials to and from all cells in organisms					<i>Overview:</i> Students examine the relationship between transport systems and compare nutrient and gas requirements					
	<i>Outcomes:</i> 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	<i>Assessment: Task 1 –</i>	Mod 2 (continued)		Module 3 – Biological Diversity				Assessment: Task 2 – Depth study for assessment (40%)		
	<i>Research/Practical Task (20%)</i>			<i>Overview:</i> 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			<i>Outcomes:</i> 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
		<i>Overview:</i> Students engage in the study of past ecosystems and create models of possible future ecosystems so that human impact on biodiversity can be minimised.								
		<i>Outcomes:</i> BIO11-1, 11-2, 11-3, 11-4, 11-5, 11-11								

BIOLOGY

Assessment Schedule

Course Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 2 Week 1 2024	Date: Term 3 Week 1 2024	Date: Term 3 Week 8-9 2024
		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

Business Studies Stage 6 Scope and Sequence: 2024

Term 1 11 weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11
	Nature of Business							Business Management		
	Overview: The focus of this topic is the role and nature of business in a changing business environment. Outcomes: P1, P2, P6, P7, P8 Assessment Task 1: Term 2, Week 1 (Multiple Choice and Short Answer)							Overview: The focus of this topic is the nature and responsibilities of management in the business environment.		

Term 2 10 weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Business Management									
	Overview: The focus of this topic is the nature and responsibilities of management in the business environment. New Skills and Tools: Terminology Business Report writing Outcomes: P2, P4, P5, P6, P7, P8, P9, P10 Assessment Task 1: Week 1 (Multiple Choice and Short Answer)						Overview: The focus of this topic is the processes of establishing and planning a small to medium enterprise. Outcomes: Assessment Task 2: Week 8 (Business Report)			

Term 3 10 weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Business Planning							Examination Period		
	Overview: The focus of this topic is the processes of establishing and planning a small to medium enterprise. New Skills and Tools: Financial Statements Financial Ratios Outcomes: P1, P3, P4, P6, P7, P8, P9, P10 Assessment Task 3: Yearly Examination (during the Examination Period)									

BUSINESS STUDIES Assessment Schedule

Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 2 Week 1 2024	Date: Term 2 Week 8 2024	Date: Term 3 Week 8-9 2024
		Multiple Choice & Short Answers	Business Report	Yearly Examination
Knowledge and understanding of course content	40	15	10	15
Inquiry and research	20	0	5	5
Stimulus Based Skills	20	10	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

Chemistry Stage 6 Scope and Sequence: 2024

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%)											

	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: 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: CH11-2, CH11-3, CH11-4, CH11-10			Outocmes: CH11-1; CH11-2; CH11-3; CH11-4; CH11-5; CH11-6 & CH11-7		

Term 3 10 Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	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

CHEMISTRY

Assessment Schedule

Course Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 1 Week 6 2024	Date: Term 2 Week 8 2024	Date: Term 3 Week 8-9 2024
		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

Community & Family Studies Stage 6 Scope and Sequence: 2024

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	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 6, Term 1 2024 (Outcomes: P1.1, P1.2, P5.1, P6.1)								Assessment #2: Leadership Report (40%) – Week 4, Term 2 2024 (Outcomes: P2.1, P2.3, P4.2, P6.2)		

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Individuals and Groups							Families and Communities		
	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: Leadership Report (40%) – Week 4, Term 2 2024 (Outcomes: P2.1, P2.3, P4.2, P6.2)									

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Families and Communities							Yearly Examination Period (30%)		
	Outcomes: P1.1, P1.2, P2.2, P2.4, P3.1, P3.2, P4.1, P4.2, P6.2									
	This module provides students with an insight into family structures and communities and the roles individuals adopt within each.									
	Assessment #3: Yearly Examination (30%) – Weeks 8 and 9, Term 3 2024 (Outcomes: P1.1 – P6.2)									

COMMUNITY and FAMILY STUDIES

Assessment Schedule

Course Component	Weighting %	Task 1	Task 2	Task 3
		Date: Term 1 Week 8 2024	Date: Term 2 Week 4 2024	Date: Term 3 Weeks 8-9 2024
		Resource Management Topic Test	Leadership Report	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, P5.1, P6.1	P2.1, P2.3, P4.2, P6.2	P1.1 – P6.2

Earth and Environmental Science Stage 6 Scope and Sequence: 2024

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
		Module 1 - Earth’s Resources					Task 1 Research 20%	Module 2 – Plate Tectonics			
		Students investigate the fundamentals of Geology (rocks and minerals) as well as some of its guiding principles, describing the key features of the Earth’s systems, including the geosphere, atmosphere, hydrosphere and biosphere and explain how they are interrelated.						Students investigate the evidence for the theory of plate tectonics and how the Earth’s crust can be monitored and used to predict seismic Earth events.			
Module Section		Structure of the Earth		Rock Cycle	Geological Time			Evidence for Plate Tectonics		Plate Boundaries	
Outcomes		EES11-1, EES11-3, EES11-4, EES11-5, EES11-6, EES11-7, EES11-8						ESS11-1, ESS11-2, ESS11-3, ESS11-4, ESS11-5, ESS11-9			

Term 2 10 Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
			Module 3 – Energy Transformations			Depth Study for Assessment (DSA) Depth Study Report 40%		Module 3 – Energy Transformations				
			Students investigate the energy transformations that move tectonic plates and those that occur between the atmosphere, oceans and land to generate weather and climate phenomena.									
Module Section	Plate Boundaries and Tectonic Structures		Role of Energy in the Earth’s Processes					Geological Transformations: Earthquakes, Volcanoes and Mountain Ranges				
Outcomes & Assessments			ESS11-5, ESS11-6, ESS11-7, ESS11-10									

Term 3 10 Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 4 - Human Impacts							Exam Period		
	Students investigate the effects that humans have had on the Earth’s resources and environment and how these effects can be mitigated to maintain a sustainable future.									
Module Section	Water Management		Salinity and Erosion		Introduced Species					
Outcomes & Assessments	EES11-1, EES11-2, EES11-3, EES11-4, EES11-5, EES11-6, EES11-8, EES11-9, EES11-10, EES11-11									
								Yearly Exam 40%		

EARTH AND ENVIRONMENTAL SCIENCE

Course Components	Weightings %	Task 1	Task 2	Task 3
		Date: Term 1 Week 7	Date: Term 2 Week 6	Date: Term 3 Week 8-9
		Research/Analysis	Depth Study	Yearly Examination
Working Scientifically	60	10	40	10
Knowledge and Understanding	40	10		30
Total	100	20	40	40
Course Outcomes		EES11 – EES11	EES11 – EES11 (Note EES1 and EES7 are mandatory)	EES11 – EES11

Economics Stage 6 Scope and Sequence: 2024

Term 1 11 weeks	Topic 1			Topic 2			Topic 3			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11
	Introduction to Economics			Consumers and Business			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: Week 6 30% - Essay question focused on the Introduction to Economics									

Term 2 10 weeks	Topic 6					Topic 4				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Government and the Economy					Labour Markets				
	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. Outcomes: P1, P2, P3, P5, P6, P7, P8, P9, P10, P11					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. Outcomes: P1, P2, P3, P5, P6, P7, P8, P9, P10, P11, P12				
	Assessment Task 2: 30% - In class essay on the federal budget									

Term 3 10 weeks	Topic 5							Yearly Exams		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Financial Markets							Examination Period		
	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									
	Assessment Task 3: Yearly Examination (during the Examination Period)									

ECONOMICS

Assessment Schedule

Course Components (Syllabus)	Weighting %	Task 1	Task 2	Task 3
		Date: Term 1 Week 6 2024	Date: Term 2 Week 7 2024	Date: Term 3 Weeks 8-9 2024
		Research and Report	Research based-in class extended response	Yearly Examination
Knowledge and understanding of course content	30	10	0	20
Inquiry and research	20	10	10	0
Stimulus-Based Skills	20	0	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, P12	P1, P3, P5, P7, P8	P1, P2, P3, P4, P5, P6, P8, P11

Engineering Studies Stage 6 Scope and Sequence: 2024

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 2 Term 2								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 Assessment Schedule

Course Components	Weightings %	Task 1	Task 2	Task 3
		Date: Term 2 Week 2 2024	Date: Term 3 Week 4 2024	Date: Term 3 Weeks 8-9 2024
		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	0	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: 2024

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	Creative Writing and Reflection 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 Assessment Schedule

Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 10 2024	Term 2 Week 10 2024	Term 3 Weeks 8 - 9 2024
		Creative Writing and Reflection	Multimodal Presentation	Yearly Examination
Reading Write	40	30	0	10
Module A: Narratives That Shape Our World	30	0	30	0
Module B: Critical Study	30	0	0	30
Totals	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: 2024

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	Creative Writing and Reflection 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 Assessment Schedule

Course Components	Weighting %	Task 1	Task 2	Task 3
		Term 2 Week 1 2024	Term 3 Week 1 2024	Term 3 Weeks 8 – 9 2024
		Creative Writing and Reflection Task	Independent Research Project	Yearly Examination
Critical Knowledge and Understanding of Texts, Culture and Value	60	15	30	15
Skills in research and communication relevant to English Extension	40	15	10	15
Totals	100	30	40	30
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: 2024

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	Creative Writing and Reflection 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 The White Girl by Tony Birch										
Assessment task & weighting	Yearly examination Module B 30% plus Reading to Write 10% = 40%										

ENGLISH STANDARD Assessment Schedule

Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 10 2024	Term 2 Week 10 2024	Term 3 Weeks 8 - 9 2024
		Creative Writing and Reflection	Multimodal Presentation	Yearly Examination
Reading Write	40	30	0	10
Module A: Contemporary Possibilities	30	0	30	0
Module B: Close Study	30	0	0	30
Totals	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: 2024

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 Assessment Schedule

Course Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 10 2024	Term 2 Week 10 2024	Term 3 Week 8 & 9 2024
		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

Enterprise Computing Stage 6 Scope and Sequence: 2024

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	Interactive Media and the User Experience										
Outcomes	EC-11-02 , EC-11-04, EC-11-05, EC-11-07, EC-11-08, EC-11-09, EC-11-10, EC-11-11										
Overview	Students apply knowledge and skills to develop digital products that demonstrate the value of digital design and promote interactive media as a communication tool.										
Assessment	Interactive Media and the User Experience Project and Report (30%)										

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	Networking Systems and Social Computing								Principles of Cybersecurity	
Outcomes	EC-11-03, EC-11-04, EC-11-05, EC-11-07, EC-11-08, EC-11-09, EC-11-10								EC-11-01, EC-11-03, EC-11-04, EC-11-06, EC-11-07, EC-11-11	
Overview	Students apply knowledge and skills to develop a project to understand networks using communication media.								This unit introduces cybersecurity principles. Students analyse privacy and security principles associated with access, storage and permissions used by enterprises to collect and interpret data.	
Assessment	Blended project using Cybersecurirty and Networking Systems and Social Computing (40%)									

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	Principles of Cybersecurity					Revision and Preliminary Examination				
Outcomes	EC-11-01, EC-11-03, EC-11-04, EC-11-06, EC-11-07, EC-11-11					EC-11-01, EC-11-02, EC-11-03, EC-11-04, EC-11-05, EC-11-06, EC-11-07, EC-11-08, EC-11-09, EC-11-10, EC-11-11				
Overview	This unit introduces cybersecurity principles. Students analyse privacy and security principles associated with access, storage and permissions used by enterprises to collect and interpret data.					Revision of all concepts				
Assessment						Formal Examination (30%)				

ENTERPRISE COMPUTING Assessment Schedule

Course Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 11	Term 3 Week 5	Term 3 Weeks 8–9
		Interactive media and UX project	Networking systems and social computing project and cybersecurity	Formal examination
Knowledge and understanding of course content	50	15	15	20
Knowledge and skills in the practical application of the content	50	15	25	10
TOTAL MARKS	100	30	40	30
Course Outcomes		EC-11-01, EC-11-03, EC-11-05, EC-11-08, EC-11-09, EC-11-11	EC-11-01, EC-11-03, EC-11-04, EC-11-06, EC-11-07, EC-11-09	EC-11-01, EC-11-02, EC-11-03, EC-11-05, EC-11-06, EC-11-07, EC-11-08, EC-11-09, EC-11-10, EC-11-11

Food Technology Stage 6 Scope and Sequence: 2024

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 Assessment Schedule

Course Components	Weighting %	Task 1	Task 2	Task 3
		Term 1, Week 6 2024	Term 2, Week 6 2024	Term 3, Week 9/10 2024
		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, P.3.2, P5.1

Industrial Technology – Timber Products & Furniture Technologies Stage 6 Scope and Sequence: 2024

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			Drawers and Back Panel							
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	Doors 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

Assessment Schedule

Course Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 2 Week 2 2024	Date: Term 3 Week 10 2024	Date: Term 3 Week 10 2024
		Industry Study Report	Cabinet Product	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

Investigating Science (HSC) Stage 6 Scope and Sequence: 2024

	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 2023	Doing Science 2 M5&6 (Module 5: Scientific investigations Module 6: Technologies)										
	<i>Students investigate how science is conducted in the “real” world & how technology has shaped and influenced scientific understanding</i> DSL 10 hours (Week 5)										
	INS12-1; INS12-2; INS12-3; INS12-4; INS12-12; INS12-13										

Term 1 11 Weeks 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Doing Science 2 M5&6				The Impact of Science M7&8						
	Students investigate how technology has shaped and influenced scientific understanding					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.					Assessment 1: Researching Technologies 30% INS12-13, INS12-2, INS12-3, INS12-7
	INS12-1; INS12-2; INS12-3; INS12-4; INS12-12; INS12-13					INS12-4; INS12-5; INS12-6; INS12-7; INS12-14; INS12-15					

Term 2 10 Weeks 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	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									

Term 3 10 Weeks 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	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) Assessment Schedule

Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 1 Week 11 2024	Date: Term 2 Week 7 2024	Date: Term 3 Weeks 3-4 2024
		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

Legal Studies Stage 6 Scope and Sequence: 2024

Term 1 11 weeks	Part I: The Legal System									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11
	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: In class examination – multiple choice and extended response (Week 7)										

Term 2 10 weeks	Part I: The Legal System		Part II: Individual and the Law							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	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: Media file and in class essay (Term 3 Week 1)										

Term 3 10 weeks	Part III: Law in practice									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Violence Against Women – Domestic Violence				Violence Against Women – Sexual Assault			Examination Period		
	Overview: Students investigate contemporary issues that illustrate how the law operates in practice.									
	Outcomes: P1, P4, P5, P6, P7, P8, P9, P10									
Assessment: Formative Assessment										

LEGAL STUDIES Assessment Schedule

Course Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 1 Week 7 2024	Date: Term 3 Week 1 2024	Date: Term 3 Weeks 8 - 9 2024
		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	5	10
Inquiry and research	20	5	15	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

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 is 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 Advanced Stage 6 Scope and Sequence: 2024

Term 1

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10	Week 11
ALGEBRAIC TECHNIQUES F1.1 NUMBER & SURDS F1.1	FUNCTIONS AND GRAPHS F1.2, 1.3, 1.4		TRANSLATIONS AND SYMMETRY F1.2, 1.3, 1.4			THE COORDINATE PLANE F1.3	TRIGONOMETRY T1.1, 1.2			
MA11-1, MA11-8, MA11-9 MA11-1, MA11-8, MA11-9	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			
Arithmetic with pronumerals, expanding brackets, factoring, algebraic fractions, completing the square, solving linear/quadratic/simultaneous equations Integers & rationals, surds & their arithmetic & more simplifications, real nos. & approximations, denominator rationalising	Function relations/graphs/notation, linear graphs, 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			Lengths/midpoints of intervals, gradients/equations of intervals/lines, using pronumerals in place of numbers	Trigonometry/Problems with right-angled triangles, three-dimensional trigonometry			
								Class Test (Open-book)		

Term 2

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, quadrant & 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 – dy/dx notation, differentiating powers with negative/fractional indices, The chain/product/quotient rules, rates of change, continuity, differentiability, proving differentiation rules			
							Research Task and Validation Test		

Term 3

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week 10
EXTENDING CALCULUS T1.2, E1.3, 1.4			PROBABILITY S1.1			PROBABILITY DISTRIBUTIONS S1.2		Consolidation	
MA11-1, MA11-3, MA11-6, 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 diagrams, 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			
								Yearly Examination	

MATHEMATICS ADVANCED Assessment Schedule

Components	Weighting %	Task 1	Task 2	Task 3
		In-class open-book test	Assignment/ Investigation or Extended modelling and problem-solving task	Yearly Examination All Preliminary Topics
		Term 1, Week 9 2024	Term 2, Week 9 2024	Term 3, Week 8 and 9 2024
Understanding, Fluency and Communicating	50	20	10	20
Problem Solving, Reasoning and Justification	50	20	10	20
Total %	100	40	20	40
Course Outcomes		MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-5, MA11-6, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9

Mathematics Extension 1 Stage 6 Scope and Sequence: 2024

Term 1 – 11 weeks

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10	Week11
	Combinatorics ME-A1.1				Further Graphs MA-F1.2, 1.3, 1.4 ME-F1.1, F1.2, 1.3, 1.4					
	ME11-5, ME11-6, ME11-7				ME11-1, ME11-2, ME11-6, ME11-7					
	Factorial notation, counting (un)ordered selections, ordered selections and grouping/identical elements, using counting in probability, arrangements in a circle, the pigeonhole principle				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/inequations, graphing reciprocals, defining functions/relations parametrically					
								Research task		

Term 2 – 10 weeks

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week 10
Binomial Expansion and Pascal's Triangle ME-A1.2			Polynomial Functions ME-F2.1, 2.2					Further Trigonometry ME-F1.3, ME-T1, ME-T2	
ME11-5, ME11-6, ME11-7			ME11-1, ME11-2, ME11-6, ME11-7					ME11-1, ME11-2, ME11-3, ME11-6, ME11-7	
(Identities in) Pascal's triangle, further binomial expansions, the binomial theorem, general term usage			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					Restricting the domain, defining/graphing the inverse trigonometric functions,	
									Class Test

Term 3 – 10 weeks

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week 10
Further Trigonometry ME-F1.3, ME-T1,ME- T2				Related Rates & Natural Growth			Consolidation		
ME11-1, ME11-4, ME11-6, ME11-7				ME-C1.1, 1.2, 1.3					
trigonometric functions of compound angles, The double-angle formulae, trigonometric equations, the t-formulae, products to sums				Related rates, natural growth/decay, modified natural growth/decay					

MATHEMATICS EXTENSION 1

Assessment Schedule

Components	Weighting %	Task 1	Task 2	Task 3
		Assignment/ Investigation or Extended modelling and problem-solving task	In-class open-book test	Yearly Examination All Preliminary Topics
		Term 1 Week 9 2024	Term 2 Week 9 2024	Term 3 Week 8 and 9 2024
Understanding, Fluency and Communicating	50	10	20	20
Problem Solving, Reasoning and Justification	50	10	20	20
Total %	100	20	40	40
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

Mathematics Standard Stage 6 Scope and Sequence: 2024

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, Sampling techniques, Constructing graphs, Frequency histograms and polygons, Dot plots and stem-and-leaf plots			Simplify algebraic expressions, Expanding 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 2024

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 2024

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, Running 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

MATHEMATICS STANDARD Assessment Schedule

Components	Weighting %	Task 1	Task 2	Task 3
		In-class open-book test	Assignment/ Investigation or Extended modelling and problem-solving task	Yearly Examination
		Term 1, Week 9 2024	Term 2, Week 9 2024	Term 3, Week 8 and 9 2024
Understanding, Fluency and Communicating	50	20	10	20
Problem Solving, Reasoning and Justification	50	20	10	20
Total %	100	40	20	40
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

Modern History Stage 6 Scope and Sequence: 2024

The Historical Investigation will be integrated over preliminary course.

Term 1 11 weeks	Investigating Modern History							Case Study A		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11
	The Construction of Modern Histories & JFK- Case Study							The Romanovs		
	Overview: Students investigate methods and issues associated with constructing accounts about the past. The Historical concepts and skills content are to be integrated as appropriate. Outcomes: MH11-6, MH11-7, MH11-9, MH11-10 Assessment Task 1: Case Study (Week 8)							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		

Term 2 10 weeks	Case Study A				Case Study B					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	The Romanovs				The Cuban Revolution					
	Overview: Students investigate the decline and fall of the Romanov dynasty using a range of sources. Integrated Unit: Lesson time to complete the Historical Investigation (Assessment Task 2) is integrated throughout the Term. Outcomes: MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9				Overview: Students investigate the Cuban Revolution and its impact in Latin America using a range of sources. Integrated Unit: Lesson time to complete the Historical Investigation (Assessment Task 2) is integrated throughout the Term. Outcomes: MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9 Assessment Task 2: Historical Investigation (Due Term 2 Week 7)					

Term 3 10 weeks	The Shaping of the Modern World									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	World War I							Examination Period		
	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, MH11-8, MH11-9 Assessment Task 3: Yearly Examination (during the Examination Period)									

MODERN HISTORY Assessment Schedule

Course Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 1 Week 8 2024	Date: Term 2 Week 7 2024	Date: Term 3 Weeks 8 - 9 2024
		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

Music 1 Stage 6 Scope and Sequence: 2024 *For implementation for Year 11 from Term 1, 2024*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	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										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	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)				
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	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 Assessment Schedule

Course Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 2 Week 2 2024	Date: Term 3 Week 2 2024	Date: Term 3 Week 8 - 9 2024
		Composition / Performance	Viva Voce	Yearly Examination
Performance	25	10	0	15
Composition	25	25	0	0
Musicology	25	0	25	0
Aural	25	0	0	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: 2024

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 (30%) – Week 7, Term 1 2024 (Outcomes: P6, P12, P15, P16)						Assessment #2: Core 2 - (30%) – Week 6, Term 2 2024 (Outcomes: P7, P8, P9, 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 6, Term 2 2024 (Outcomes: P7, P8, P9, P16, P17)				Will be assessed during the yearly examination period 2024					

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 2024 (Outcomes: P1, P2, P3, P4, P5, P6, P10, P15, P16, P17)									

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

PD/HEALTH/PE Assessment Schedule

Course Component	Weighting %	Task 1	Task 2	Task 3
		Date: Term 1 Week 7 2024	Date: Term 2 Week 6 2024	Date: Term 3 Weeks 8-9 2024
		Option 1: First Aid Theory and Practical Application	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, P9, P16, P17	P1, P2, P3, P4, P5, P6, P10, P15, P16, P17

Physics Stage 6 Scope and Sequence: 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1 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%)		

PHYSICS Assessment Schedule

Course Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 1 Week 8 2024	Date: Term 2 Week 6 2024	Date: Term 3 Week 8-9 2024
		Practical/ Analysis	Depth Study	Yearly Examination
Working Scientifically	60	20	30	10
Knowledge and Understanding	40	20	0	20
Total	100	40	30	30
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

Society and Culture Stage 6 Scope and Sequence: 2024

Term 1 11 weeks	Core Study									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11
	The Social and Cultural World									
	<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 teacher who is from the culture and gain some first-hand knowledge about this culture.</p> <p>Assessment Task 1: Term 2, Week 4 (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 10 weeks	Depth Study 1									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Personal and Social Identity									
	<p>Overview: 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: Week 4 - (30%) Ongoing Research and Study. A Mini-Personal Interest Project.</p>									
Term 3 10 weeks	Depth Study 2							Yearly Exams		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Intercultural Communication							Examination Period		
	<p>Overview: 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: Week 8/9 - (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 Assessment Schedule

Course Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 2 Week 4 2024	Date: Term 3 Week 2 2024	Date: Term 3 Week 8-9 2024
		Research Based Topic Test	Research methods and report writing	Yearly Examination
Knowledge and Understanding of course content	50	10	10	30
Application and evaluation of social and cultural research methods	30	15	10	5
Communication of information, ideas and issues in appropriate forms	20	5	10	5
Marks	100	30	30	40
Course Outcomes		P1, P2, P3, P4, P5,	P3, P5, P7, P8, P10	P2, P3, P4, P5, P6, P9

Software Engineering Stage 6 Scope and Sequence: 2024

Term 1 - 11 weeks											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week11
Topic	Programming Fundamentals								Object Oriented Programming		
Outcomes	SE-11-01, SE-11-02, SE-11-03, SE-11-04, SE-11-06, SE-11-07								SE-11-01, SE-11-02, SE-11-03, SE-11-04,		
Overview	This unit introduces students to computer programming. It explores base concepts of understanding requirements, development, and testing stages from the perspective of both a user and a developer.								This unit extends the understanding of basic programming structures into the OOP (Object Oriented Programming).		
Assessment	Blended project using Programming Fundamentals and Object Oriented Programming										

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	Object Oriented Programming							Programming Mechatronics		
Outcomes	SE-11-01, SE-11-02, SE-11-03, SE-11-04, SE-11-06, SE-11-07, SE-11-08, SE-11-09							SE-11-01, SE-11-02, SE-11-03, SE-11-04, SE-11-05		
Overview	This unit extends the understanding of basic programming structures into the OOP.							The application of procedural programming and OOP in a robotic and mechatronic environment.		
Assessment	Blended project using Programming Fundamentals and OOP Concepts							Robotic Arm Programming		

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	Programming Mechatronics					Revision & Preliminary Examinations				
Outcomes	SE-11-06, SE-11-07, SE-11-08, SE-11-09					SE-11-01, SE-11-02, SE-11-03, SE-11-04, SE-11-06, SE-11-07, SE-11-08, SE-11-09				
Overview	The application of procedural programming and OOP in a robotic and mechatronic environment.					Revision of all concepts				
Assessment	Robotic arm programming					Formal Examination				

SOFTWARE ENGINEERING Assessment Schedule

Course Components	Weightings %	Task 1	Task 2	Task 3
		Date: Term 2 Week 5 2024	Date: Term 3 Week 5 2024	Date: Term 3 Weeks 8-9 2024
		Programming Fundamentals &OOP Project	Mechatronics Project	Yearly Examination
Knowledge and understanding of course content	50	15	10	25
Knowledge and skills in the practical application of the content	50	25	20	5
Total Marks	100	40	30	30
Course Outcomes		SE-11-01, SE-11-02, SE-11-03, SE-11-04, SE-11-06, SE-11-07, SE-11-08, SE-11-09	SE-11-01, SE-11-02, SE-11-03, SE-11-05, SE-11-07, SE-11-08, SE-11-09	SE-11-01, SE-11-03, SE-11-04, SE-11-05, SE-11-06, SE-11-08

Sport, Lifestyle and Recreation (1 unit Stage) 6 Scope and Sequence: 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	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 I Assessment Task (60%) Week 5 Term 2 2024 (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 I Assessment Task (60%) Week 5 Term 2 2024 (Outcomes: 1.1, 2.1, 1.3, 3.1, 4.1, 4.4)					Assessment #2 – Yearly Examination (40%) – Weeks 8 and 9, Term 3 2024 (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 – Yearly Examination (40%) – Weeks 8 and 9, Term 3 2024 (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)

Assessment Schedule

Course Component	Weighting %	Task 1	Task 2
		Date: Term 2 Week 5 2024	Date: Term 3 Weeks 8-9 2024
		Games and Sports Applications Assessment Task	Yearly Examination
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

Sport, Lifestyle and Recreation (2 unit) Stage 6 Scope and Sequence: 2024

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 2024 (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 I Assessment Task (40%) Week 8 Term 2 2024 (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: Yearly Examination (20%) – Weeks 8 and 9, Term 3 2024 (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)

Assessment Schedule

Course Component	Weighting %	Task 1	Task 2	Task 3
		Date: Term 1 Week 11 2024	Date: Term 2 Week 8 2024	Date: Term 3 Weeks 8-9 2024
		Athletics Assessment Task	Games and Sports Applications Assessment Task	Yearly Examination
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

Studies of Religion (1 Unit) Stage 6 Scope and Sequence: 2024

Term 1 11 weeks	Depth Study									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11
	Nature of Religion and Beliefs									
	Overview: Students investigate the nature of religion and beliefs, including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life. Assessment Task 1 (Weighting 30%): Nature of Religion Research Task (Week 7) P1, P2, P6, P7									
Term 2 10 weeks	Depth Study									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Buddhism									
	Overview: Students investigate Buddhism as a religious tradition and describe how its traditions impact and influence the life of adherents. Outcomes: P3, P4, P5, P6, P7, P8, and P9 Assessment Task 2 (Weighting 30%): Religious Tradition: Buddhism Topic Test (Week 5) P3, P4, P5, P9									
Term 3 10 weeks	Depth Study									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Hinduism									
	Overview: Students investigate Hinduism as a religious tradition and describe how its traditions impact and influence the life of adherents. Outcomes: P3, P4, P5, P6, P7, P8, and P9 Assessment Task 3 (Weighting 40%): Yearly Examination (Week 8 - 9) P2, P4, P8, P9									

STUDIES OF RELIGION (1 UNIT)

Assessment Schedule

Course Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 1 Week 7 2024	Date: Term 2 Week 5 2024	Date: Term 3 Weeks 8 - 9 2024
		Nature of Religion: Research Task	Religious Tradition: Buddhism Topic Test	Yearly Examination
Knowledge and Understanding of course content	40	10	10	20
Source – Based Skills	20	5	5	10
Investigation and Research	20	10	10	0
Communication of information, ideas and issues in appropriate forms	20	5	5	10
Marks	100	30	30	40
Course Outcomes		P1, P2, P6, P7	P3, P4, P5, P9	P2, P4, P8, P9

Visual Arts Stage 6 Scope and Sequence: 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	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					<i>Formal Assessment 1: (Week 8)</i> <i>Artwork Analysis 20% Outcomes: P7, P8, P9, P10</i>					
	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 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					<i>Formal Assessment 2: (Week 2) Body of Work and VAPD Research 30%</i> <i>Outcomes: P1, P2, P3, P4, P5, P6, P7, P8, P9, P10</i>					
	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 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					<i>Formal Assessment 3: (Week 8-9) Yearly Exam 20% Body of Work 20% = 40% in total</i> <i>Outcomes: P1, P2, P3, P4, P5, P6, P7, P8, P9, P10</i>					

VISUAL ARTS Assessment Schedule

Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 1 Week 8 2024	Date: Term 2 Week 2 2024	Date: Term 3 Week 8-9 2024
		Artwork Analysis	Body of Work VAPD Research	Yearly Exam Body of Work
Art Making	50	0	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

Vocational Education and Training (VET) Courses

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

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

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

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

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

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

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


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

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units. Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

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

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

HOSPITALTY

<div>  <div> PUBLIC SCHOOLS NSW ULTIMO RTO 90072 HOSPITALITY- FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2023 - HSC 2024 QUALIFICATION: SIT20322 Certificate II in Hospitality (Release 1) Training Package: SIT – Tourism, Travel and Hospitality (Release 2.1) The information may change in 2023 due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimum disruption or disadvantage. </div> </div>							NESA Course Code 2 U X 2 YR – 26511 2022 HSC Exam: 26589 LMBR UI Code (11 OR 12) SIT20316126511B
Term	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
To Be Advised						Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: <i>SITHIND007 Use hospitality skills effectively</i>	240 Indicative Hours over 2 years
Term 1	SITXFSA005 SITXWHS005 SITHCCC025	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	15 15 20	To Be Advised	35 hrs Work placement 50% Prelim Yearly Exam
TBA	SITXFSA006 SITXCCS011 SITHFAB024 SITHFAB027 SITHIND006 SITHIND007 SITXCOM007 BSBTWK201	Participate in safe food handling practices Interact with customers Prepare and serve non-alcoholic beverages Serve food and beverage Source and use information on the hospitality industry Use hospitality skills effectively Show social and cultural sensitivity Work effectively with others	E C E E C C C C	M M M M E E E E	20 20 15 40 20 25 10 15	Unit of competency grouping and order of delivery is still to be determined	35 hrs Work placement 50% HSC Trial Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 215		Units of competency from the HSC focus areas will be included in the optional HSC examination.		

Illness / Misadventure Paperwork



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 ____ / ____ / ____

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: _____

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: _____

REASON FOR APPLICATION FOR EXEMPTION (Please tick one ☒)

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: ____ / ____ / ____

PRIVACY STATEMENT

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.

Glossary of Key Terms

Account

Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

Analyse

Identify components and the relationship between them; draw out and relate implications

Apply

Use, utilise, employ in a particular situation

Appreciate

Make a judgement about the value of

Assess

Make a judgement of value, quality, outcomes, results or size

Calculate

Ascertain/determine from given facts, figures or information

Clarify

Make clear or plain

Classify

Arrange or include in classes/categories

Compare

Show how things are similar or different

Construct

Make; build; put together items or arguments

Contrast

Show how things are different or opposite

Critically (analyse/evaluate)

Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

Deduce

Draw conclusions

Define

State meaning and identify essential qualities

Demonstrate

Show by example

Describe

Provide characteristics and features

Discuss

Identify issues and provide points for and/or against

Distinguish

Recognise or note/indicate as being distinct or different from; to note differences between

Evaluate

Make a judgement based on criteria; determine the value of

Examine

Inquire into

Explain

Relate cause and effect; make the relationships between things evident; provide why and/or how

Extract

Choose relevant and/or appropriate details

Extrapolate

Infer from what is known

Identify

Recognise and name

Interpret

Draw meaning from

Investigate

Plan, inquire into and draw conclusions about

Justify

Support an argument or conclusion

Outline

Sketch in general terms; indicate the main features of

Predict

Suggest what may happen based on available information

Propose

Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

Recall

Present remembered ideas, facts or experiences

Recommend

Provide reasons in favour

Recount

Retell a series of events

Summarise

Express, concisely, the relevant details

Synthesise

Putting together various elements to make a whole