

2024

Higher School Certificate Year 11 Assessment Booklet

MAITLAND GROSSMANN HIGH SCHOOL

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MGHS STAGE 6 ASSESSMENT



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Preliminary courses commence Term 1 and conclude at the end of Term 3. The HSC course and associated assessments commence in Term 4 and conclude at the end of Term 3. Students must read this document carefully and be aware of the timing and nature of all their assessment tasks.

This document and associated documents are available on the school website. A copy of the Assessment Policy will be emailed to each student's Department of Education email address. All forms are in PDF format.

Students are advised to print off all relevant assessment schedules and/or save them into a folder for future reference. Students should then create a personal calendar of assessment dates and develop a study timetable to help organise and manage their time effectively.

1. Staff and Student Responsibility

Staff responsibilities:

- Demonstrate an understanding of course content, objectives, and outcomes
- Develop tasks that meet syllabus requirements in the course
- Publish scope, sequence and timing details of all tasks at the beginning of the assessment year
- Ensure that students have copies of all relevant course documents
- Implement classroom assessment procedures according to school and NESA requirements
- Provide parents/students with information that gives a true reflection of student progress
- Provide quality teaching and learning for Year 11 and 12 students, establishing high expectations
- Ensure learning is based on current material and meets syllabus requirements & student needs
- Identify students causing concern and employ strategies to support them and communicate with parents
- Provide strategies to support gifted and talented students

Student responsibilities:

- Make a serious attempt at each task and act on constructive feedback
- Adhere to the HSC assessment guidelines
- Follow a pattern of study that meets their educational needs
- Communicate to their teacher any changes in their circumstances that may impact on their HSC performance

2. HSC Eligibility

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

- Have gained the Record of School Achievement or such other qualifications as the NSW Education Standard Authority (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 satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- Sit for and make a serious attempt at the requisite Higher School Certificate examinations.
- Demonstrate a minimum standard of literacy and numeracy.

If a student is ineligible for the award of the Higher School Certificate at the end of Stage 6, the student (in exceptional circumstances) may, with the approval of the Principal:

- Repeat some or all Stage 6 courses;
- Accumulate new Stage 6 courses to meet the eligibility requirements for the HSC;
- Or complete the requirements for the HSC within 5 years of the first HSC examination being sat.

3. Pattern of Study

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

- at least six units of Board Developed Courses at Preliminary and HSC level

- at least two units of a Board Developed Course in English*
- at least three courses of two-unit value or greater (either Board Developed or Board Endorsed Courses) at Preliminary and HSC level
- at least four subjects- at Preliminary and HSC level

* Satisfactory completion of English Studies fulfils English requirements for the HSC. The course will count towards the 6 units of Board Developed Courses required for the award of the HSC. Students must meet eligibility requirements if studying:

- English (ESL) course
- Continuers course in language
- Beginners course in language
- Heritage course in language

All Preliminary and HSC:

- Board Endorsed Courses have current endorsement
- students have completed the HSC: All My Own Work Program (except Life Skills students)

Eligibility for an Australian Tertiary Admission Rank (ATAR)

To be eligible for an ATAR students must complete at least 10 units of Board Developed Courses including:

- at least eight units from Category A subjects (no more than 2 units of Category B subjects)
- at least two units of English
- at least three Board Developed Courses of two units or greater
- at least four subjects

Board Endorsed Courses and Content Endorsed Courses, including Vocational Content Endorsed Courses and the English Studies Content Endorsed Course do not satisfy requirements for an ATAR.

Administrative Requirements

Students are required to confirm their pattern of study and sign the NESA Confirmation of Entry form.

4. HSC Minimum Standards

Everyone needs reading, writing and numeracy for everyday life. This is why the HSC minimum standard tests have been introduced.

The short online reading, writing and numeracy tests are designed to assess a student's skills for everyday life. To meet the HSC minimum standard student's need to achieve Level 3 or 4. Students will be allowed to undertake the tests two times each year from Year 10 to up to five years after starting their first HSC course.

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

- Study HSC courses
- Sit HSC exams
- Receive HSC assessment and exam results
- Receive an ATAR
- Receive a Records of School Achievement
- Only students who meet the HSC minimum standard will receive a HSC testamur.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/results-documentation>

5. Satisfactory Completion

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

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

Where internal assessment marks are submitted, a student must complete tasks that contribute in excess of 50% of the available marks in the course.

Students who have not met the above requirements **cannot** be regarded as having satisfactorily completed a course. Courses deemed not to have been completed satisfactorily (meaning, an **N Determination** has been given by the Principal) **will not** appear on the Higher School Certificate. Students who fail to meet the requirements for the HSC will receive a Transcript of Study or Record of Achievement. They will not be eligible for a HSC.

6. School-Based Assessment: Board Developed Courses

In Year 12 students will complete school-based assessments as part of their HSC, which contribute 50% of their final HSC mark for a course (except VET and Life Skills courses).

Assessment in Year 12 will be based on **Mandatory Weightings and Components** as set out in the syllabuses for each HSC course being studied. Each task is linked to syllabus outcomes and students are given the opportunity to demonstrate their level of achievement of the outcomes. Values and attitudes are NOT measured.

Assessment may include research projects, portfolios, performances, oral presentations, viva voce, essays and extended responses, tests and examinations, practical investigations, experiments, and fieldwork to name a few. The nature of tasks varies from subject to subject.

Students must **follow the principles set out in HSC: All My Own Work** and make a **genuine and serious attempt in all tasks**. **Formal Assessment Tasks MUST be completed and submitted** by the published due dates. A **ZERO** result will be given for **ALL** late Assessment Tasks. Students will have access to an Illness and Misadventure process to cover genuine illness and misadventure which results in late submission.

At the end of each course, and based only on formal assessment tasks, the school will submit to NESA an overall school-based assessment mark for each student in each Board Developed Course (Except VET and Life Skills Courses, English Studies and Mathematics Standard 1). This mark equates to a **rank** (a student's position in relation to other students) in a course. This is a **mark out of 100 for 2 Unit courses** and a **mark out of 50 for 1 Unit** (and Extension 1) courses. The mark is moderated by NESA based on a student's performance in the HSC examination for that course. Moderation takes account of how an assessment mark given by one school compares with marks given to students doing the same course/s in a different school.

For English Studies and Mathematics Standard 1 students will be awarded a result based on their school assessment according to the Achievement Level Descriptions for each subject.

7. School-Based Assessment: Board Endorsed Courses

All requirements for the assessment of Board Developed courses apply to the assessment of Board Endorsed courses.

Schools are required to submit internal assessment marks, in accordance with the Performance Description for Reporting Achievement in Stage 6 Board Endorsed courses, for students undertaking these courses. These marks are reported on the Record of Achievement but are not moderated by NESA.

8. School-Based Assessment: VET

Assessment in VET courses is competency based. This means that the student needs to demonstrate that they have gained, and can apply, the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

The student may be deemed Competent if performance in all required assessment activities is to industry standard or Not Yet Competent, if they are still developing skills and/or your performance is not to industry standard. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when students have developed the necessary skills, and underpinning knowledge to demonstrate competency.

The teacher (trainer) will keep a record of units of competency achieved. Students may request to see this record at any time to determine their progress. Students are entitled to seek advice about options for further training and assessment for competencies assessed as not yet competent. Students will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be made available by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment, prior to the commencement of the course.

Credit Transfer may be given for units of competency previously achieved with another RTO.

Work placement is a mandatory HSC component in some courses and must be completed during the course.

Note: Students will not be permitted to participate in a work placement if they are not deemed work ready by their trainer. An N determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards their HSC pattern of study. However, students will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.

HSC examination is only available in some VET courses.

The examination is optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only.

The HSC examination is independent of the competency-based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If a student intends to use their VET course towards the calculation of the ATAR, the school must submit an estimated mark of their likely performance in the HSC examination. This will only be used in the case of an illness/misadventure appeal. Students who are planning on sitting the HSC examinations for ATAR eligibility, must sit the trial exam.

Students need to be aware that all NESA requirements for satisfactory completion of courses, AMOW, applications for illness/misadventure, examination disability provision applications apply to VET courses.

9. Disability Provisions

For students with an identified or diagnosed long or short-term disability, the school provides, in line with procedures and provisions approved by NESA for the external HSC examinations, access to provisions. These provisions are designed to (as far as possible) remove a student's barrier or disadvantage when accessing course work and assessments. If assessed eligible, students may be given provisions such as:

- readers and/or writers;
- time to rest;
- time to take medication;
- increased font/work size;
- separate supervision;
- adjustments to the physical environment (e.g. special furniture or lightning).

Students must inform their course teacher if they believe they might be eligible for a Disability Provision. Appropriate documentation must be provided (e.g., medical certificates, medical reports etc. that are no older than 12 months in nature and must be specific e.g., relate clearly and specifically the impact the disability has on learning/performance in assessment tasks/exams).

The Faculty Head Teacher may approve a disability provision for a school-based assessment task.

Please be aware that, School Based Disability Provisions granted for school-based tasks, may not be approved by NESA for external HSC examinations.

10. Life Skills Courses

Life Skills courses have been developed by NESA for students with special education needs, in particular, those with an intellectual disability for whom the regular outcomes and content of Board Developed and/or Board Endorsed Courses are not appropriate. Students enrolling in any Stage 6 Life Skills courses will usually have completed Years 7–10 Life Skills outcomes and content in one or more courses.

Students undertaking a Stage 6 Life Skills course will be assessed on their achievement of the Life Skills outcomes identified in the planning process for the individual student. Students can demonstrate achievement of outcomes in a number of ways, and across a range of environments, including the school, community and workplace.

Evidence of achievement of outcomes can be gathered through ongoing assessment. There is no requirement for formal assessment of Life Skills outcomes. The Profile of Student Achievement lists all the Life Skills outcomes achieved by the student in each Life Skills course completed. Students need to be aware that NESA requirements for satisfactory completion of courses apply to Life Skills Courses.

Students entered for Life Skills courses may achieve the designated outcomes either independently or with support. Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of an ATAR.

11. Assessment tasks

Task Weight

An individual task should not normally be worth less than 10%, nor more than 40%, of the total assessment marks. One task may address several course outcomes. In general, there is no requirement that tasks occurring later in the course carry more weight than earlier tasks.

Task Type

- The syllabus provides guidance in relation to the types of tasks that are suitable. The assessment tasks used should be appropriate to the outcomes and component of the course being assessed. For example, tasks could include assignments, fieldwork studies and reports, model making, oral reports, research projects, practical tests and open-ended investigations, viva voce, improvisations, arrangements, original compositions, portfolios, and presentations of performance.
- The assessment tasks should allow for a range of marks to allow for discrimination between the performances of individual students and be set at an appropriate level of difficulty that allows the full range of marks to be available.
- Head Teachers are required to validate each task prior to distribution to students.
- All assessment tasks for a course should be completed by each candidate.
- Tasks should be personally or electronically submitted in the timetabled period for that subject, on or before the due date unless otherwise stated on the task notification.
- The students will sign the Assessment Task Register Sheet to acknowledge the receipt, submission and return of a task.
- Teachers should assess the students' actual performance, not potential performance. Assessment marks must not be modified to take into account the possible effects of illness or domestic situations.

Students who indicate they are sick on the day of an assessment task should contact the subject Head Teacher to discuss whether the student should sit the task and to discuss the required documentation for non-completion.

[\(See PROCEDURES FOR LATE SUBMISSION AND NON-COMPLETION OF TASKS\)](#)

Notification

- At least two weeks' notice of the details of a task should be given and, in addition to the Assessment Schedule and Scope and Sequence in this handbook, each task should notify students of the precise date, outcomes assessed, weighting for components and marking guidelines (where appropriate).
- Students are to sign that they have received the assessment task notification.
- If a student is absent on the day that a notification for an assessment task is given to students, the teacher will give student their notification the next day that they are present. Note, unless there are exceptional circumstances, an extension of time for the task will not be granted.

Scheduling

General Guidelines:

- Assessment in the Preliminary course should not begin before Week 5 of Term 1 for that cohort.
- Assessment for the HSC course may commence in Term 4 of the year prior to the HSC examination in that course.

Trial HSC Examination:

- Most courses will have a Trial HSC Examination (except English Extension 2 and some CEC and BEC courses);
- The Trial HSC should form a significant part of assessment.
- Examination papers should mirror the HSC as far as possible in skills, content, duration, and difficulty

Students:

- Are required to wear school uniform.
- Are not permitted to leave the examination earlier than the finish time.
- Need only attend school during the time of their scheduled examinations.

If a student is absent from the Trial HSC they are required to:

- Contact the school on the day of the examination.
- Catch-up the task within the scheduled examination period.

Submission of Assessment Tasks:

All hand in assessment tasks must be submitted as directed on the assessment notification. For electronically submitted tasks, students have a responsibility to ensure:

- The correct electronic file is attached.
- The file is not corrupt.

Note that technology fault is not grounds for appeal.

- HSC assessment takes precedence over all school and external activities, including excursions, work placement for VET, work experience, competitions, sporting events and family holidays. However, accommodations may be made where appropriate and alternate arrangements may be made with the Faculty Head Teacher prior to tasks, to arrange early or alternate submission.
- Change of dates for assessment tasks must be informed to students in writing and students must sign to acknowledge the change. Changes must be altered on the School Calendar and website.

12. Changes to course assessment schedules

In exceptionally rare circumstances, a change to a course assessment schedule may need to be made. The Head Teacher of the course, after consulting with the Deputy Principal, will inform all students affected in writing of the change. Sufficient time will be given to students to complete their work by the new due date/s. All care will be taken to minimise clashes and heavy workload periods, but this cannot always be guaranteed.

13. Procedures for the administration of tasks

For separate classes completing the same course, Head Teachers are required to ensure that:

- Students receive the same information to ensure consistency in the administration of the assessment task.
- Where possible, the task should be completed on the same day/period to protect the integrity of the task.
- All students have the same examination conditions and experiences.

Preliminary and HSC English speeches will generally be held over on the same day(s) to ensure fairness and the consistent implementation of the task.

During an assessment task, students must turn off their mobile phone and place it in their school bag or receptacle provided by the teacher. Students who breach this rule may have a penalty imposed, such as a zero for the task

14. Procedures for Illness/Misadventure

Explaining the Illness/Misadventure form

Tasks handed in late, or completed late, will receive a zero. A student has the right to appeal the zero mark by completing an ILLNESS/ MISADVENTURE APPEAL FORM.

What Is Illness and Misadventure?

NESA will only consider awarding special consideration in cases of illness and misadventure. These are defined as:

- Illness: Any sickness or injury that prevents a student from attending school.
- Misadventure: Any unforeseen circumstance or incident that prevents a student from attending school.

An Illness-Misadventure Form is used when an assessment task is:

- Not submitted on time.
- Submitted incomplete.
- During extra-ordinary circumstances.

Where a student experiences a misadventure, they should obtain an Illness-Misadventure Appeal Form. This must be done on the same day where possible or the next day of attendance including attendance at the next examination after the misadventure.

STUDENTS CANNOT SUBMIT AN APPEAL ON THE BASIS OF:

- Difficulties in preparation or loss of preparation time / technology fault
- Alleged deficiencies in teaching
- Long-term illness such as glandular fever unless they are suffering a flare-up of the condition during the examination or assessment period
- Misreading the examination timetable
- Misreading assessment task or examination instructions
- Other commitments such as holidays, participation in entertainment, work or sporting events, or attendance at examinations conducted by other institutions or organisations. Special consideration for changes to the scheduled date must be made in writing, addressed to the principal and well in advance of the event.
- Illness once the assessment paper is opened during the reading time, or after the examination commences.

Special consideration for reasons other than illness/misadventure requests must be made in writing, addressed to the Principal and well in advance of the event. The decision of the Principal is final.

15. Completing the Illness/Misadventure form

Student to complete

This section is to be completed by the student. Reasons for the Illness- Misadventure appeal must be documented in this section. Relevant documentation (e.g. doctor's certificate, statutory declaration, other) must be attached. This section is signed by the student and parent/carer.

It is the student's responsibility to complete the Illness-Misadventure Appeal and return it to the faulty head teacher, or deputy principal (or delegate) within five school days of the due date of the task. Late appeals may be considered but only in the event of exceptional circumstances.

Head Teacher

The Head Teacher makes recommendations.

Deputy Principal

The appeal is then completed by the Deputy Principal (within policy guidelines), who may:

- Uphold the appeal (marks may be awarded)
- Dismiss the appeal (mark of zero is maintained)
- Impose a penalty (marks are adjusted)

The result will be communicated to the student by the Deputy Principal or class teacher.

If the Deputy Principal dismisses the appeal, the student has the option of requesting an Appeals Committee review.

Appeals

The Appeals Committee shall be convened by the Principal and include MGHS Executive. This committee will make a recommendation.

The committee may:

- Uphold the appeal (marks may be awarded)
- Dismiss the appeal (mark of zero is maintained)
- Impose a penalty (marks are adjusted)

The committee will communicate the outcome of the appeal to the student. This may include an extension of time, a substitute task, or an estimated mark. All Documents related to the appeal will be placed in the student's file and the class teacher's HSC Compliance folder

[See Appendix A for Illness/Misadventure form](#)

16. Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

These issues are addressed directly by NESA in HSC: All My Own Work. In the case of suspected or proven malpractice, 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 ideas; and/or
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

A student's work may be checked for malpractice through plagiarism software such as 'turnitin'. Teachers and students will be able to receive reports outlining the percentage of work that is the students own work and the percentage of work that could be considered plagiarised.

Where cheating is detected a mark of zero will be given for the task to each student involved. It is NESA requirements that the students name be added to a Malpractice Register.

Where a student is present on the day of the task and truants in periods prior to undertaking the task, penalties may apply.

If malpractice is suspected, the Course Teacher must inform the Head Teacher of the course. The Course Teacher will provide to the Head Teacher evidence to support the malpractice (eg, the Internet page copied, other student work that is the same, the Turnitin report etc). The Head Teacher with the Course Teacher will determine the extent of the malpractice.

A student penalised for malpractice has access to the appeals process.

17. Malpractice Procedures

In cases where malpractice is suspected or has been proven the following procedures will be applied:

1. The student, parent/caregiver will be informed (verbally or in writing) by the Course Teacher or Head Teacher, of the suspected or proven malpractice and be presented with the evidence, in a timely manner.
2. An N Warning letter will be generated by the Course Teacher or Head Teacher to officially inform the student/supervisor of the malpractice and what the student needs to do to redeem the N Warning letter.
3. The student will be given the opportunity to present any evidence or information to support their position (drafts of work, witness statements, etc) to the Course Teacher and Head Teacher.
4. Notes/records of any discussions/interviews will be taken by the Course Teacher or Head Teacher and kept securely.
5. Confidentiality will be maintained at all times by all parties.
6. Head Teacher to inform Deputy Principal of malpractice for updating of NESA Malpractice register
7. The student will be informed of their right of appeal and the appeal process. Appeals must be lodged to the Deputy Principal within 2 school days of verbal/written notification of an incidence of malpractice.

Consequences of Malpractice

Proven malpractice will limit a student's marks, or result in a zero mark being given. It will impact their overall final assessment mark and rank. Proven malpractice MUST be registered with NESA in the Malpractice Register in Schools Online. This will be done by Deputy Principal with information supplied by the Head Teacher.

One or more of the following consequences may be applied to proven malpractice:

- reduced marks for all or part of the assessment task
- zero marks for part or all of the assessment task;
- an N Warning letter sent to the student/supervisor;
- withdrawal from course(s).

After being informed of the consequence of proven Malpractice, students have 2 school days to appeal a decision made by the Head Teacher of the course, to the Deputy Principal (Appendix 2 needs to be completed).

The Deputy Principal will review the evidence and inform the student and supervisor of their decision verbally or in writing. Notes of any discussion/interview will be made and retained.

If the student, parent/caregiver is not satisfied with the decision of their appeal to the Deputy Principal, a final appeal can be made to the Principal. This appeal MUST be made within 2 school days of being informed of the Deputy Principal's decision. The appeal must be made to the Principal in writing and any new evidence provided. The Principal's decision will be final. [See Appendix B for Malpractice appeals form](#)

18. Procedures For Awarding Marks

The HSC requires that a standard referenced approach be used for assessing and reporting student achievement. Assessment tasks allow measurements of student performance in relation to course outcomes, including those not readily measured by an examination. This serves to provide several types of measurements over a period of time. In a standards-referenced approach, the assessment mark submitted to the Board of Studies will reflect the rank order and relative difference between the achievements of students, based on the extent to which students have demonstrated the achievement of the outcomes.

Marks are calculated on the basis of the mandatory assessment components and weightings found in the syllabus for each course. Marks will be aggregated to the nearest whole number and ranked accordingly.

Assessment marks should show the relative differences between student performances. This is best achieved when a sufficiently wide mark range is used in allocating the marks for the individual tasks.

It is stressed that the final assessment mark should not be revealed to the students, but students must be informed that they can receive their final assessment rank and will be provided on their semester two report.

19. Procedures for late submission and non-completion of tasks

Tasks handed in late, or completed late, will receive a zero. A student has the right to appeal the zero mark by completing an ILLNESS/ MISADVENTURE APPEAL FORM.

Where the teacher of the class is absent on the due date

- Where a teacher is absent on the day for an in-class task, the Faculty Head Teacher or senior teacher will arrange alternative cover and/or collection of the task.

Where a student is absent on the due date

- Where a student is absent on the day an assessment task is due either for medical reasons or any other reason, a zero must be given initially and the student has the right to appeal via the submission of an Illness/Misadventure Form with the relevant documentation.
- When a student is absent on the day when a written task is to be handed in task or an in-class assessment performed, and the absence is known beforehand, the student must make arrangements for the task to be submitted, or completed, on or before time.
- Where a student is absent on the day of a hand-in task because of illness/misadventure, the student must arrange for the task to be handed in on time by an agent OR the task must be submitted electronically by the end of the school day 3:10pm.
- Where the student has been absent on the day the assessment task was due and the task was not handed in by arrangement due to misadventure, the student must hand in the task to their teacher on their first day of attendance.
- Relevant evidence (e.g. doctor's certificate, statutory declaration, other) covering all days of absence, together with an Assessment Illness/Misadventure Appeal form must be supplied within five school days.
- Where a student is absent on the day of an in-class assessment, it is the responsibility of the student to see their teacher/ Head Teacher of the relevant course on the first day of attendance after illness and to make alternative arrangements for completion of the assessment task. The student must be prepared to sit the task first day back at school. Relevant evidence (e.g. current doctor's certificate, statutory declaration, other) covering all days of absence must be submitted alongside an assessment illness/misadventure appeal form within five school days.
- Failure to follow the above procedures will result in an N Award Warning letter being sent to parents/caregivers of the student and a mark of zero.

- Under no circumstances does a suspension from school entitle a student to submit an assessment after the due date. If a student is on suspension from school at the time when an assessment item is due, it remains the student's responsibility to ensure the task is submitted on the due date. It is the student's responsibility to notify the Principal at the time of suspension that an assessment task is to be completed in class over the period of suspension. Where appropriate, the student may be asked to complete the task on return from suspension.

20. Invalidity of Assessment Tasks

Where invalid or unreliable results have been produced by an assessment task the faculty Head Teacher should be notified. This may be where a task does not function as required, or where there are problems in the administration.

The Head Teacher will ascertain the reasons for the unreliable or invalid results and implement one or more of the following processes as appropriate:

- negotiation with all students affected.
- implement an alternate task supplied for the whole or part of the original.
- mark adjustment to discount the invalid part of the test.
- other, as determined by the Head Teacher.

An investigation will be undertaken by the Deputy Principal and Head Teacher of the Faculty involved.

21. Maintaining Records

Procedures for providing assessment marks for students who transfer into the school after the commencement of the HSC course.

For students who transfer into the school before 30 June in the year of the Higher School Certificate examination, MGHS will request the former school forward information regarding:

- assessment marks, task weightings and rank
- N-Awards

The marks provided can be used as the basis of estimates for task that have been missed. Tasks attempted after enrolment can also be used to assist this estimate.

For students who transfer into the school after 30 June in the year of the Higher School Certificate examination, the previous school is to provide assessment marks.

In the case of VET courses for the Higher School Certificate, students who have achieved units of competency through study or experience are not required to be reassessed for recognition of those units of competency. However, a qualified assessor from an RTO must have assessed such competencies.

22. Assessment Feedback

Teachers provide feedback to students to assist their learning. The effectiveness of feedback to students on their performance on assessment tasks can result in significantly improvement in the standards-based system used for the HSC.

Feedback on tasks should be meaningful and provide students with an indication of their performance relative to the outcomes being assessed and their general progress. The wording of outcomes and the band descriptions can be used, where appropriate, for providing feedback to students. Teachers are encouraged to make available work samples to students as a standards reference. Appropriate marking guidelines are devised prior to applying the task and certified by the Head Teacher.

For each assessment task students should receive clear feedback on their performance. This should include what they are able to do and what they need to do in order to improve their performance. This advice should indicate:

- Students' attainments in the task relative to the outcomes
- Students' relative positions within the course group.

Students should sign the Assessment Task Register Sheet to acknowledge that feedback, rank & progressive rank are received.

In the case of VET courses, the assessment of competencies is on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either competent or not yet competent. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

23. Procedures for N-warning and Determination

If the Principal determines that a student is in danger of not completing a course satisfactorily, the student will be warned in writing in time for him/her to correct the problem and satisfactorily complete the course.

A minimum of two warning letters for each course is required for N-Determination. The Principal will use the following as a guide for N-Determination:

- 50% Rule: In addition to any other set tasks and experiences in any course, students must complete assessment tasks that contribute in excess of 50% of available marks.
- Set Tasks and Experiences: Principals must determine if there is sufficient evidence to progress with an N determination for a student's application of diligence and sustained effort to the set tasks and experiences provided in the course by the school.

If a decision is made to progress with an N-Determination:

- The Principal or delegate will notify the parent/carer that in the school's view, their student has not met the completion requirements for the award of the Preliminary HSC or HSC
- Offer an Appeal form (if required) and review the appeal.
- Form an Appeals panel (if required)
- If the appeal is upheld, award the marks for the course.
- If the Appeal is declined, forward all documentation to NESAC for determination.
- If an 'N' determination is given:
- the course will be listed as 'Not Completed' on the Record of Secondary Achievement.
- the student may be ineligible for the award of a Preliminary HSC or HSC.

24. Practical and submitted works

Students are required to be provided with written notice of:

- relevant guidelines for the project work so the work falls within NESAC and HSC guidelines for size, weight and duration.
- examination dates for practical, submitted works and performances.

Teachers should ensure that students understand what malpractice is, and how it relates to their projects. This includes students understanding the requirements regarding outside assistance, and that outside assistance is acknowledged in the project documentation.

Teachers must certify that the work is the students' own original work and that any material drawn from other sources or any outside assistance is acknowledged

Students must sign to acknowledge the receipt of NESAC guidelines.

25. Examination Procedures

Students:

- must be prompt to the examination. Students should assemble outside the Western side of the hall or other designated venue (minimum 15 minutes prior to the commencement the examination).
- are required to fill in an attendance slip for every examination. The slips will be collected and forwarded to the relevant faculty.
- are not permitted to leave the venue before the end of the examination.
- must not talk once they have entered the examination venue.
- will be directed where to sit. When there are multiple exams, subject groups will sit together.
- must be responsible to make sure that the correct examination paper has been provided for the course entered. When asked to do so by the supervisor, check the examination papers to make sure that there are no pages missing.

- during reading time, must not write, use any equipment including highlighters, or annotate examination paper in any way.
- may consult their dictionary during reading time in examinations where dictionaries are permitted.
- must read the instructions on the examination paper carefully as well as all questions. Supervisors are not permitted to interpret examination questions or instructions relating to questions.
- write clearly, preferably with black pen.
- write answers in the correct answer booklets.
- stop writing immediately when told to do so by the supervisor.
- must follow the supervisor's instructions at all times.
- must behave in a polite and courteous manner towards the supervisors and other students.
- must make a serious attempt at the examination.
- must not leave until dismissed by the supervising teacher.
- must not remove any examination papers from the examination room. If students want to see an examination paper after the examination is over, they will need to speak to their teacher.

If a student is absent on the day of a scheduled examination, they are to make contact with the faculty running that examination.

EQUIPMENT CHECKLIST FOR EXAMINATIONS

Students may only take equipment listed below into the examination room:

- black pens (blue is also acceptable but black is easier for markers to read) pencils, erasers, sharpener (use pencils where specifically directed).
- a ruler marked in millimetres and centimetres.
- highlighter pen
- a bottle of water in a clear bottle.
- watches- Students can wear their watch into the examinations, but once they sit down, they will have to take it off and place it in clear view on their desk. Programmable watches, including smartwatches, will not be allowed in the examination room.
- specific course equipment approved by NESA can be found at Equipment Checklist for the Higher School Certificate Examinations website.

All equipment brought in may be subject to inspection on entry. Students will be directed to place any unauthorised equipment or material in a designated area. Examination staff will not be responsible for these items.

- Students are not permitted to borrow equipment during examinations.
- Students may only use scientific calculators that appear on the NESA list of approved scientific calculators.
- Students are permitted to take dictionaries into certain Language examinations. However, they must be monolingual and/or bilingual print dictionaries relating to the language being examined. Dictionaries cannot be annotated or highlighted in any way, including using stickers to mark a particular place. Electronic dictionaries are not permitted.

Students must NOT bring any of the following into the examination room:

- a mobile phone or smartwatch
- any electronic device (except a calculator where permitted). This includes communication devices, organisers, tablets (e.g. iPads, etc.), music players or electronic dictionaries.
- paper or any printed or written material (including the examination timetable)
- correction fluid or correction tape.

Appendix A: Illness/Misadventure Appeal Form

ILLNESS & MISADVENTURE FORM

(Please complete the form and return to faculty head teacher or deputy principal for multiple tasks)

STUDENT TO COMPLETE	Student Name		Year	
	Subject / Course		Teacher	
	Today's Date		Due Date(s)	
	Nature of task (tick)	<input type="checkbox"/> In Class	<input type="checkbox"/> Hand in Task	<input type="checkbox"/> Formal Examination
	Task details:			
	Reason for appeal (tick)	<input type="checkbox"/> ILLNESS		<input type="checkbox"/> MISADVENTURE
	Explain how unforeseen illness or misadventure has prevented or will prevent you from submitting this task			
	Supporting evidence attached		<input type="checkbox"/> YES	<input type="checkbox"/> NO
Student Signature:		Date:		
Parent/Carer Signature:		Date:		

HEAD TEACHER	I have noted the above request and recommend the following action:		
Head Teacher Signature:		Date:	

DEPUTY PRINCIPAL	Result of appeal	<input type="checkbox"/> Upheld	<input type="checkbox"/> Declined
	Comments:		
	Student advised (please sign):		Date:
	Deputy signature:		Date:
	Sentral entry created, and document uploaded. Incident Number:		

Office Use: HT to consult with CRT; HT to submit appeal to DP; DP consults with review committee; DP informs HT and student of response. Original form uploaded to Sentral and placed in student file. Copy provided to Faculty HT for monitoring folder and one copy for the student.

APPEALS	Details of appeal:		
	Scheduled Meeting Date:		
	Result of Appeal	<input type="checkbox"/> Upheld	<input type="checkbox"/> Dismissed
Signature:			

Appendix B: Malpractice Appeal Form

Please submit this appeal form (within 2 school days of HT decision) to the Deputy Principal

☐ Step One: Appeal to Deputy Principal

Student Name: _____ Course: _____ Task: _____

Reason/s for appeal: (Evidence provided to demonstrate student's own work. Please attach additional evidence to this form as required)

For Office Use Only: Deputy Principal Decision

☐ No change to HT decision: Reason/s:

☐ Change to decision: Reason/s and decision outcome: Malpractice Register updated

☐ HT Informed ☐ Student/Supervisor informed

Signed: _____ (Deputy Principal) Date: _____ (Deputy Principal)

☐ Step Two: Appeal to Principal

Please attach/provide only new evidence to the Principal in relation to your appeal and your reasons for the appeal below:

For Office Use Only: Principal Decision

☐ No change to DP decision: Reason/s:

☐ Change to DP decision: Reason/s and decision outcome: Malpractice Register updated

☐ DP and HT Informed ☐ Student/Supervisor informed

Principal Signature: _____ Date: _____

Scope and Sequence & Assessment Schedules

Ancient History - Year 11 Scope & Sequence 2024

	Week	Topics Covered
Term 1	1	Investigating Ancient History <i>AH11-6, AH11-7, AH11-9, AH11-10</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	Tutankhamun's Tomb and Historical Investigation. <i>AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10</i>
	9	
	10	
	11	
Term 2	1	<i>AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10</i>
	2	
	3	
	4	
	5	Palmyra and the Silk Road. <i>AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9</i>
	6	
	7	
	8	
	9	
	10	
Term 3	1	Features of Ancient Societies. <i>AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	Yearly Examination Period
	10	

Ancient History - Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	Report	Report	Yearly Examination	
Task Type	Research Task	Historical Investigation	Formal Examination	
Timing	Term 1, Week 7	Term 2, Week 4	Term 3, Week 9/10	
Outcome(s)	AH11-6 AH11-7 AH11-9 AH11-10	AH11-2 AH11-3 AH11-4 AH11-5 AH11-8	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9, AH11-10	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content.	10	10	20	40%
Historical skills in the analysis and evaluation of sources and interpretation	5	5	10	20%
Historical inquiry and research	10	10	-	20%
Communication of historical understanding in appropriate forms	5	5	10	20%
TOTAL	30%	30%	40%	100%

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

Biology - Year 11 Scope & Sequence 2024

	Week	Topics Covered
Term 1	1	Module 1: Cells as the Basis of Life (Depth Study: 2 hours) <i>BIO11-1,2,3,4,5,6,7,8</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	Module 2: Organisation of Living Things (Depth Study: 3 hours) <i>BIO11-1,2,3,4,5,6,7,9</i>
	10	
	11	
Term 2	1	Module 2: Organisation of Living Things (Depth Study: 3 hours) <i>BIO11-1,2,3,4,5,6,7,9</i>
	2	
	3	
	4	
	5	Module 3: Biological Diversity (Depth Study: 7 hours) <i>BIO11-1,2,3,4,5,6,7,10</i>
	6	
	7	
	8	
	9	
	10	
Term 3	1	Module 4: Ecosystem Dynamics (Depth Study: 3 hours) <i>BIO11-1,2,3,4,5,6,7,11</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Yearly Examination Period

Biology - Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	Working Scientifically Skills Task	Depth Study	Yearly Examination	
Task Type	Skills Task	Student Investigation Task	Formal Examination	
Timing	Term 1, Week 9	Term 3, Week 1	Term 3, Week 9-10	
Outcome(s)	BIO11-1,2,3,4,5,7,8	BIO11-1,2,3,4,5,7, 10	BIO11-1,2,3,4,5,7,8,9,10,11	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Skills in Working Scientifically	20	20	20	60%
Knowledge and understanding	10	10	20	40%
TOTAL	30%	30%	40%	100%

Outcomes – A student:	
BIO11-1	Develops and evaluates questions and hypotheses for scientific investigation
BIO11-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11-3	Conducts investigations to collect valid and reliable primary and secondary data and information
BIO11-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11-5	Analyses and evaluates primary and secondary data and information
BIO11-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO11-8	Describes single cells as the basis for all life by analysing and explaining cell' ultrastructure and biochemical processes
BIO11-9	Explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
BIO11-10	Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
BIO11-11	Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

Business Studies - Year 11 Scope & Sequence 2024

	Week	Topics Covered
Term 1	1	Nature of Business <i>P1, P2, P6, P7, P8</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	Business Management <i>P2, P4, P5, P6, P7, P8, P9, P10</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	Business Planning <i>P1, P3, P4, P6, P7, P8, P9, P10</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	Yearly Examination Period
	10	

Business Studies - Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	Nature of Business Research Task	Business Management Topic Test	Yearly Examination	
Task Type	Research Report	Topic Test	Formal Examination	
Timing	Term 1, Week 7	Term 2, Week 7	Term 3, Week 9/10	
Outcome(s)	P1, P2, P7, P8	P4, P5, P8, P9, P10	P1, P2, P3, P4, P5, P6, P8, P9, P10	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content	10	15	15	40%
Stimulus-based skills	-	10	10	20%
Inquiry and research	20	-	-	20%
Communication		10	10	20%
TOTAL	30%	35%	35%	100%

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

Chemistry - Year 11 Scope & Sequence 2024

	Week	Topics Covered
Term 1	1	Module 1: Properties and Structure of Matter (Depth Study – 4 hours) <i>CH11 - 1, 2, 3, 4, 5, 6, 7, 8</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	Module 2: Introduction to Quantitative Chemistry (Depth Study – 5 hours) <i>CH11 - 1, 2, 3, 4, 5, 6, 7, 9</i>
Term 2	1	
	2	
	3	
	4	
	5	Module 3: Reactive Chemistry (Depth Study – 6 hours) <i>CH11 - 1, 2, 3, 4, 5, 6, 7, 10</i>
	6	
	7	
	8	
	9	
	10	
Term 3	1	
	2	
	3	
	4	
	5	Module 4: Drivers of Reactions <i>CH11 - 1, 2, 3, 4, 5, 6, 7, 11</i>
	6	
	7	
	8	
	9	
	10	Yearly Examination Period

Chemistry - Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	Working Scientifically Skills Task	Depth Study	Yearly Exam	
Task Type	Skills Task	Student Investigation Task	Formal Examination	
Timing	Week 10 Term 1	Week 10 Term 2	Week 9-10 Term 3	
Outcome(s)	CH11-1, 2,3,4,5,7,8	CH11-1,2,3,4,5,7 plus one of CH11-8, 9, 10, 11	CH11-1,2,3,4,5,6,7,8,9,10,11	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Skills in Working Scientifically	20	20	20	60%
Knowledge and understanding of the course content	10	10	20	40%
TOTAL	30%	30%	40%	100%

Outcomes – A student:	
CH11 - 1	Develops and evaluates questions and hypotheses for scientific investigation
CH11 - 2	Designs and evaluates investigations in order to obtain primary and secondary data and information
CH11 – 3	Conducts investigations to collect valid and reliable primary and secondary data and information
CH11 – 4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11 – 5	Analyses and evaluates primary and secondary data and information
CH11 – 6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11 - 7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH11 - 8	Explores the properties and trends in the physical, structural and chemical aspects of matter
CH11 - 9	Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
CH11 - 10	Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
CH11 - 11	Analyses the energy considerations in the driving force for chemical reactions

Community and Family Studies - Year 11 Scope & Sequence 2024

	Week	Topics Covered
Term 1	1	Resource Management <i>P1.1 P1.2 P3.2 P4.1 P4.2 P5.6 P6.1</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	Families and Communities <i>P1.2 P2.1 P2.3 P3.2 P4.1 P4.2 P5.1 P6.1</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	Individuals and Groups <i>P1.1 P1.2 P2.2 P2.4 P3.1 P4.1 P4.2 P6.1</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Yearly Examination Period

Community and Family Studies - Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	Wellbeing Task	Support Networks	Yearly Examination	
Task Type	Essay	Research	Examination	
Timing	Week 9 Term 1	Week 8 Term 2	Week 9/10 Term 3	
Outcome(s)	P1.1 P4.1 P4.2 P6.1	P2.4 P4.1 P4.2	P1.2 P2.3 P3.1 P3.2	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding	10	10	20	40%
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60%
TOTAL	30%	30%	40%	100%

Outcomes – A student:	
P1.1	describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
P1.2	proposes effective solutions to resource problems
P2.1	accounts for the roles and relationships that individuals adopt within groups
P2.2	describes the role of the family and other groups in the socialisation of individuals
P2.3	examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
P2.4	analyses the interrelationships between internal and external factors and their impact on family functioning
P3.1	explains the changing nature of families and communities in contemporary society
P3.2	analyses the significance of gender in defining roles and relationships
P4.1	utilises research methodology appropriate to the study of social issues
P4.2	presents information in written, oral and graphic form
P5.1	applies management processes to maximise the efficient use of resources
P6.1	distinguishes those actions that enhance wellbeing
P6.2	uses critical thinking skills to enhance decision making

Design and Technology - Year 11 Scope & Sequence 2024

	Week	Topics Covered
Term 1	1	Design Theory and Practice Design and Production The impact of Design and Technology <i>P1.1, P2.1, P2.2</i>
	2	
	3	
	4	
	5	
	6	Investigating Manufacturing and Production
	7	<i>P6.1, P6.2</i>
	8	Investigating and experimenting The Design Process Computer-Based Technologies <i>P3.1, P4.1, P6.2</i>
	9	
	10	
	11	
Term 2	1	Using Resources Effectively and Safely Evaluating Processes and Outcomes <i>P4.2, P4.3</i>
	2	
	3	
	4	 Minor Design Project + Portfolio Management Techniques Communicating Ideas and Solutions Research Methods Investigating Manufacturing and Production <i>P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2</i>
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	
	2	
	3	
	4	
	5	
	6	
	7	Course Content – Theory (Revision) <i>P1.1, P2.1, P2.2, P3.1, P5.2, P5.3</i>
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	9	Yearly Examination Period
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Design and Technology - Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	Designer Case Study	Minor Project	Yearly Examination	
Task Type	Written Report	Practical Design Project + Folio	Formal Examination	
Timing	Term 1, Week 7	Term 3, Week 6	Term 3, Week 9-10	
Outcome(s)	P1.1, P2.1, P2.2, P5.3, P6.1	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.1, P2.2, P3.1, P5.2, P5.3, 6.1, 6.2	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content	15%	10%	15%	40%
Knowledge and skills in designing, producing, and evaluating design projects	15%	30%	15%	60%
TOTAL	30%	40%	30%	100%

Outcomes – A student:	
P1.1	Examines design theory and practice and considers the factors affecting designing and producing in design projects.
P2.1	Identifies design and production processes in domestic, community, industrial and commercial settings.
P2.2	Explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects.
P3.1	Investigates and experiments with techniques in creative and collaborative approaches in designing and producing.
P4.1	Uses design processes in the development and production of design solutions to meet identified needs and opportunities.
P4.2	Uses resources effectively and safely in the development and production of design solutions.
P4.3	Evaluates the processes and outcomes of designing and producing.
P5.1	Uses a variety of management techniques and tools to develop design projects.
P5.2	Communicates ideas and solutions using a range of techniques.
P5.3	Uses a variety of research methods to inform the development and modification of design ideas.
P6.1	Investigates a range of manufacturing and production processes and relates these to aspects of design projects.
P6.2	Evaluates and uses computer-based techniques in designing and producing.

Drama – Year 11 Scope & Sequence 2024

	Week	Topic(s) Covered
Term 1	1	Theatrical Traditions (Improvisation /Elements/Acting/Ruby Moon) <i>P1.1,2.1,1.2,1.3,2.2,2.6,3.1,3.2,3.3,3.4 (Size 11 Calibri)</i>
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Term 2	1	Playbuilding/Group Devised Performance (Wolf Lullaby) <i>P1.2,1.3,1.4,1.6,1.7,1.8,2.4,2.5</i>
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Term 3	1	Individual Performance (Gary's House) <i>P1.1,1.5,2.1,2.3,2.5</i>
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	8	Protected Learning Space (no assessments)
	9	Yearly Examination Period
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Drama – Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	Essay	Group Performance	Individual Performance	
Task Type	Written	Performance	Performance	
Timing	Week 10 Term 1	Week 9 Term 2	Week 9/10 Term 3	
Outcome(s)	Outcome 3.1 Outcome 3.2 Outcome 3.3	Outcome 1.2 Outcome 1.3 Outcome 1.6 Outcome 2.4	Outcome 1.5 Outcome 2.1 Outcome 2.3	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Making		20	20	40
Performing		20	10	30
Critically Studying	30			30
TOTAL	30	40	30	100

Outcomes – A student:	
1.1	develops acting skills in order to adopt and sustain a variety of characters and roles
1.2	explores ideas and situations, expressing them imaginatively in dramatic form
1.3	demonstrates performance skills appropriate to a variety of styles and media
1.4	understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
1.5	understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
1.6	demonstrates directorial and acting skills to communicate meaning through dramatic action
1.7	understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
1.8	recognises the value of individual contributions to the artistic effectiveness of the whole
2.1	understands the dynamics of actor-audience relationship
2.2	understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
2.3	demonstrates directorial and acting skills to communicate meaning through dramatic action
2.4	performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
2.5	understands and demonstrates the commitment, collaboration and energy required for a production
3.1	critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
3.2	understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
3.3	analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
3.4	appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

Engineering Studies – Year 11 Scope and Sequence 2024

	Week	Topic(s) Covered
Term 1	1	Engineering Fundamentals <i>2.1, 2.2, 4.1, 4.2, 4.3, 3.1, 3.2, 3.3, 5.1, 5.2</i>
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Term 2	1	Hydraulics - Braking Systems <i>3.1, 3.2, 3.3, 5.1, 5.2</i>
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	6	Engineering Products Braking Systems <i>3.1, 3.2, 3.3, 5.1, 5.2</i>
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Term 3	1	Biomedical Engineering <i>3.1, 3.2, 3.3, 5.1, 5.21.1, 1.2</i>
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	9	Yearly Examination Period
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Engineering Studies - Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	Braking Systems	Biomedical Engineering	Yearly Examination	
Task Type	Engineering Report	Engineering Report	Examination	
Timing	Week 2, Term 2	Week 4, Term 3	Week 9&10, Term 3	
Outcome(s)	2.1,2.2, 4.1, 4.2, 4.3	3.1, 3.2, 3.3, 5.1, 5.2	1.1, 1.2, 6.1, 6.2	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and Understanding of Engineering Principles	15	25	20	60%
Knowledge and skills in research, problem solving, and communication related to engineering practice.	20	10	10	40%
TOTAL	35%	65%	30%	100%

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

English Advanced – Year 11 Scope & Sequence 2024

	Week	Topic(s) Covered
Term 1	1	Common Module Reading to Writing- Transition to Senior English <i>Outcomes: EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-9</i>
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Term 2	1	Module A - Narratives that Shape our World <i>Outcomes: EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8</i>
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Term 3	1	Module B: Critical Study of Literature Poetry <i>Outcomes: EA11-1, EA11-4, EA11-5, EA11-7, EA11-8</i>
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	8	Protected Learning Space (no assessments)
	9	Yearly Examination Period
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English Advanced - Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	Creative Response and Reflection	Multimodal Task	Yearly Examination	
Timing	Week 10 Term 1	Week 10 Term 2	Week 9-10 Term 3	
Outcome(s)	EA11-5, EA11-6, EA11-9	EA11-2, EA11-3, EA11-8	EA11-1, EA11-4, EA11-7	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context cross all modes.	15	20	15	50
TOTAL	30%	40%	30%	100%

Outcomes – A student:	
EA11-1	responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EA11-2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EA11-3	analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
EA11-4	strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
EA11-5	thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA11-6	investigates and evaluates the relationships between texts
EA11-7	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA11-8	explains and evaluates cultural assumptions and values in texts and their effects on meaning
EA11-9	reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

English Extension 1 - Year 11 Scope & Sequence 2024

	Week	Topic(s) Covered
Term 1	1	<p><i>'Encounters with the Supernatural'</i> Bram Stoker 'Dracula' <i>Outcome: EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6</i></p>
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Term 2	1	<p><i>'Encounters with the Supernatural'</i> <i>The Strange Case of Dr Jekyll and Mr Hyde</i>, Robert Louis Stevenson, <i>The Turn of the Screw</i>, Henry James. <i>Northanger Abbey</i>, Jane Austen. <i>The Bloody Chamber and Other Stories</i> or the poem <i>Unicorn</i>, Angela Carter. <i>The Picture of Dorian Gray</i> 1890, Oscar Wilde. <i>Black Swan</i> (2011), Darren Oranofsky Podcast http://www.monsterislandresort.org/annradcliffe, TV series <i>Stranger Things</i> <i>Outcomes: EE11-1, EE11- 2, EE11-3, EE11-4, EE11-5, EE11-6</i></p>
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Term 3	1	<p><i>'Encounters with the Supernatural'</i> Edgar Allan Poe: short stories and poems <i>Outcomes: EE11-1, EE11-2, EE11-3, EE11-4, EE11- 5, EE11-6</i></p>
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	8	Protected Learning Space (no assessments)
	9	Yearly Examination Period
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English Extension 1 - Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	Creative Writing	Related Text Research Project	Yearly Examination	
Timing	Week Term 11	Week 10 Term 2	Week 8-9 Term 3	
Outcome(s)	EE11-2, EE11-6	EE11-1, EE11-4	EE11-3, EE11-5	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
TOTAL	30%	40%	30%	100%

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

English Standard - Year 11 Scope & Sequence 2024

	Week	Topic(s) Covered
Term 1	1	<p>Common Module Reading to Writing- Transition to Senior English <i>Outcomes: EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-9</i></p>
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Term 2	1	<p>Module A – Contemporary Possibilities <i>Outcomes: EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-8</i></p>
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Term 3	1	<p>Module B: Close Study of Literature The Poetry of Bruce Dawe <i>Outcomes: EN11-1, EN11-4, EN11-7, EN11-8</i></p>
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	8	Protected Learning Space (no assessments)
	9	Yearly Examination Period
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English Standard - Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	Creative Response and Reflection	Multimodal Task	Yearly Examination	
Timing	Week 10 Term 1	Week 10 Term 2	Week 9-10 Term 3	
Outcome(s)	EN11-5, EN11-6, EN11-9	EN11-2, EN11-3, EN11-8	EN11-1, EN11-4, EN11-7	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	15	20	15	50
TOTAL	30%	40%	30%	100%

Outcomes – A student:	
EN11-1	responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
EN11-2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EN11-3	analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
EN11-4	applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
EN11-5	thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
EN11-6	investigates and explains the relationships between texts
EN11-7	understands and explains the diverse ways texts can represent personal and public worlds
EN11-8	identifies and explains cultural assumptions in texts and their effects on meaning
EN11-9	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

English Studies - Year 11 Scope & Sequence 2024

	Week	Topic(s) Covered
Term 1	1	<p>Mandatory Module – English in the world of Education, Careers and Community</p> <p>Students experience, engage with and critique a range of texts, in both print and electronic forms, that explore the world of education, careers and community.</p> <p><i>Outcomes: ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-10</i></p>
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Term 2	1	<p>Module H – Part of the Family</p> <p>Students experience, engage with and critique a range of literary texts, in both print and electronic forms, that explore the diverse nature of family lives in an imaginative way.</p> <p><i>Outcomes: ES11-1, ES11-2, ES11-4, ES11-6, ES11-7, ES11-8, ES11-9</i></p>
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Term 3	1	<p>Module K – The Big Screen</p> <p>Students will engage with, critique and enjoy a range of films, including narrative and documentary films, and short films, and compose a range of texts responding personally and analytically to these works.</p> <p><i>Outcomes: ES11-1, ES11-2, ES11-4, ES11-5, ES11-6, ES11-7, ES11-8, ES11-9</i></p>
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	8	Protected Learning Space (no assessments)
	9	Yearly Examination Period
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English Studies - Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	Interview, Letter and Resume	Creative task	Collection of Work	
Timing	Week 10-11 Term 1	Week 10 Term 2	Week 9 Term 3	
Outcome(s)	ES11-3, ES11-6, ES11-10	ES11-1, ES11-2, ES11-4, ES11-9	ES11-5, ES11-7, ES11-8	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content	20	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	50
TOTAL	40%	30%	30%	100%

Outcomes – A student:	
ES11-1	comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
ES11-2	identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
ES11-3	gains skills in accessing, comprehending and using information to communicate in a variety of ways
ES11-4	composes a range of texts with increasing accuracy and clarity in different forms
ES11-5	develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
ES11-6	uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
ES11-7	represents own ideas in critical, interpretive and imaginative texts
ES11-8	identifies and describes relationships between texts
ES11-9	identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
ES11-10	monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

Exploring Early Childhood - Year 11 Scope & Sequence 2024

	Week	Topics Covered
Term 1	1	Name of Topic : Pregnancy & Birth <i>1.1, 1.4, 2.1, 5.1, 6.1, 6.2</i>
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Term 2	1	Core module: Child Growth & Development <i>1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 4.1, 4.2, 5.1</i>
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Term 3	1	Core Module: Promoting Positive Behaviour <i>1.2, 1.3, 1.4, 2.4, 3.1, 4.1, 4.2, 4.3, 6.2</i>
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	4	
	5	Gender and Young Children <i>1.4, 2.2, 2.3, 2.4, 4.1, 6.2</i>
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	9	Yearly Examination Period
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Exploring Early Childhood - Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	Pregnancy & Birth	Growth & Development	Yearly Examination	
Task Type	Research Task	Research and Practical	Examination	
Timing	Week 7 Term 1	Week 7 Term 2	Weeks 9-10 Term 3	
Outcome(s)	1.1 2.1 5.1	1.2 1.5 2.2	1.1 1.2 1.3 1.4 2.1 2.2 3.1	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge & Understanding	10	25	15	50%
Skills	25	10	15	50%
TOTAL	35%	35%	30%	100%

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

Food Technology - Year 11 Scope & Sequence 2024

	Week	Topics Covered
Term 1	1	Food Availability & Selection <i>P1.1, P1.2, P4.2</i>
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Term 2	1	Food Quality <i>P2.2, P3.2, P4.1, P4.4</i>
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Term 3	1	Nutrition <i>P2.1, P3.1, P3.2 P4.3, P5.1</i>
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	9	Yearly Examination Period
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Food Technology - Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	Food Availability and Selection	Food Quality	Yearly Examination	
Task Type	Practical & Case Study	Practical & Report	Examination	
Timing	Week 11 Term 1	Week 2 Term 3	Weeks 9-10 Term 3	
Outcome(s)	P1.1, P1.2, P4.2	<i>P2.2, P3.2, P4.1, P4.4</i>	P1.1, P1.2,P 2.1, P2.2, P3.1, P3.2	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content	10%	10%	20%	40%
Knowledge and skills in designing, researching, analysing and evaluating	10%	10%	10%	30%
Skills in experimenting with and preparing food by applying theoretical concepts	10%	20%		30%
TOTAL	30%	40%	30%	100%

Outcomes – A student:	
P1.1	Identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
P1.2	Accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
P2.1	Explains the role of food nutrients in human nutrition
P2.2	Identifies and explains the sensory characteristics and functional properties of food
P3.1	Assesses the nutrient value of meals/diets for particular individuals and groups
P3.2	Presents ideas in written, graphic and oral form using computer software where appropriate
P4.1	Selects appropriate equipment, applies suitable techniques and utilises safe and hygienic practices when handling food
P4.2	Plans, prepares and presents foods which reflect a range of the influences on food selection
P4.3	Selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
P4.4	Applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
P5.1	Generates ideas and develops solutions to a range of food situations

Geography - Year 11 Scope & Sequence 2024

	Week	Topics Covered
Term 1	1	<p>Earth's Natural Systems <i>GE-11-01, GE-11-02, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09</i></p>
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Term 2	1	<p>Human-Environment Interactions <i>GE-11-01, GE-11-03, GE-11-04, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09</i></p>
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Term 3	1	<p>People, Patterns and Processes <i>GE-11-01, GE-11-02, GE-11-03, GE-11-04, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09</i></p>
	2	
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		Yearly Examination Period

Geography - Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	In-class Essay	SGP	Yearly Examination	
Task Type	Essay	Research Project	Examination	
Timing	Term 1, week 9	Term 3, Week 2	Term 3, Week 9-10	
Outcome(s)	GE-11-01, GE-11-02, GE-11-09	GE-11-01, GE-11-02, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09	GE-11-01, GE-11-02, GE-11-03, GE-11-04, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content	20%	0%	20%	40%
Geographical skills and tools	0%	10%	10%	20%
Geographical inquiry and research, including fieldwork	0%	15%	5%	20%
Communication of geographical information, ideas and issues in appropriate forms	10%	5%	5%	20%
TOTAL	30%	30%	40%	100%

Outcomes – A student:	
GE-11-01	examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time
GE-11-02	explains geographical processes and influences, at a range of scales, that form and transform places and environments
GE-11-03	explains geographical opportunities and challenges, and varying perspectives and responses
GE-11-04	assesses responses and management strategies, at a range of scales, for sustainability
GE-11-05	analyses and synthesises relevant geographical information from a variety of sources
GE-11-06	identifies geographical methods used in geographical inquiry and their relevance in the contemporary world
GE-11-07	applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
GE-11-08	applies mathematical ideas and techniques to analyse geographical data
GE-11-09	communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

Industrial Technology Multimedia - Year 11 Scope & Sequence 2024

	Week	Topics Covered
Term 1	1	Data Types, DTP, Multimedia Design P1.1
	2	
	3	
	4	2D and 3D Graphics Practical P2.1 P3.1 P3.3 P4.1 P4.2 P4.3 P5.2
	5	
	6	
	7	
	8	Audio
	9	Animation, Storyboarding, Design INDUSTRY – WHS, Signage, Ergonomics P2.1 P3.1 P3.3 P4.1 P4.2 P5.2
	10	
	11	
Term 2	1	Design, Management and Communication Folio INDUSTRY – Historical Developments P1.2 P6.2
	2	
	3	
	4	Processes – Greenscreen, Stop motion, Kinetic typography, Cinemograph etc INDUSTRY – Structural Considerations P1.1 P2.1 P2.2 P3.1 P3.3 P4.1 P4.2 P5.2
	5	
	6	
	7	Video Editing INDUSTRY – Technical Considerations P2.1 P2.2 P3.1 P3.2 P3.3 P4.1 P4.2 P5.2 P6.1 P6.2 P7.1
	8	
	9	
	10	
Term 3	1	Video Editing
	2	Web Design INDUSTRY – Environmental and Personnel Issues 3 P2.1 P3.1 P3.3 P4.1 P4.2 P5.2
	3	
	4	Design, Management and Communication through folio INDUSTRY – New and Emerging Technologies P1.2 P3.2 P5.1 P5.2 P7.2
	5	
	6	
	7	Practical Experiences – Graphics tablet, Drone, AR, VR, Apps P2.1 P3.1 P3.3 P4.1 P4.2 P4.3 P5.2
	8	
	9	Yearly Examination Period
	10	

Industrial Technology Multimedia - Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	Industry Task	Multimedia Tutorial	Yearly Examination	
Task Type	Industry Study	Practical and Folio	Formal Examination	
Timing	Term 2, Week 3	Term 3, Week 6	Term 3, Week 9/10	
Outcome(s)	P1.1, P1.2, P5.1, P7.1, P7.2	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2, P6.2	P1.2, P6.1, P6.2 P7.1 P7.2	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and Understanding of course content.	20%		20%	40%
Knowledge and skills in the management, communication and production of projects	10%	40%	10%	60%
TOTAL	30%	40%	30%	100%

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

Industrial Technology: Timber Products and Furnishing Technologies – Year 11 Scope & Sequence 2024

	Week	Topic(s) Covered
Term 1	1	Course Introduction
	2	
	3	Safety Instruction and Tests <i>P2.1</i>
	4	
	5	Industry Related Manufacturing Technology - Theory <i>P1.2, P2.1, P4.3, P6.1, P6.2, P7.1, P7.2</i> Design, Management and Communication – Preliminary Project - Folio <i>P3.1, P3.2, P3.3, P4.3, P5.2, P6.2</i> Production – Preliminary Project - Practical <i>P2.1, P2.2, P4.1, P4.2</i> Industry Task <i>P1.1, P1.2, P2.2, P5.1, P7.1, P7.2</i>
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	Industry Related Manufacturing Technology - Theory <i>P1.2, P2.1, P4.3, P6.1, P6.2, P7.1, P7.2</i> Design, Management and Communication – Preliminary Project - Folio <i>P3.1, P3.2, P3.3, P4.3, P5.2, P6.2</i> Production – Preliminary Project - Practical <i>P2.1, P2.2, P4.1, P4.2</i> Industry Task <i>P1.1, P1.2, P2.2, P5.1, P7.1, P7.2</i>
	2	
	3	
	4	
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	7	
	8	
	9	
	10	
Term 3	1	Industry Related Manufacturing Technology - Theory <i>P1.2, P2.1, P4.3, P6.1, P6.2, P7.1, P7.2</i> Design, Management and Communication – Preliminary Project - Folio <i>P3.1, P3.2, P3.3, P4.3, P5.2, P6.2</i> Production – Preliminary Project - Practical <i>P2.1, P2.2, P4.1, P4.2</i>
	2	
	3	
	4	
	5	
	6	
	7	Industry Related Manufacturing Technology – Theory (REVISION) <i>P1.2, P2.1, P4.3, P6.1, P6.2, P7.1, P7.2</i>
	8	
	9	Yearly Examination Period
	10	

Industrial Technology: Timber Products and Furnishing Technologies – Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	Industry Task	Preliminary Project	Yearly Examination	
Task Type	Report	Folio & Practical	Examination	
Timing	Week 3, Term 2	Week 6, Term 3	Week 9&10, Term 3	
Outcome(s)	P1.1, P1.2, P2.2, P5.1, P7.1, P7.2	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2, P6.2	P1.2, P2.1, P6.1, P6.2, P7.1, P7.2	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and Understanding of course content.	20		20	40%
Knowledge and skills in the management, communication and production of projects	10	40	10	60%
TOTAL	30%	40%	30%	100%

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

Legal Studies - Year 11 Scope & Sequence 2024

	Week	Topics Covered
Term 1	1	<div>The Legal System + Law in Practice</div> <div>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10</div>
	2	
	3	
	4	
	5	
	6	
	7	
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	10	
	11	
Term 2	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	<div>The Individual and the Law + Law in Practice</div> <div>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10</div>
	2	
	3	
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	10	
		Yearly Examination Period

Legal Studies - Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	The Legal System Topic Test	Contemporary Issues Research Task	Yearly Examination	
Task Type	Test	Research Task	Formal Examination	
Timing	Term 2, Week 1	Term 3, Week 4	Term 3, Week 9 + 10	
Outcome(s)	P1, P2, P6	P1,P2, P3, P4,P7, P8, P9	P1,P2,P3,P4, P7, P9	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content	15	10	15	40%
Analysis and evaluation	5	10	5	20%
Inquiry and research	5	10	5	20%
Communication of legal information, ideas and issues in appropriate forms	5	5	10	20%
TOTAL	30%	35%	35%	100%

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

Marine Studies - Year 11 Scope & Sequence 2024

	Week	Topics Covered
Term 1	1	Core 2. The Marine Environment <i>1.1.1.3, 1.4, 1.5, 3.3, 3.4, 5.2, 5.3</i>
	2	
	3	Core 3. Life in the Sea <i>1.1, 1.3, 3.2, 3.3, 3.4, 5.3</i>
	4	
	5	Core 5. Marine and Maritime Employment <i>1.2, 2.1, 2.2, 4.1, 4.2</i>
	6	
	7	Core 4. Humans in Water <i>1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 3.1, 3.3, 4.1, 5.3, 5.4</i>
	8	Core 1. Marine Safety and First Aid <i>1.2, 2.1, 3.1, 3.2, 5.1, 5.2, 5.3, 5.4</i>
	9	Option 1 & 2 First Aid and Resuscitation Certificate <i>1.1, 2.2, 3.1, 3.2, 4.2, 5.4</i>
	10	
	11	
Term 2	1	Option 1 & 2 First Aid and Resuscitation Certificate <i>1.1, 2.2, 3.1, 3.2, 4.2, 5.4</i>
	2	
	3	
	4	Option 13. The Marine Aquarium <i>1.1, 1.4, 2.2, 2.3, 5.1, 5.3</i>
	5	
	6	
	7	
	8	Option 14. Anatomy and Physiology of Marine Organisms <i>1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 4.2, 5.1, 5.3</i>
	9	
	10	
Term 3	1	Option 10. Commercial and Recreational Fishing <i>1.1, 1.2, 2.1, 2.3, 3.3, 3.4, 4.2, 5.1, 5.3</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Yearly Examination Period

Marine Studies - Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	Skills and data analysis	Endangered Animal Report	Yearly Test	
Task Type	Skills and data analysis task	Research task	Examination	
Timing	Week 2 Term 2	Week 1 Term 3	Week 9-10 Term 3	
Outcome(s)	1.3, 3.2, 3.2, 3.3, 4.2, 5.2, 5.4	1.1, 1.2, 2.1, 2.3, 4.2	1.1, 1.2, 2.1, 3.3, 4.2, 5.1	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Core modules	25	0	0	25
Option modules	10	30	35	75
TOTAL	35	30	35	100%

Outcomes – A student:	
1.	knowledge, understanding and appreciation that promote sound environmental practices in the marine environment
1.1	relates with a respectful and caring attitude to the ocean and its life forms
1.2	identifies the roles of individuals or groups involved in maritime activities
1.3	recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
1.4	recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
1.5	demonstrates an awareness of the value of the ocean as a source of historical information
2	the ability to manage activities cooperatively and communicate in a marine context
2.1	appreciates the importance of effective management practice
2.2	works effectively within a group
2.3	communicates information by writing reports, giving short talks and contributing to discussions
3	an ability to apply the skills of critical thinking, research and analysis
3.1	evaluates information, situations, equipment manuals and written or manual procedures
3.2	collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
3.3	generates information from data by calculating, inferring, interpreting and generalising
3.4	carries out planned research activities using appropriate measurements, observations, classification and recording skills
4	knowledge and understanding of marine industries and their interaction with society and with leisure pursuits
4.1	identifies marine vocations and a range of leisure pursuits
4.2	appreciates marine environments as sources of employment and leisure
5	knowledge, understanding and skills of safe practice in the marine context
5.1	values the rules and operating principles of marine equipment and applies them
5.2	applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment
5.3	interprets and follows instructions, with accuracy
5.4	selects, organises, assembles, dismantles, cleans, and returns equipment

Mathematics Advanced - Year 11 Scope & Sequence 2024

	Week	Topics Covered
Term 1	1	F1.1 Algebraic Techniques <i>MA11-1, MA11-2, MA11-8, MA11-9</i>
	2	
	3	
	4	
	5	F1.2 Introduction to Functions F1.3 Linear Functions <i>MA11-1, MA11-2, MA11-8, MA11-9</i>
	6	
	7	
	8	F1.3 Quadratic & Cubic Functions <i>MA11-1, MA11-2, MA11-8, MA11-9</i>
	9	
	10	F1.4 Further Functions & Relations <i>MA11-1, MA11-2, MA11-8, MA11-9</i>
	11	
Term 2	1	S1.1 Probability & Venn Diagrams S1.2 Discrete Probability Distributions <i>MA11-7, MA11-8, MA11-9</i>
	2	
	3	
	4	T1.1 Trigonometry <i>MA11-1, MA11-3, MA11-8, MA11-9</i>
	5	
	6	
	7	T1.2 Radians <i>MA11-1, MA11-3, MA11-8, MA11-9</i>
	8	
	9	T2 Trigonometric Functions & Identities <i>MA11-1, MA11-4, MA11-8, MA11-9</i>
	10	
Term 3	1	C1.1 Gradients of Tangents C1.2 Difference Quotients C1.3 The Derivative Function & it's Graph <i>MA11-1, MA11-5, MA11-8, MA11-9</i>
	2	
	3	
	4	1.4 Calculating with Derivatives <i>MA11-1, MA11-3, MA11-8, MA11-9</i>
	5	
	6	
	7	E1.1 Introducing Logarithms E1.2 Logarithmic Laws & Applications E1.3 The Exponential Function & Natural Logarithms <i>MA11-6, MA11-8, MA11-9</i>
	8	
	9	Yearly Examination Period
	10	

Mathematics Advanced - Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	In Class Test	Investigation	Yearly Examination	
Task Type	Test	Project	Formal Exam	
Timing	Week 9 Term 1	Week 6 Term 2	Weeks 9 & 10 Term 3	
Outcome(s)	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-3, MA11-7, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Understanding, Fluency and Communication	20%	10%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
TOTAL	35%	25%	40%	100%

Outcomes – A student:	
MA11-1	uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
MA11-2	uses the concepts of functions and relations to model, analyse and solve practical problems
MA11-3	uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
MA11-4	uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
MA11-5	interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
MA11-6	manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
MA11-7	uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
MA11-8	uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
MA11-9	provides reasoning to support conclusions which are appropriate to the context

Mathematics Extension 1 - Year 11 Scope & Sequence 2024

	Week	Topics Covered
Term 1	1	A1.1 Permutations and Combinations <i>ME11-5, ME11-6, ME11-7</i>
	2	
	3	
	4	
	5	A1.2 The Binomial Expansion & Pascal's Triangle <i>ME11-5, ME11-6, ME11-7</i>
	6	
	7	F1.2 Inequalities <i>ME11-1, ME11-2, ME11-6, ME11-7</i>
	8	
	9	F2.1 Remainder & Factor Theorems <i>ME11-1, ME11-2, ME11-6, ME11-7</i>
	10	
	11	
Term 2	1	F2.2 Sum & Product of Roots & Polynomials <i>ME11-1, ME11-2, ME11-6, ME11-7</i>
	2	
	3	F1.3 Inverse Functions <i>ME11-1, ME11-2, ME11-6, ME11-7</i>
	4	
	5	
	6	F1.4 Parametric Form <i>ME11-1, ME11-2, ME11-6, ME11-7</i>
	7	
	8	F1.1 Graphical Relationships <i>ME11-1, ME11-2, ME11-6, ME11-7</i>
	9	
	10	
Term 3	1	T2 Further Trigonometric Identities <i>ME11-1, ME11-3, ME11-6, ME11-7</i>
	2	
	3	
	4	T1 Inverse Trigonometric Functions <i>ME11-1, ME11-3, ME11-6, ME11-7</i>
	5	
	6	
	7	C1.1 Rates of Change with Respect to Time <i>ME11-1, ME11-4, ME11-6, ME11-7</i>
	8	
	9	
	10	Yearly Examination Period

Mathematics Extension 1 - Year 11 Assessment Schedule

	Task 1	Task 2	Task 3	
Task Description	In Class Test	Investigation	Yearly Examination	
Task Type	Test	Project	Formal Exam	
Timing	Week 8 Term 1	Week 10 Term 2	Weeks 9 & 10 Term 3	
Outcome(s)	ME11-1, ME11-2, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Understanding, Fluency and Communication	20%	10%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
TOTAL	35%	25%	40%	100%

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

Mathematics Standard 1 (with Life Skills Outcomes) - Year 11 Scope & Sequence 2024

	Week	Topics Covered
Term 1	1	S1 Presenting Data MS11-2, MS11-7, MS11-9, MS11-10 Life Skills Outcomes: MALS6-2, MALS6-9, MALS6-13, MALS6-14
	2	
	3	
	4	A1 Using Algebra MS11-1, MS11-6, MS11-9, MS11-10 Life Skills Outcomes: MALS6-7, MALS6-13, MALS6-14
	5	
	6	M1, A1 Healthy Figures MS11-1, MS11-2, MS11-6, MS11-9, MS11-10 Life Skills Outcomes: MALS6-2, MALS6-5, MALS6-13, MALS6-14
	7	
	8	F1 Earning Money & Tax MS11-2, MS11-5, MS11-6, MS11-9, MS11-10 Life Skills Outcomes: MALS6-2, MALS6-5, MALS6-13, MALS6-14
	9	
	10	S2 Taking Chances MS11-8, MS11-9, MS11-10 Life Skills Outcomes: MALS6-10, MALS6-13, MALS6-14
	11	
Term 2	1	M1 Measurement MS11-3, MS11-4, MS11-9, MS11-10 Life Skills Outcomes: MALS6-3, MALS6-4, MALS6-13, MALS6-14
	2	
	3	S1 Better than Average MS11-2, MS11-7, MS11-9, MS11-10 Life Skills Outcomes: MALS6-2, MALS6-9, MALS6-13, MALS6-14
	4	
	5	M1 Area & Volume MS11-3, MS11-4, MS11-9, MS11-10 Life Skills Outcomes: MALS6-3, MALS6-4, MALS6-13, MALS6-14
	6	
	7	F1, M1 Managing a Home MS11-2, MS11-5, MS11-6, MS11-9, MS11-10 Life Skills Outcomes: MALS6-2, MALS6-5, MALS6-13, MALS6-14
	8	
	9	A2 Graphing Lines MS11-1, MS11-2, MS11-6, MS11-9, MS11-10 Life Skills Outcomes: MALS6-1, MALS6-2, MALS6-13, MALS6-14
	10	
Term 3	1	F1 Interesting Figures MS11-2, MS11-5, MS11-6, MS11-9, MS11-10 Life Skills Outcomes: MALS6-2, MALS6-9, MALS6-13, MALS6-14
	2	
	3	F1 Buying a Car MS11-2, MS11-5, MS11-6, MS11-9, MS11-10 Life Skills Outcomes: MALS6-2, MALS6-5, MALS6-13, MALS6-14
	4	
	5	S1 Comparing Data MS11-2, MS11-7, MS11-9, MS11-10 Life Skills Outcomes: MALS6-2, MALS6-9, MALS6-13, MALS6-14
	6	
	7	M2 It's About Time MS11-3, MS11-4, MS11-9, MS11-10 Life Skills Outcomes: MALS6-4, MALS6-13, MALS6-14
	8	
	9	Yearly Examination Period
	10	

Mathematics Standard 1 - Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	Class Test	Investigation	Test	
Task Type	Test	Project	Test	
Timing	Week 9 Term 1	Week 10 Term 2	Weeks 9 & 10 Term 3	
Outcome(s)	MS11-1, MS11-2, MS11-5, MS11-6, MS11-7	MS11-2, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Understanding, Fluency and Communication	25%	10%	15%	50%
Problem Solving, Reasoning and Justification	10%	15%	25%	50%
TOTAL	35%	25%	40%	100%

Outcomes – A student:	
MS11-1	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
MS11-2	represents information in symbolic, graphical and tabular form
MS11-3	solves problems involving quantity measurement, including accuracy and the choice of relevant units
MS11-4	performs calculations in relation to two-dimensional and three-dimensional figures
MS11-5	models relevant financial situations using appropriate tools
MS11-6	makes predictions about everyday situations based on simple mathematical models
MS11-7	develops and carries out simple statistical processes to answer questions posed
MS11-8	solves probability problems involving multistage events
MS11-9	uses appropriate technology to investigate, organise and interpret information in a range of contexts
MS11-10	justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Mathematics Standard 2 - Year 11 Scope & Sequence 2024

	Week	Topics Covered
Term 1	1	S1 Collecting & Presenting Data <i>MS11-2, MS11-7, MS11-9, MS11-10</i>
	2	
	3	
	4	
	5	A1 Formula & Equations <i>MS11-1, MS11-6, MS11-9, MS11-10</i>
	6	
	7	
	8	F1 Earning Money & Taxation <i>MS11-2, MS11-5, MS11-6, MS11-9, MS11-10</i>
	9	
	10	
	11	S2 Probability <i>MS11-8, MS11-9, MS11-10</i>
Term 2	1	
	2	M1 Measurement <i>MS11-3, MS11-4, MS11-9, MS11-10</i>
	3	
	4	
	5	F1, M1, S1 Managing a Home <i>MS11-2, MS11-5, MS11-6, MS11-9, MS11-10</i>
	6	
	7	A2 Linear Functions <i>MS11-1, MS11-2, MS11-6, MS11-9, MS11-10</i>
	8	
	9	F1 Interest & Depreciation <i>MS11-2, MS11-5, MS11-6, MS11-9, MS11-10</i>
	10	
Term 3	1	F1 Owning a Car <i>MS11-2, MS11-5, MS11-6, MS11-9, MS11-10</i>
	2	
	3	
	4	S1 Analysing Data <i>MS11-2, MS11-7, MS11-9, MS11-10</i>
	5	
	6	
	7	M2 World Locations & Times <i>MS11-3, MS11-4, MS11-9, MS11-10</i>
	8	
	9	Yearly Examination Period
	10	

Mathematics Standard 2 - Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	In Class Test	Investigation	Yearly Examination	
Task Type	Test	Project	Formal Exam	
Timing	Week 9 Term 1	Week 10 Term 2	Weeks 9 & 10 Term 3	
Outcome(s)	MS11-1, MS11-2, MS11-5, MS11-6, MS11-7	MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Understanding, Fluency and Communication	25%	10%	15%	50%
Problem Solving, Reasoning and Justification	10%	15%	25%	50%
TOTAL	35%	25%	40%	100%

Outcomes – A student:	
MS11-1	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
MS11-2	represents information in symbolic, graphical and tabular form
MS11-3	solves problems involving quantity measurement, including accuracy and the choice of relevant units
MS11-4	performs calculations in relation to two-dimensional and three-dimensional figures
MS11-5	models relevant financial situations using appropriate tools
MS11-6	makes predictions about everyday situations based on simple mathematical models
MS11-7	develops and carries out simple statistical processes to answer questions posed
MS11-8	solves probability problems involving multistage events
MS11-9	uses appropriate technology to investigate, organise and interpret information in a range of contexts
MS11-10	justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Modern History - Year 11 Scope & Sequence 2024

	Week	Topics Covered
Term 1	1	Nature of Modern History - The Contestability of the Past (Lusitania and JFK) <i>MH11-6, MH11-7, MH11-9, MH11-10</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	Historical Investigation <i>MH11-2, MH11-3, MH11-4, MH11-5, MH11-8</i>
	9	
	10	
	11	
Term 2	1	Shaping of the Modern World (WWI) <i>MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	Investigating Modern History – Case Studies A4: The Decline and Fall of the Romanov Dynasty B6: The Making of Modern South Africa <i>MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Yearly Examination Period

Modern History - Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	Historical Investigation	Research Task	Yearly Examination	
Task Type	Investigation/ Research	Research	Exam	
Timing	Week 11 Term 1	Week 10 Term 2	Week 9/10 Term 3	
Outcome(s)	MH11-2, MH11-3, MH11-4, MH11-5, MH11-8	MH11-6, MH11-7, MH11-9, MH11-10	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9, MH11-10	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	10	10	-	20
Communication of historical understanding in appropriate forms	5	5	10	20
TOTAL	30%	30%	40%	100%

Outcomes – A student:	
MH11-1	describes the nature of continuity and change in the modern world
MH11-2	proposes ideas about the varying causes and effects of events and developments
MH11-3	analyses the role of historical features, individuals, groups and ideas in shaping the past
MH11-4	accounts for the different perspectives of individuals and groups
MH11-5	examines the significance of historical features, people, ideas, movements, events and developments of the modern world
MH11-6	analyses and interprets different types of sources for evidence to support an historical account or argument
MH11-7	discusses and evaluates differing interpretations and representations of the past
MH11-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH11-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
MH11-10	discusses contemporary methods and issues involved in the investigation of modern history

Music 1 - Year 11 Scope & Sequence 2024

	Week	Topic(s) Covered
Term 1	1	Music for Small Ensembles <i>P1, P2, P3, P4, P6, P7, P8, P9</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	Popular Music <i>P8, P10, P11</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	Jazz Music <i>P1, P2, P3, P5, P6, P7, P9</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Yearly Examination Period

Music 1 - Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	Composition/Performance	Musicology	Aural/Performance	
Task Type	Composition Submission Performance	Viva Voce	Aural Examination Performance	
Timing	Week 8/9 Term 1	Week 8 Term 2	Week 9/10 Term 3	
Outcome(s)	P4, P6, P7, P8 (C) P1, P2, P3, P9 (P)	P8, P10, P11 (M)	P1, P2, P3, P9 (P) P2, P5, P6, P7 (A)	
	SCHOOL-BASED ASSESSMENT REQUIREMENTS			
	WEIGHTING(S)			
COMPONENTS	Task 1	Task 2	Task 3	Total
Composition	25	-	-	25%
Musicology	-	25	-	25%
Performance	10	-	15	25%
Aural Core	-	-	25	25%
TOTAL	35%	25%	40%	100%

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

PDHPE - Year 11 Scope & Sequence 2024

	Week	Topics Covered
Term 1	1	Core 2: The Body in Motion <i>P7, P8, P9, P10, P11, P16, P17</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	Option: First Aid <i>P6, P12, P15, P16</i>
Term 2	1	
	2	
	3	
	4	
	5	Core 1: Better Health for Individuals <i>P1, P2, P3, P4, P5, P6, P15, P16</i>
	6	
	7	
	8	
	9	
	10	
Term 3	1	
	2	
	3	
	4	
	5	Option: Outdoor Recreation <i>P6, P10, P14, P16, P17</i>
	6	
	7	
	8	
	9	Yearly Examination Period
	10	

PDHPE - Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	The Body in Motion	First Aid	Yearly Examination	
Task Type	Investigation	Application of Understanding	Formal Examination	
Timing	Week 10 Term 1	Week 5 Term 2	Week 9-10 Term 3	
Outcome(s)	P7 P8 P16 P17	P6 P12 P15 P16	Outcomes P1-P12 and Outcomes P14-P17	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content	10	10	20	40%
Skills in critical thinking, research, analysis and communicating	20	20	20	60%
TOTAL	30%	30%	40%	100%

Outcomes – A student:	
P1	Identifies and examines why individuals give different meanings to health
P2	Explains how a range of health behaviours affect an individual's health
P3	Describes how an individual's health is determined by a range of factors
P4	Evaluates aspects of health over which individuals can exert some control
P5	Describes factors that contribute to effective health promotion
P6	Proposes actions that can improve and maintain an individual's health
P7	Explains how body systems influence the way the body moves
P8	Describes the components of physical fitness and explains how they are monitored
P9	Describes biomechanical factors that influence the efficiency of the body in motion
P10	Plans for participation in physical activity to satisfy a range of individual needs
P11	Assesses and monitors physical fitness levels and physical activity patterns
P12	Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings
P14	Demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities
P15	Forms opinions about health-promoting actions based on a critical examination of relevant information
P16	Uses a range of sources to draw conclusions about health and physical activity concepts
P17	Analyses factors influencing movement and patterns of participation

Photography, Video and Digital Imaging – Year 11 Scope & Sequence 2024

	Week	Topic(s) Covered
Term 1	1	Lights, Camera, Action (Module V3) Video <i>M1, M2, M3, M4, M5, M6, CH1, CH2, CH4, CH5</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 2	1	Vices and Virtues (Module WP1) Wet Photography <i>CH1, CH2, CH3, CH4, CH5</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	Little Big Planet (Module D15) Digital Photography <i>M1, M2, M3, M4, M5, M6</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	Protected Learning Space (no assessments)
	9	Yearly Examination Period
	10	

Photography, Video and Digital Imaging – Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	Task Description	Task Description	Task Description	
Task Type	Criticism & History Making	Criticism & History	Making	
Timing	Week 10 Term 1	Week 9 Term 2	Week 7 Term 3	
Outcome(s)	M1, M2, M3, M4, M5, M6, CH1, CH2, CH4, CH5	CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Video	25%			25%
Case Study	10%			10%
Case Study		20%		20%
Portfolio			45%	45%
TOTAL	35%	20%	45%	100%

Outcomes: Making - A student:	
M1	generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
M2	explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
M3	investigates different points of view in the making of photographs and/or videos and/or digital images
M4	generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
M5	develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
M6	takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works
Outcomes: Critical and Historical studies – A student:	
CH1	generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
CH2	investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
CH3	distinguishes between different points of view and offers interpretive accounts in critical and historical studies
CH4	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
CH5	recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

Physics - Year 11 Scope & Sequence 2024

	Week	Topics Covered
Term 1	1	Module 1: Kinematics (Depth Study: 3 hours) <i>PH11-1,2,3,4,5,6,7,8</i>
	2	
	3	
	4	
	5	
	6	
	7	Module 2: Dynamics (Depth Study: 3 hours) <i>PH11-1,2,3,4,5,6,7,9</i>
	8	
	9	
	10	
	11	
Term 2	1	
	2	
	3	
	4	
	5	Module 3: Waves and Thermodynamics (Depth Study: 7 hours) <i>PH11-1,2,3,4,5,6,7,10</i>
	6	
	7	
	8	
	9	
	10	
Term 3	1	Module 4: Electricity and Magnetism (Depth Study: 2 hours) <i>PH11-1,2,3,4,5,6,7,11</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	Yearly Examination Period
	10	

Physics - Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	Working Scientifically Skills Task	Depth Study	Yearly Examination	
Task Type	Skills Task	Student Investigation Task	Formal Examination	
Timing	Week 7 Term 1	Week 9 Term 2	Week 9-10 Term 3	
Outcome(s)	PH11-1,2,3,4,5,6,7,8	PH11-1,2,3,4,5,7 plus one of PH11-8,9,10,11	PH11-1,2,3,4,5,6,7,8,9,10,11	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Skills in Working Scientifically	20	20	20	60%
Knowledge and understanding of the course content	10	10	20	40%
TOTAL	30%	30%	40%	100%

Outcomes – A student:	
PH11-1	develops and evaluates questions and hypotheses for scientific investigation
PH11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11-5	analyses and evaluates primary and secondary data and information
PH11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH11-8	describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
PH11-9	describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
PH11-10	explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
PH11-11	explains and quantitatively analyses electric fields, circuitry and magnetism

Sport, Lifestyle and Recreation - Year 11 Scope & Sequence 2024

	Week	Topics Covered
Term 1	1	Games & Sports Application II 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4, 5.2, 5.3, 5.4, 5.5
	2	
	3	
	4	
	5	
	6	
	7	
	8	Athletics 1.1, 1.3, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 4.4, 5.2, 5.3, 5.4, 5.5
	9	
	10	
	11	
Term 2	1	
	2	
	3	
	4	Fitness 1.2, 1.3, 2.2, 3.2, 3.3, 4.1, 5.2, 5.3, 5.4, 5.5
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	Games & Sports Application I 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4, 5.2, 5.3, 5.4, 5.5
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	Yearly Examination Period
	10	

Sport, Lifestyle and Recreation - Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	Topic Test	Fitness Training Program	Practical Skills Application	
Task Type	Formal Test	Report (research/written)	Practical Work	
Timing	Week 11 Term 1	Week 9 Term 2	Week 9-10 Term 3	
Outcome(s)	1.1 1.3 2.1 3.1 4.1	1.1 1.3 2.1 2.2 3.1 3.2 3.3	1.1 1.3 2.3 3.4 4.1 4.4	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding	25	25	-	50%
Skills	-	10	40	50%
TOTAL	25%	35%	40%	100%

Outcomes – A student:	
1.1	Applies the rules and conventions that relate to participation in a range of physical activities
1.2	Explains the relationship between physical activity, fitness and healthy lifestyle
1.3	Demonstrates ways to enhance safety in physical activity
1.6	Describes administrative procedures that support successful performance outcomes
2.1	Explains the principles of skill development and training
2.2	Analyses the fitness requirements of specific activities
2.3	Selects and participates in physical activities that meet individual needs, interests and abilities
2.5	Describes the relationship between anatomy, physiology and performance
3.1	Selects appropriate strategies and tactics for success in a range of movement contexts
3.2	Designs programs that respond to performance needs
3.3	Measures and evaluates physical performance capacity
3.4	Composes, performs and appraises movement
4.1	Plans strategies to achieve performance goal
4.4	Demonstrates competence and confidence in movement contexts
5.2	Willingly participates in regular physical activity
5.3	Values the importance of an active lifestyle
5.4	Values the features of a quality performance
5.5	Strives to achieve quality in personal performance

Visual Arts – Year 11 Scope and Sequence 2024

	Week	Topic(s) Covered
Term 1	1	<p>Still Life - Studying Art: Historical and Critical Study <i>P7, 8, 9, 10</i></p> <p>Making Art: Portfolio of works <i>P1, 2, 3, 4, 5, 6,</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	<p>Sculpture - Studying Art: Historical and Critical Study <i>P7, 8, 9, 10</i></p> <p>Making Art: Portfolio of works <i>P1, 2, 3, 4, 5, 6</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	<p>Contemporary Practice - Studying Art: Historical and Critical Study <i>P7, 8, 9, 10</i></p> <p>Making Art: Portfolio of works <i>P1, 2, 3, 4, 5, 6</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	Protected Learning Space (no assessments)
	9	Yearly Examination Period
	10	

Visual Arts – Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	Research Essay/2D Practical Submission	In Class written response/3D Practical Submission	Yearly Examination/ Practical Submission	
Task Type	Studying Art/Making Art	Studying Art/Making Art	Studying Art/Making Art	
Timing	Week 2 Term 2	Week 1 Term 3	Week 9-10 Term 3	
Outcome(s)	P1, 2, 3, 4, 5, 6, 7, 8, 9, 10	P1, 2, 3, 4, 5, 6, 7, 8, 9, 10	P1, 2, 3, 4, 5, 6, 7, 8, 9,10	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Making Art	20%	15%	15%	50%
Studying Art	15%	15%	20%	50%
TOTAL	35%	30%	35%	100%

Outcomes – A student:	
P1	explores the conventions of practice in artmaking
P2	explores the roles and relationships between the concepts of artist, artwork, world and audience
P3	identifies the frames as the basis of understanding expressive representation through the making of art
P4	investigates subject matter and forms as representations in artmaking
P5	investigates ways of developing coherence and layers of meaning in the making of art
P6	explores a range of material techniques in ways that support artistic intentions
P7	explores the conventions of practice in art criticism and art history
P8	explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
P9	identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
P10	explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

Work Studies - Year 11 Scope & Sequence 2024

	Week	Topics Covered
Term 1	1	My Working Life (Core Module) In The Workplace (Module 1) <i>1, 2, 7</i>
	2	
	3	
	4	
	5	
	6	My Working Life (Core Module) Preparing Job Applications (Module 2) <i>1, 2, 5</i>
	7	
	8	
	9	
	10	
	11	
Term 2	1	Workplace Communication (Module 3) In The Workplace (Module 1) <i>1, 2, 5, 8, 9</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	My Working Life (Core Module) Teamwork and Enterprise Skills (Module 4) <i>3, 4, 7, 8</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	Yearly Examination Period
	10	

Work Studies - Year 11 Assessment Schedule 2024

	Task 1	Task 2	Task 3	
Task Description	Job Application	Career Investigation	Yearly Examination	
Task Type	Portfolio	Research	Examination	
Timing	Week 9 Term 1	Week 9 Term 2	Week 9/10 Term 3	
Outcome(s)	1, 2, 5	1, 2, 5, 8, 9	3, 4, 7, 8	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding	10	10	10	30%
Thinking and Problem Solving	10	20	10	40%
Investigations	10	10	10	30%
TOTAL	30%	40%	30%	100%

Outcomes – A student:	
1	Investigates a range of work environments
2	Examines different types of work and skills for employment
3	Analyses employment options and strategies for career management
4	Assesses pathways for further education, training and life planning
5	Communicates and uses technology effectively
6	Applies self-management and teamwork skills
7	Utilises strategies to plan, organise and solve problems
8	Assesses influences on people's working lives
9	Evaluates personal and social influences on individuals and groups

VET SUBJECTS

VET Construction - Year 11 Scope & Sequence 2024

	Week	Topic(s) Covered
Term 1	1	Practical Skills Projects and Construction Specific Theory Content <u>Cluster 1 Assessment</u> Prepare to work safely in the construction industry
	2	
	3	
	4	
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	7	
	8	
	9	
	10	
	11	
Term 2	1	Practical Skills Projects and Construction Specific Theory Content <u>Cluster 2 Assessment</u> Apply WHS requirements, policies, and procedures in the construction industry <u>Cluster 3 Assessment</u> Undertake basic estimation and costing. Carry out measurements and calculations <u>Work Placement: Week 10</u>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	Practical Skills Projects and Construction Specific Theory Content <u>Cluster 4 Assessment</u> Read and interpret plans and specs. Plan and Organise work
	2	
	3	
	4	
	5	
	6	
	7	
	8	Protected Learning Space
	9	Yearly Examination Period
	10	

VET Construction - Year 11 Assessment Schedule

	Task 1	Task 2
Task Description	Work Placement	Yearly Examination
Task Type	Mandatory Work Placement	Examination
Timing	Week 10 Term 2	Week 9/10 Term 3
SCHOOL-BASED ASSESSMENT REQUIREMENTS		
WEIGHTING(S)		
Activity	Task 1	Task 2
TOTAL	N/A	100%

VET Hospitality - Year 11 Scope & Sequence 2024

	Week	Topic(s) Covered
Term 1	1	<p><u>Task 1 Competency Assessment</u></p> <p>SITXFSA005 Use Hygienic Practices for Food Safety SITHXWHS005 Participate in Safe Work Practices SITXFSA006 Participate in Safe Food Handling Practices SITHCCC025 Prepare and Present Sandwiches SITXCOM007 Show Social and Cultural Sensitivity SITXCCS011 Interact with Customers</p>
	2	
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	10	
	11	
Term 2	1	<p><u>Task 1 Competency Assessment</u></p> <p>SITXFSA005 Use Hygienic Practices for Food Safety SITHXWHS005 Participate in Safe Work Practices SITXFSA006 Participate in Safe Food Handling Practices SITHCCC025 Prepare and Present Sandwiches SITXCOM007 Show Social and Cultural Sensitivity SITXCCS011 Interact with Customers</p>
	2	
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	8	
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	10	
Term 3	1	<p><u>Task 1 Competency Assessment</u></p> <p>SITXFSA005 Use Hygienic Practices for Food Safety SITHXWHS005 Participate in Safe Work Practices SITXFSA006 Participate in Safe Food Handling Practices SITHCCC025 Prepare and Present Sandwiches SITXCOM007 Show Social and Cultural Sensitivity SITXCCS011 Interact with Customers</p> <p><u>Task 2 Competency Assessment</u></p> <p>SITHKOP009 Clean Kitchen Premises and Equipment SITXINV006 Receive, Store and Maintain Stock</p>
	2	
	3	
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	7	
	8	
	9	
	10	
	10	Yearly Examination Period

VET Hospitality - Year 11 Assessment Schedule 2024

	Task 1	Task 2
Task Description	Work Placement	Yearly Examination
Task Type	Mandatory Work Placement	Examination
Timing	Week 3 Term 3	Week 9/10 Term 3
SCHOOL-BASED ASSESSMENT REQUIREMENTS		
WEIGHTING(S)		
Activity	Task 1	Task 2
TOTAL	N/A	100%