

Elizabeth Macarthur High School



Year 11

Assessment Task Schedule

2025

"Shaping the future, by pursuing excellence and creating boundless opportunities"

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Assessment at Elizabeth Macarthur High School

What is Assessment?

Teachers at Elizabeth Macarthur High School use a range of informal and formal assessment to measure student achievement of course outcomes; to allow students to demonstrate what they know and can do; to clarify student understanding of concepts and promote deeper understanding; and to provide evidence that informs the ongoing teaching and learning cycle.

As such, it is important that students make the most of the array of opportunities afforded to them through class work and assessment to provide teachers with a holistic picture of their ability and achievement for the purpose of programming and reporting.

How Can Parents Help at Home?

- Provide an uncluttered, quiet study area free from distractions
- Designate structured weekly study times, including time for preparation of study notes
- Plan for rest and relaxation time, including 8-10 hours of undisturbed sleep each night
- Provide reliable internet access in a public space
- Provide a personal assessment and homework diary
- Make a family calendar to record task schedules and study time

Awarding Grades

All assessment activity that a student completes provides information about a student's progress, so when a teacher determines a student's grade, they may take into account both formal assessment tasks and informal assessment for learning activities. This occurs in the Stage 4, Stage 5 and Preliminary Stage 6 (Year 11) courses. Teachers award grades according to the relevant NSW Educational Standards Authority (NESA) Syllabus Course Performance Descriptors and Common Grade Scale. Classroom teachers will use their professional judgment to make a final determination of the student's grade.

In the HSC, the school assessment will form 50% of a student's HSC mark. If a student is unable to sit for the HSC examination and their misadventure has been accepted by NESA then the student's HSC mark will be derived from their formal school assessment mark.

1.1 Assessment Schedules

An assessment schedule for each subject is provided to students in the Assessment Booklet, containing an outline of all assessment tasks for that year, the weightings of tasks, assessed outcomes and estimated timing within the school calendar.

Students should expect between 2 and 4 formal assessment tasks for each subject. The tasks will form the

basis for the reports issued at the end of each semester and therefore they will be designed to assess a range of syllabus outcomes and course content that has been taught in class.

Assessment tasks are compulsory for all students, excluding those completing Life Skill courses (see 1.7). All tasks are important and regardless of the weighting for an individual task, students should do their best to meet the criteria of the task rather than allocate effort based on the weighting.

1.2 Written Notification of assessment tasks

A written notification will be issued for each assessment task (including exams) typically at least two weeks prior to the submission date. Exam notifications will include the topics being assessed, components of the exam, mark range and weighting. Formal assessment tasks will be issued on blue paper in a consistent format, this includes examinations.

It is the student's responsibility to seek the assessment task notification if they are absent when the notification is issued as the assessment task schedule booklet is deemed the first notification. In Stage 6, students are required to formally acknowledge they have received the task by signing the HSC monitoring form or online as part of the HSC monitoring process.

1.3 Submission of Assessment Tasks

Assessment task submission is to occur **before 8.50am** on the due date (excluding in class tasks), this includes all material for speeches and oral presentations. Students should ensure that their name is on each page or item of the submitted task. If a student cannot attend school on the day a task is due, then it is acceptable that a friend or relative submit the task on their behalf to the front office before 8.50am.

Major works and practical assessment submission times will be at the discretion of the Head Teacher and will be printed on the assessment task notification along with details of submission.

Each faculty is responsible for coordinating the process of collecting tasks to ensure accurate recording/receipting of the time and date that the student submits the task. Stage 6 students are required to sign to acknowledge they have submitted the task. Students must complete all tasks to the best of their ability or may be subject to the N-determination process.

Electronic/digital submission will be coordinated by the Head Teacher of the subject. Requirements for digital submission will be clearly stated on the assessment task notification sheet. Ideally, digital submission should be in an appropriate format as directed on the assessment notification. For each assessment task a mark that is relative to the outcomes will be provided. A rank for the task may also be provided.

1.4 Formal examinations and in class tasks

All in class assessment tasks and formal examinations will be completed on the designated day and time. Attendance in each lesson prior to the class task or formal examination is required on the day a task is due. Failure to do this will result in a penalty. The exception to this may be during examination periods for Year 11 and Year 12. In special circumstances where a student cannot attend all lessons on the day, special consideration may be requested by submitting an EMHS Missed/Late/Illness/ Misadventure application (see 1.8). Examinations will NOT be rescheduled for unapproved leave such as family vacations.

1.5 HSC Practical, Major Work, Performance and Personal Interest Project (PIP) Submissions

Schedules of dates for submission of the practical, major work, performance and Personal Interest Project

(PIP) component of HSC courses are available to students several months prior to the set date. The completion date refers to the date on which students must stop work on their works/projects and no work must be undertaken after these dates. The student's works/projects are required on the completion date for certification.

1.6 Use of Technology - Computers

If a student chooses or is required to prepare and produce work with the use of technology, it is their responsibility to ensure backups and hard copies are made well in advance of the due date of the assessment task. Program and software compatibility are also potential problems and need to be considered in advance. Malfunctions of computer technology, even theft, without evidence of 'work in progress' are NOT valid reasons for the late submission of an assessment task.

1.7 The Assessment Program for Life Skills Courses

Students studying Life Skills courses will follow a different assessment program. Each student accessing Life Skills outcomes and content will be assessed on their achievement of the selected outcomes. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement and can occur in a range of situations or environments such as the school and wider community. Evidence of achievement can be based on:

- assessment as learning (where students monitor and reflect on their own learning)
- assessment for learning (such as observation during teaching and learning or work samples)
- assessment of learning (assessment activities specifically designed to assess achievement at particular points).

1.8 Extension/ Illness/ Late/ Missed/ Misadventure

In special circumstances where a student is unable to complete or submit the task by the due date then special consideration may be sought in writing from the Head Teacher using the EMHS Extension/ Illness/ Late/ Missed/ Misadventure application form. This form must be lodged with the Head Teacher or relieving Head Teacher. If the task is submitted after the due date and time and a student has not submitted the appropriate documentation, then the appropriate penalty will apply.

1.8(a) Extension: Extensions of time are generally only given in special circumstances. These include, but are not limited to, unexpected illness (evidenced by a dated Doctor's Certificate) that extends for a significant period of time prior to the due date as well as school-based activities that adversely impact on the student's ability to meet the requirements of the task. If a student requires an extension for a relevant reason, they must complete the Extension/ Illness/ Late/ Missed/ Misadventure application form and **submit before the due date** (best practice is three days prior) to allow sufficient time for the application to be processed. The decision will be recorded in writing on the application form and communicated to the student.

- Work Placement is NOT considered a valid reason for extension as this is known in advance.
- Non emergency events or holidays are NOT considered approved reasons.
- DoE Accredited Elite Sports Programs include national and international sports organisations which

run camps for athletes, and national sports squads in which students have been selected to participate are considered approved reasons.

- Talent identification programs run by the NSW Department of Sport and Recreation and DoE Elite Arts (defined as an opportunity for a student to participate in an event or program that is beyond the gifted and talented opportunities that DoE offers) are considered approved reasons.

1.8(b) Illness: If a student is ill and cannot attend on the day of the task or date a task is due, an Extension/Illness/ Late/Missed/Misadventure application form should be completed with the appropriate 'Independent Evidence of Illness' (e.g. medical certificate issued with correct date of task) with the day and date of the task included. This must be submitted on **the first day back after illness by 8.50am** (do NOT wait until you have that class) to the relevant Head Teacher. An extension of time may be granted, a mark may be awarded based on a substitute task (may be used in extenuating circumstances) or a rank equivalency may be used, at the discretion of the Head Teacher. If a student becomes ill immediately prior or during the assessment task, which significantly diminished their task performance please refer to Misadventure procedures.

1.8(c) Late: In special circumstances where a student is unable to complete or submit the task by the due date and time, special consideration for extension or exemption from penalties may be sought in writing from the Head Teacher using the Extension/ Illness/ Late/ Missed/ Misadventure application form. Computer/printer problems are not considered to be an acceptable reason for late submission of an assessment task. When an assessment task is a class test or an examination, a student must attempt the task at the scheduled time. A task, which is an assignment, is considered to be late if it is handed in after the scheduled time. If a student submits the task on the due date but after the specified time, then the appropriate penalty will be applied. This ensures that no student is given an advantage over others by submitting an assessment task after the scheduled time. Where a task is submitted or completed after the due date the Head Teacher will apply the following penalties:

- Late submission of a task for Year 9 to 12 will result in zero mark being recorded for the task.
- Late submission of a task for Year 7 and 8 will result in a 50% of the total task penalty for each day the task is late. Tasks for Year 7 and 8 are not due on a Friday.
- If a student does not attend all periods on the due date the Head Teacher of the faculty concerned will conduct an interview with the student to ascertain whether malpractice or unfair advantage has occurred and whether the results of the assessment and the rank order has been impacted. If so, the Head Teacher may need to moderate the marks accordingly.

1.8(d) Missed: In Stages 5 and 6 courses, failure to complete assessment tasks will result in 'N' determination procedures being followed (See 14. 'N' determination Procedures). This will also result in a zero mark being recorded for the task. Where an assessment task has not been submitted, classroom teachers are responsible for generating a letter to be sent to the student's parents notifying them of the non-submission of the task, including an appropriate and reasonable period of time to rectify the matter and submit the task. Students will be required to submit a missed task or complete an equivalent alternative task in order to meet the requirements for satisfactory completion of the course. A zero mark will still be recorded but the task will be marked and feedback will be given to the student.

1.8(e) Misadventure: Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school on the date that a task was due, or an event which hinders the student's ability to complete the assessment task to the best of their ability. For example, a car accident or becoming ill during the assessment. Where a student experiences misadventure for an in class task/exam, they undertake the task in the time remaining and submit an Extension/ Illness/ Late/ Missed/ Misadventure application form, along with evidence including their reasons for the misadventure.

1.9 Malpractice

Malpractice can occur in a number of ways: cheating in an examination, plagiarism (making no change or insignificant changes to a copied sentence), collusion (working with another student, including the sharing or distribution of work), disrupting an examination, or a serious breach of the rules for an examination or task. An assessment task must be the student's own work.

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESAs treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA or the HSC. Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrong doing.

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

- 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.
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate knowledge, understanding and skills.

Where malpractice has occurred a zero mark will be recorded for the task. The Head Teacher of a subject will make the final determination to record a zero mark and for students in Stage 5 and 6 an 'N' determination warning letter will be sent to the parent(s)/guardian and procedures for an 'N' determination warning will be followed. Where malpractice has occurred, the student will be required to re-attempt the task or complete an equivalent alternative task. The teacher of the subject will determine in writing a reasonable time and the circumstances for this. In Year 12, malpractice will be reported to the relevant Deputy Principal and is recorded on the NESAs Malpractice Register. Principals decision around malpractice is final.

1.9 (a) Use of AI Technology

As the submission of work generated by AI (artificial intelligence) is considered academic dishonesty, it falls under the category of malpractice. Any work that appears to have been produced by such technology will undergo further scrutiny which may include a formal interview and the student having to provide evidence that they did not use AI technology to complete the assessment. Students found to have utilised this technology to commit malpractice will be subjected to the same consequences as plagiarism. Please see 1.9 Malpractice

1.10 'N' determination Procedures for Non Completion of Course Requirements (Stage 5 & 6)

Stage 5 and 6 students are bound by the expectations set out in NESAs 'N' determination process for the RoSA and the HSC. NESAs states that satisfactory participation in and completion of a course requires a student to meet the following course completion criteria:

- Follow the course developed or endorsed by the NESA
- Apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- Achieved some or all of the course outcomes

NESA also states that students must make a genuine attempt at assessment tasks that contribute **in excess** of 50% of the available marks.

Whilst a particular rate of attendance is not specified for the completion of a course, irregular attendance can clearly impact on students' application of diligence and sustained effort to the set tasks and experiences for the course. Attendance could thus be a significant factor leading to potential warning letters and ultimately an 'N' determination

1.10 (a) After an 'N' determination warning letter is received.

If a student does not meet the criteria set out by NESA for satisfactory participation or completion of a course, subject teachers will issue students with an 'N' determination warning letter. This letter will stipulate the task or work for which the student is required to complete and the original due date of this task/work. The letter will also stipulate a new due date and requirements for how to satisfactorily complete the task/work. It is important for the student to be aware that 'N' determination warning letters are not task specific, they are subject specific and therefore accumulate across tasks/work in any subject.

1.10 (b) Failure to complete work stipulated in the 'N' determination warning letter is received.

Elizabeth Macarthur High School will offer support to students to address the concerns if they are at risk of being 'N' determined. Students who have been issued with two or more 'N' determination warning letters in one subject will be interviewed as part of the school review process and placed on a contract containing a list of the 'N' determination warnings that are unresolved and the time frame in which they must be completed. The onus is always on the student to follow up with the teacher(s) to find out exactly what needs to be done to meet the requirements of the 'N' determination warning so it can be resolved.

Students who have not complied with the course completion criteria and who have received at least two written warnings (for a course) can be considered as not having satisfactorily completed the course at the time of finalising grades. In this instance the Principal may make a determination of non-completion of course requirements by a student, known as an N Determination. The Principal will undertake a formal interview of the student, making clear the grounds for which the 'N' determination is being applied. The Principal will outline the NESA appeals process and will provide the student with copies of the N determination warning letters.

If an 'N' determination is applied, it may mean the student is no longer eligible for the HSC or RoSA.

1.10 (c) Non-serious attempt

A non-serious attempt is considered as failing to submit a reasonable attempt at a task. This may include, but is not limited to, the following:

- Inappropriate written content submitted as part of a task
- Inappropriate behaviour during an examination

- Failure to complete significant sections of an assessment (e.g. only attempting the multiple choice and not attempting extended response questions)

The Head Teacher of a subject will determine whether a task is a non-serious attempt. In the case of a non-serious attempt the 'N' determination procedures will be followed.

1.11 Appeals Process

If a student believes there has been an issue with the assessment 'process', a formal appeal process should be commenced and a formal appeal form should be submitted to the Head Teacher, outlining the grounds for appeal. This appeal should focus on the process of assessment only. If a student intends to lodge an appeal, they must advise their teacher **immediately and they must not leave the classroom** until the teacher has retained a copy of the completed assessment task. The student will then have 24 hours from this notification to lodge an appeal with the Faculty Head Teacher, on the EMHS Appeal Form and with the original assessment task attached. The only areas to be considered in the review are:

- Does the assessment program conform to the NESA requirements in respect to components and weightings?
- Has the assessment task sheet been followed and in particular, has the stated values of the task been maintained?
- Have there been any computational errors?

If necessary, an appeals panel may be convened to review the assessment process and to decide whether or not there are justifiable grounds for appeal. The panel may require the student and the teacher to present their views in person before reaching a decision. The panel will consist of a Head Teacher, Year Advisor and Deputy Principal. The final decision rests with the Principal.

Note: Implementation of draft feedback is not a valid reason for appeal

1.12 Pandemic

In regard to a pandemic (for example Covid-19) the school must be notified as soon as your isolation period begins. School administration must also be notified as per normal absence procedures (SMS reply, email or phone). As soon as possible, students should contact the teacher or subject Head Teacher and inform them you will not be able to participate in the task due to pandemic restrictions. Complete the Extension/ Illness/ Late/ Missed/ Misadventure application form, with supporting documentation and submit on your first day back at school. The outcome of the Extension/ Illness/ Late/ Missed/ Misadventure application form will be conveyed to the student in a timely manner and any future actions that may be required.

1.13 Reporting

A school report is issued each semester. Reports should reflect the extent to which students have met a range of the outcomes that have been assessed for each subject. Work habits as well as an overall grade will usually be included. Where this is not possible, the report comment may indicate that a grade was not awarded. In Year 12, reports will contain an examination mark (where applicable), rank and overall assessment rank for the course but **not the cumulative assessment mark**. In Years 10-12, where a student has been 'N' determined in a subject, this 'N' determination will be reported upon in the Semester 2

Report.

1.14 Confidentiality of Final Mark

The final HSC assessment mark for each subject is confidential and cannot be given to students.

1.15 Tasks that produce invalid or unreliable results

In exceptionally rare circumstances a task might not adequately discriminate between students, in such a case everyone gets the same or similar mark. Sometimes a mark might become invalid or inequitable due to problems associated with its administration. In these circumstances the Head Teacher in consultation with the Deputy Principal of the relevant year group will ascertain the best method to address these issues.

This may include:

- Part of the task may be used to calculate the assessment mark
- The weighting of the task may be reduced and additional weighting added to a future task;
- The original assessment task may be replaced by an additional task. Sufficient written notice will be provided for any additional tasks and if necessary, weightings will be adjusted accordingly.

Students will be notified in writing if any assessment task is deemed to be invalid or unreliable and the course of action that will be taken to rectify this issue. Steps taken to address this issue will not have an adverse impact on individual students or classes so that fairness and equity is maintained.

1.16 Feedback to Students

Following a formal assessment task, teachers will provide positive and constructive feedback to students that may identify strengths and weaknesses, corrects misunderstandings, states clearly how students can improve and allows students to take an active role in their learning. Tasks should be designed and feedback provided in a way that allows students to improve upon their performance in subsequent tasks.

It is recommended that feedback be given in one or more of the following ways:

- oral discussion with class, groups or individual students
- written annotations on the submitted work
- general comments to the class about those aspects of the activity or task in which students excelled and those aspects that still need addressing
- examples of good responses
- peer evaluation and self-evaluation

Drafts of assessment tasks are encouraged where appropriate. However, a teacher may refuse to provide feedback on a draft if it is received within 7 school days of the due date. **One draft per student** during any assessment period will exist. Refer to the Drafts Procedure.

1.17 Disability Provisions

Disability provisions are practical arrangements that enable students with disability to access learning and assessment. Principals have the authority to decide on and to implement disability provisions for school-based assessments and tests. Students who have a diagnosed disability can apply to have this taken into consideration when completing an assessment task at school and the process will be coordinated by the Head Teacher Teaching and Learning.

For the HSC examinations students are required to complete an application for Special Provisions that is submitted to NESAs for approval.

1.18 VET Assessment

VET courses are dual accredited. This means they allow students to gain a credential they can use in a vocational pathway beyond school whilst simultaneously contributing to the HSC. Vocational qualifications lead to recognition under the Australian Qualifications Framework (AQF) such as the award of Certificates I, II or III or Statements of Attainment toward one of these credentials. Students undertaking a VET course must meet the requirements of the NSW Education Standards Authority (NESA) for the award of the Higher School Certificate along with TAFE requirements.

NESA HAS MANDATED WORK PLACEMENT AS A REQUIREMENT OF THE HSC. WORK PLACEMENT HOURS ARE MANDATORY. All students must complete 35 hours work placement in the HSC course, this is in addition to the 35 hours in the Preliminary Course, a total of **70 hours**. Students must submit to their VET teacher their completed and signed work placement logbook as evidence that they have met this requirement. Teachers will maintain appropriate documentation and notify parents in writing when students are not meeting course requirements and a 'N' determination will be issued. Notification to parents will be timely and provide the opportunity for the issues of concern to be re-addressed as appropriate.

The HSC Examination is independent of competency based assessment. It is optional for students of a 240-hour VET course to sit the HSC exam as it is intended for ATAR purposes only. All students must complete 'two prior exams' before sitting a HSC VET exam. The Year 11 exam will be one of the two prior exams as well as the Trial HSC exam required to formulate the estimate for students in the event of misadventure - this will enable the school to carefully monitor and assist students in this situation.

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages. VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment

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

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

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he/ she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible. If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

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

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement. Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

Further Information

A copy of the Assessment, Certification and Examination (ACE) Manual is available on the NESAs website (in the Manuals section). The URL is <https://ace.nesa.nsw.edu.au/>



Student Drafts Procedure

1. Rationale:

- 1.1 These procedures are intended to provide guidance and support for staff and students in the completion of written tasks, in order to provide a balance between staff supporting students in creating their best possible work and excessively contributing to their work via draft feedback.

2. Aim:

- 2.1 To ensure that the process of drafting assists students in refining their work for the purpose of producing the highest-quality assessment submissions.

3. Procedures:

- 3.1 Drafting is encouraged, but not compulsory.
- 3.2 When students request feedback on a draft, they must submit to the teacher as specified by the teacher.
- 3.3 Students are to submit drafts outside of class time.
- 3.4 Teachers will return drafts once completed for student review and application.
- 3.5 Students can submit **one draft** per assessment task to their teacher for feedback.
- 3.6 The cut-off date for the submission of drafts is **7 days** before the task is due, this is to include a weekend for staff to assess the draft and for the student to have time to utilise the feedback.
- 3.7 Assessment Tasks will be issued a minimum of three weeks before the due date.
- 3.8 When requesting feedback in the draft, students will select up to two areas based on the marking criteria. Each criterion will guide the student and teacher in understanding what feedback is to be given.



Senior Examination Procedures

(For students in Years 10, 11, 12)

1. Rationale:

- 1.1. Examinations are an important part of the teaching and learning process. It is appropriate that processes are implemented in order to meet the standards set by the NSW Education Standards Authority (NESA) and the Department of Education (DoE) to establish acceptable codes of conduct for these examinations.

2. Aim:

- 2.1 To ensure that all examinations meet the requirements of the NESA.
- 2.2 To provide examinations that are fair and meaningful for all students.
- 2.3 To ensure the examination environment is conducive to high student achievement.

3. Procedures:

- 3.1. All students must wear full school uniform when sitting for an examination.
- 3.2. Students should not talk once they enter the examination room.
- 3.3. All mobile phones and electronic devices must be switched off and left in bags in the designated area.
- 3.4. According to HSC rules and procedures, students must remove wristwatches at the start of an examination and leave the watch on their desk in clear view of the examination supervisors.
- 3.5. Upon entering the examination room, all equipment required for the examination must be removed from bags before they are placed in the designated bag storage area. Under no circumstances will students be able to keep their bags with them or access them during the exam.
- 3.6. No equipment may be borrowed from or shared between students during an exam, and any additional equipment required must be obtained from an exam supervisor.
- 3.7. Students must complete examinations in black or blue pen only. Pencil cases must remain in student bags and no correction fluid or correction tape is allowed to be brought into the exam room.
- 3.8. Students are permitted to bring a bottle containing water into the exam room; however, the bottle must be completely clear with no label.
- 3.9. Students who talk or disrupt others during an examination will have their names and the nature of the incident reported to the Deputy and may potentially receive a mark of zero for the examination.
- 3.10. Toilet use: A student must raise their hand and obtain permission from the examination supervisors before leaving their seat. All students will be supervised whilst out of your seat. This is permitted only after the first 30 minutes and before the last 30 minutes of the examination.
- 3.11. Students in Year 11 and 12 are required to stay in the examination room for the duration of the examination.
- 3.12. If a student cannot attend an examination, that student needs to obtain the extension/ illness/ late/ misadventure/ missed application form along with appropriate documentation such as a medical certificate, a subpoena from a court or a death certificate. This documentation must be submitted to the Faculty Head Teacher who coordinates the exams so that a re-scheduled examination can be arranged.
- 3.13. Family holidays and other non-emergencies are not justifiable reasons for being absent from an examination and will result in a zero mark being recorded along with a 'N' determination warning letter.

EXTENSION / ILLNESS/ LATE / MISSED / MISADVENTURE APPLICATION FORM

WHEN TO USE THIS FORM

- you are absent from school for a legitimate reason
- you know in advance you are going to be absent from school on the due date
- un-foreseen circumstances have prevented you from submitting or completing the task

A medical certificate or relevant documentation should be provided stating clearly: the date of the onset of the illness/ misadventure, additional dates of consultation, a description of the student's symptoms, the duration of the condition and demonstrate how the impact of the illness/misadventure has materially disadvantaged the student.


For extensions of time this form should include the date/s, time, duration and a description with details attached from an independent person where relevant (e.g. police, counsellor, doctor etc.) demonstrating how the student has been materially disadvantaged.

This form must be returned on the first day back after absence from school to your teacher or Head Teacher in their absence.

Applications for extensions of time for legitimate reasons must be submitted 3 days before the due date to allow sufficient time for the application to be processed.

Refer to the assessment schedule for detailed information.

STUDENT AND PARENT TO COMPLETE THIS SECTION

Read the instructions above. If this space is insufficient, please attach additional documentation. 

Tick to indicate the nature of the application: Missed Extension Late Illness Misadventure

Student's Name: _____ Year: _____

Subject: _____ Teacher: _____

Task Name: _____ Due Date: ____/____/____

Reason: Parent to complete Evidence Attached (eg Medical Certificate): Yes No

(In the case of illness, a medical certificate **must** be attached)

Name: _____ Contact details: _____

Parent Signature: _____ Date: ____/____/____

SCHOOL USE ONLY

Teacher's Recommendation: _____

Teacher's Name and Signature: _____ Date: ____/____/____

Head Teacher's Decision: Approved Declined

Details: _____

HT decision communicated to student on : _____

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



Appeal Form

Students Name:		Year:
Subject:		
Task:		
Due Date of Task:		Teacher:
Submitted to the HT:		Date:

Summary of Reason for Appeal	
Student Signature:	Date:

Outcome of Appeal	
Approved:	Declined:
Deputy Signature:	Date:
Head Teacher Signature:	Date:
Student Signature:	Date:

This form must be submitted to the Head Teacher of the Faculty within 24 hours of receiving your result

YEAR 11 SUBJECTS

Ancient History

Biology

Business Services - VET

Business Studies

Chemistry

Community & Family Studies

Cookery

Dance

Drama

Economics

English Advanced

English Extension

English Standard

English Studies

Food Technology

Geography

Hospitality - VET

Health & Movement Science

Industrial Technology

Investigating Science

Legal Studies

Mathematics Advanced

Mathematics Extension

Mathematics Standard

Modern History

Music

Physics

SWWLR

Society & Culture

Studies of Religion

Visual Arts

Macarthur Trade Training Centre and Partnership Schools

Dance - Assessment schedule issued by delivering school

Drama – - Assessment schedule issued by delivering school

Economics – Assessment schedule issued by delivering school

Hospitality: Cookery- Assessment schedule issued by delivering school

VET Primary Industries – Assessment schedule issued by delivering school



HSC Directional Verbs

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

Year 11 – Term 1 Assessment Due Dates 2025

SUBJECT	Week 1A	Week 2B	Week 3A	Week 4B	Week 5A	Week 6B	Week 7A	Week 8B	Week 9A	Week 10B
Ancient History						X				
Biology								X	X	
Business Services									X	
Business Studies									X	
Chemistry						X				
Cookery										X
Community & Family Studies									X	
Dance									X	X
Drama										
Economics								X		
English Advanced								X		
English Extension								X		
English Standard								X		
English Studies								X		
Food Technology										X
Geography									X	
Health & Movement Science										X
Hospitality										X
Industrial Technology							X			
Investigating Science										X
Legal Studies									X	
Mathematics Advanced									X	X
Mathematics Extension									X	X
Mathematics Standard									X	X
Modern History							X			
Music								X		
Physics						X				
SLR							X			
Society & Culture						X				
Studies of Religion									X	
Visual Arts										X

Year 11 – Term 2 Assessment Due Dates 2025

SUBJECT	Week 1A	Week 2B	Week 3A	Week 4B	Week 5A	Week 6B	Week 7A	Week 8B	Week 9A	Week 10B
Ancient History			X							
Biology										
Business Services									X	
Business Studies									X	
Chemistry							X			
Cookery										X
Community & Family Studies								X		
Dance								X		
Drama					X					
Economics									X	
English Advanced								X		
English Extension									X	
English Standard								X		
English Studies								X		
Food Technology									X	
Geography									X	
Health & Movement Science					X		X			
Hospitality										X
Industrial Technology										X
Investigating Science										X
Legal Studies									X	
Mathematics Advanced									X	X
Mathematics Extension									X	X
Mathematics Standard									X	X
Modern History									X	X
Music								X		
Physics									X	
SLR				X						
Society & Culture								X		
Studies of Religion									X	
Visual Arts										X

Year 11 – Term 3 Assessment Due Dates 2025

SUBJECT	Week 1A	Week 2B	Week 3A	Week 4B	Week 5A	Week 6B	Week 7A	Week 8B	Week 9A	Week 10B
Ancient History						X				
Biology								X	X	X
Business Services										X
Business Studies									X	X
Chemistry									X	X
Cookery									X	X
Community & Family Studies									X	X
Dance									X	X
Drama	X								X	X
Economics									X	X
English Advanced									X	X
English Extension							X			
English Standard									X	X
English Studies								X		
Food Technology									X	X
Geography								X		
Health & Movement Science							X	X	X	X
Hospitality										X
Industrial Technology									X	X
Investigating Science									X	X
Legal Studies									X	X
Mathematics Advanced									X	X
Mathematics Extension									X	X
Mathematics Standard									X	X
Modern History							X			
Music								X		
Physics									X	X
SLR							X			
Society & Culture							X			
Studies of Religion									X	X
Visual Arts									X	X



Formal Assessment Schedule – 2025

ANCIENT HISTORY

Year: 11

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3
	Task Type	Palmyra & the Nature of Ancient History	Historical Investigation	The Roman Games
	Outcomes	11AH-2, 11AH-4, AH11-6, AH11-7, AH11-9	AH11-3, AH11-4, AH11-6, AH11-7, AH11-8, AH11-9	AH11-4, AH11-5, AH11-6, AH11-8, AH11-9
COMPONENTS	DATE DUE	Term 1, Week 6	Term 2, Week 3	Term 3, Week 6
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
Knowledge and understanding of course content	40%	15%	0%	25%
Source-based skills	20%	10%	5%	5%
Historical inquiry and research	20%	0%	15%	5%
Communication of historical understanding in appropriate forms	20%	5%	10%	5%
TOTAL	100%	30%	30%	40%

ANCIENT HISTORY

Stage 6

Year: 11

OBJECTIVES	OUTCOMES
A student develops:	A student:
<ul style="list-style-type: none"> develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context 	AH11-1 describes the nature of continuity and change in the ancient world
<ul style="list-style-type: none"> develop an understanding of continuity and change over time. 	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
<ul style="list-style-type: none"> undertake the process of historical inquiry 	AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
<ul style="list-style-type: none"> use historical concepts and skills to examine the ancient past 	AH11-7 discusses and evaluates differing interpretations and representations of the past
<ul style="list-style-type: none"> communicate an understanding of history, sources and evidence, and historical interpretations. 	AH 11-8 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

Scope and Sequence- 2025

Course:		Ancient History				Year:	11				Stage:	6	
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
T e r m 1	Unit of Work	Investigating Ancient History – The nature of Ancient History + Case Study B								Historical Investigation			
	Description	Geographical Context and Representations		History of Palmyra and the range of sources		Looting and Illegal trade and Role of Museums		Nature and significance of artefacts and arguments for and against the return of cultural property		*Assessment task issued, and preliminary research undertaken.	*Research Proposal *Taking a historical position		
	Outcomes	<ul style="list-style-type: none"> › describes the nature of continuity and change in the ancient world AH11-1 › proposes ideas about the varying causes and effects of events and developments AH11-2 › analyses the role of historical features, individuals and groups in shaping the past AH11-3 › accounts for the different perspectives of individuals and groups AH11-4 › examines the significance of historical features, people, places, events and developments of the ancient world AH11-5 › analyses and interprets different types of sources for evidence to support an historical account or argument AH11-6 › discusses and evaluates differing interpretations and representations of the past AH11-7 › communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH11-9 › discusses contemporary methods and issues involved in the investigation of ancient history AH11-10 								<ul style="list-style-type: none"> › describes the nature of continuity and change in the ancient world AH11-1 › proposes ideas about the varying causes and effects of events and developments AH11-2 › analyses the role of historical features, individuals and groups in shaping the past AH11-3 › accounts for the different perspectives of individuals and groups AH11-4 › examines the significance of historical features, people, places, events and developments of the ancient world AH11-5 › analyses and interprets different types of sources for evidence to support an historical account or argument AH11-6 › discusses and evaluates differing interpretations and representations of the past AH11-7 › communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH11-9 › discusses contemporary methods and issues involved in the investigation of ancient history AH11-10 			
	Content Dot Points	<ul style="list-style-type: none"> • The location of the site of Palmyra • The development of the city from an agricultural village to the hub of the silk road • Significance of the Silk Road and the nature of trade • The range of sources archaeological sources • The Representations of Palmyra • Palmyra's role as a 'caravan city' on the east-west trade route and meeting place for various cultures 	<ul style="list-style-type: none"> • The history of Palmyra as revealed through the sources • The range of sources • The Influence of eastern and western Traditions... • Relations between Palmyra and Rome, including the influence of Queen Zenobia • economic and cultural exchange in Palmyra, e.g. the collection of taxes, trade links with India and China • The End of Zenobia's Reign and the decline of Palmyra 	<ul style="list-style-type: none"> • The nature and impact of looting and the illegal trade of antiquities on cultural heritage. • The nature and significance of the cultural property for the society which it belongs • The arguments for and against the return of cultural property to its original home 	<ul style="list-style-type: none"> • The role of Museums in acquiring, collecting and storing artefacts/cultural materials • The contributions of Museums to our understanding of ancient ways of life and the question of whose past is represented in museum displays and exhibitions. • The nature and significance of the cultural property for the society which it belongs 	<ul style="list-style-type: none"> • locating and interrogating a range of sources • identifying different perspectives evident in sources 	<ul style="list-style-type: none"> • planning and conducting historical investigations using historical concepts • formulating historical questions and hypotheses relevant to the investigation • developing and/or examining historical interpretations • using sources to develop a view about an historical issue • selecting and organising relevant information • synthesising evidence from a range of sources to develop and support a reasoned historical account or argument 						
<i>Life Skills Unit of Work</i>	Investigating Ancient History – The nature of Ancient History + Case Study B Life Skills								Historical Investigation – Life skills				

<p><i>Life Skills Outcomes</i></p>	<p>AHLS6-1: engages with personal connections to history AHLS6-2: engages with the concepts of time and chronology AHLS6-3: explores continuity and change in the ancient world AHLS6-4: explores events and developments of the ancient world AHLS6-5: investigates features, people, places and societies in the ancient world AHLS6-6: engages with perspectives of the past AHLS6-7: investigates a range of historical aspects in understanding the past AHLS6-8: engages with a variety of sources to investigate the past AHLS6-9: engages with differing interpretations and representations of the past AHLS6-11: communicates information about the past using historical terms and concepts AHLS6-12: engages with the investigation of ancient history</p>	<p>AHLS6-1: engages with personal connections to history AHLS6-2: engages with the concepts of time and chronology AHLS6-3: explores continuity and change in the ancient world AHLS6-4: explores events and developments of the ancient world AHLS6-5: investigates features, people, places and societies in the ancient world AHLS6-6: engages with perspectives of the past AHLS6-7: investigates a range of historical aspects in understanding the past AHLS6-8: engages with a variety of sources to investigate the past AHLS6-9: engages with differing interpretations and representations of the past AHLS6-10: investigates the past using a variety of strategies to locate, select and organise information AHLS6-11: communicates information about the past using historical terms and concepts AHLS6-12: engages with the investigation of ancient history</p>
<p>Assessment</p>	<p>Assessment Weighting: 30% Assessment Name: Palmyra & the Nature of Ancient History Task Due: Term 1, Week 6 Outcomes Assessed: 11AH-2, 11AH-4, AH11-6, AH11-7, AH11-9</p>	<p>Assessment Weighting: 30% Assessment Name: Historical Investigation Task Due: Term 2, Week 3 Outcomes Assessed: AH11-3, AH11-4, AH11-6, AH11-7, AH11-8, AH11-9</p>
<p>Reporting</p>	<p>Outcomes to be reported on (Semester 1): AH11-4, AH11-6, AH11-8, AH11-9</p>	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Historical Investigation cont.			Power & Image: Persia			Weapons & Warfare			
	Description	*Constructing the Seminar	*Annotated Bibliographies	*Seminar Presentations	*What is Power & Image?	*Life & Significance of Cyrus	*Role, Power and Reputation of Cyrus	The Army: Weapons	Conditions	Case Study and Impact
T e r m 2	Outcomes	As on previous page			<ul style="list-style-type: none"> › describes the nature of continuity and change in the ancient world AH11-1 › proposes ideas about the varying causes and effects of events and developments AH11-2 › analyses the role of historical features, individuals and groups in shaping the past AH11-3 › accounts for the different perspectives of individuals and groups AH11-4 › examines the significance of historical features, people, places, events and developments of the ancient world AH11-5 › analyses and interprets different types of sources for evidence to support an historical account or argument AH11-6 › discusses and evaluates differing interpretations and representations of the past AH11-7 › communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH11-9 					
	Content Dot Points	<ul style="list-style-type: none"> • synthesising evidence from a range of sources to develop and support a reasoned historical account or argument • using historical concepts and terms appropriately 	<ul style="list-style-type: none"> • locating and interrogating a range of sources • identifying different perspectives evident in sources • analysing sources for their usefulness and reliability for the question(s) asked 	<ul style="list-style-type: none"> • using historical concepts and terms appropriately • presenting and communicating the findings of an historical investigation using appropriate and well-structured oral, written and/or multimedia forms, including ICT 	<ul style="list-style-type: none"> • the images of authority figure(s) as revealed through a range of sources, eg reliefs, sculpture and written accounts • the key authority figures, eg kings, queens, political leaders 	<ul style="list-style-type: none"> • the images of authority figure(s) as revealed through a range of sources, eg reliefs, sculpture and written accounts • the roles of authority figure(s), for example political, military, religious, and how they maintained their power 	<ul style="list-style-type: none"> • the reputation, activities and contribution of ONE key authority figure as revealed, for example through their relationships with others, building programs, trade and/or conquest • evidence of continuity and/or change 	<ul style="list-style-type: none"> • the nature of the sources for weapons and warfare • the composition and role of armies and/or navies and changes in forms of weapons and military tactics 	<ul style="list-style-type: none"> • the life of soldiers, their training and the conditions of service • the significance of the military within society 	<ul style="list-style-type: none"> • the evidence for at least ONE key military encounter, including military strategy • the political, economic and social impact of warfare and conquest • evidence of continuity and/or change
	<i>Life Skills Unit of Work</i>	As on previous page			Power & Image: Persia – Life skills Weapons & Warfare – Lifeskills					
	<i>Life Skills Outcomes</i>	As on previous page			AHL56-1: engages with personal connections to history AHL56-2: engages with the concepts of time and chronology AHL56-3: explores continuity and change in the ancient world AHL56-4: explores events and developments of the ancient world AHL56-5: investigates features, people, places and societies in the ancient world AHL56-6: engages with perspectives of the past AHL56-7: investigates a range of historical aspects in understanding the past AHL56-8: engages with a variety of sources to investigate the past AHL56-9: engages with differing interpretations and representations of the past AHL56-10: investigates the past using a variety of strategies to locate, select and organise information AHL56-11: communicates information about the past using historical terms and concepts AHL56-12: engages with the investigation of ancient history					

	Assessment Task Name, Weighting, Number, Outcomes	As on previous page	No assessment task for this topic.
	Reporting	As on previous page	See next Page

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
T e r m 3	Unit of Work	The Roman Games Case Study A								Year 11 examination period	
	Description	*Skills Review	*The Colosseum vs Modern Sports	*Roman Values & the arenas as a source	*Ancient sources about the games	*The Circus Maximus	*Assessment Skills / Mid-Topic review	*Sport and Control	*Types of Fighters		
	Outcomes	<ul style="list-style-type: none"> › describes the nature of continuity and change in the ancient world AH11-1 › proposes ideas about the varying causes and effects of events and developments AH11-2 › analyses the role of historical features, individuals and groups in shaping the past AH11-3 › accounts for the different perspectives of individuals and groups AH11-4 › examines the significance of historical features, people, places, events and developments of the ancient world AH11-5 › analyses and interprets different types of sources for evidence to support an historical account or argument AH11-6 › discusses and evaluates differing interpretations and representations of the past AH11-7 › communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH11-9 									
	Content Dot Points		<ul style="list-style-type: none"> • representations of the Roman games – ancient and/or modern 	<ul style="list-style-type: none"> • the geographical and historical context, including: <ul style="list-style-type: none"> – the origins of the Roman games (ACHAH059) – the location of amphitheatres in the Roman world • the range of sources, including: <ul style="list-style-type: none"> – amphitheatres, eg the Flavian amphitheatre, Circus Maximus and provincial amphitheatres 	<ul style="list-style-type: none"> • the range of sources, including: <ul style="list-style-type: none"> – frescoes, mosaics, tomb epitaphs, graffiti, armour, weapons, tombs – ancient sources, eg Seneca, Juvenal, Martial 	<ul style="list-style-type: none"> • the range of sources, including: <ul style="list-style-type: none"> – amphitheatres, eg the Flavian amphitheatre, Circus Maximus and provincial amphitheatres 	<ul style="list-style-type: none"> • the nature of the Roman games as revealed through the sources, including: <ul style="list-style-type: none"> – gladiators and chariot racing in Roman culture: free/slaves, revolts, eg the War of Spartacus – the political role of the Roman games: the emperor, senate, 'bread and circuses', the people, the might of Rome 	<ul style="list-style-type: none"> • the nature of the Roman games as revealed through the sources, including: <ul style="list-style-type: none"> – depictions of gladiators and charioteers – the types of gladiators and features of entertainment, eg mock naval battles – the nature of armour and weaponry – metallurgy, fighting techniques, body protection technology, medicine and the treatment of wounds 			
	<i>Life Skills Unit of Work</i>	Roman Games – Life Skills									
	<i>LS Outcomes</i>	AHLS6-1: engages with personal connections to history AHLS6-2: engages with the concepts of time and chronology AHLS6-3: explores continuity and change in the ancient world AHLS6-4: explores events and developments of the ancient world AHLS6-5: investigates features, people, places and societies in the ancient world AHLS6-6: engages with perspectives of the past AHLS6-7: investigates a range of historical aspects in understanding the past AHLS6-8: engages with a variety of sources to investigate the past AHLS6-9: engages with differing interpretations and representations of the past AHLS6-11: communicates information about the past using historical terms and concepts AHLS6-12: engages with the investigation of ancient history									
	Assessment Task Name, Weighting, Number, Outcomes	Assessment Weighting: 40% Assessment Name: The Roman Games Task Due: Term 3, Week 6 Outcomes Assessed: AH11-4, AH11-5, AH11-6, AH11-8, AH11-9									
	Reporting	Outcomes to be reported on: AH11-3, AH11-5, AH11-6, AH11-9									



PRELIMINARY BIOLOGY

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>	Task No.	TASK 1	TASK 2	TASK 3
	Task Type	Enzyme Depth Study Assessment Task	Biodiversity Assessment Task	Preliminary Examination
	Outcomes	11-1, 11-2, 11-3, 11-5, 11-6, 11-7, 11-8	11-4, 11-5, 11-6, 11-7, 11-10	11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-9, 11-10, 11-11
	DATE DUE	Term 1, Week 8-9	Term 3, Week 2	Term 3, Week 8-10
COMPONENTS	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
<p>Skills in Working Scientifically Bio 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7</p>	60%	25%	20%	15%
<p>Knowledge and Understanding Bio 11-8, 11-9, 11-10, 11-11</p>	40%	5%	10%	25%
TOTAL	100%	30%	30%	40%

Subject

Preliminary Biology

Year: 11

OUTCOMES	Descriptions
	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 cells' 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 organ
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 ecosystems.

Scope and Sequence- 2025

Course:	Biology	Year:	11	Stage:	Stage 6
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	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit of Work	Module 1 – Cells as the basis of life						Enzyme Practical Investigation Depth Study and Assessment #1			Module 2- Organisation of Living Things
Description	<p>Students examine the structure and function of organisms at both the cellular and tissue levels in order to describe how they facilitate the efficient provision and removal of materials to and from all cells in organisms. They are introduced to and investigate biochemical processes through the application of the Working Scientifically skills processes.</p> <p>Students are introduced to the study of microbiology and the tools that scientists use in this field. These tools will be used throughout the course to assist in making predictions and solving problems of a multidisciplinary nature.</p>									
Outcomes	<p>Working Scientifically</p> <ul style="list-style-type: none"> • BIO 11-1 – Develops and evaluates questions and hypotheses for scientific investigation • BIO 11-2 – Designs and evaluates investigations in order to obtain primary and secondary data and information • BIO 11-3 – Conducts investigations to collect valid and reliable primary and secondary data and information • BIO 11-4 - Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media • BIO 11-5 – Analyses and evaluates primary and secondary data and information • BIO 11-6 - Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes • BIO 11-7-Communicates scientific understanding using suitable language and terminology for a specific audience or purpose <p>Knowledge and understanding</p> <ul style="list-style-type: none"> • BIO 11-8 describes single cells as the basis for all life by analysing and explaining cells’ ultrastructure and biochemical processes 									
Subject Specific i.e. Module, Area of Study, Text etc										
<i>Life Skills Unit of Work</i>	Living World Science Life Skills									
<i>Life Skills Outcomes</i>	<p><u>Life Skills skill outcomes:</u> SCLS6-1-7 <u>Life Skills content outcomes:</u> SCLS6-8</p>									
Assessment Task Name, Weighting, Number, Outcomes	<p><u>Task name:</u> Enzyme Depth Study <u>Knowledge Outcomes:</u> 11-8 <u>Skills Outcomes:</u> 11-1,2,3,5,6,7 Task <u>weighting:</u> 30%</p>					<p><u>Task name:</u> Preliminary Examination <u>Knowledge Outcomes:</u> 11-8, 11-9, 11-10, 11-11 <u>Skills Outcomes:</u> 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7 Task <u>weighting:</u> 40%</p>				
Reporting Outcomes	<u>Reporting outcomes semester 1:</u> 11-1, 11-2, 11-3,11-7, 11-8									

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Course:	Biology	Year:	11	Stage:	Stage 6
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T e r m 2		Week 1- Week 6	Week 7-Week 10	
	Unit of Work	Module 2 – Organisation of living things	Module 3 – Biological Diversity	
	Description	Multicellular organisms typically consist of a number of interdependent transport systems that range in complexity and allow the organism to exchange nutrients, gases and wastes between the internal and external environments. Students examine the relationship between these transport systems and compare nutrient and gas requirements.	In this module, students learn about the Theory of Evolution by Natural Selection and the effect of various selective pressures. Monitoring biodiversity is key to being able to predict future change.. Students investigate adaptations of organisms that increase the organism’s ability to survive in their environment.	
	Outcomes	Working Scientifically <ul style="list-style-type: none"> BIO11-4 to 7 Knowledge and understanding <ul style="list-style-type: none"> 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 	Working Scientifically <ul style="list-style-type: none"> BIO11-1 ,11-2, 11-7 Knowledge and understanding <ul style="list-style-type: none"> 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 	
	Subject Specific i.e. Module, Area of Study, Text etc			
	Life Skills Unit of Work	Living World Science Life Skills	Living World Science Life Skills	
	Life Skills Outcomes	<u>Life Skills skill outcomes:</u> SCLS6-1-7 <u>Life Skills content outcomes:</u> SCLS6-9	<u>Life Skills skill outcomes:</u> SCLS6-1-7 <u>Life Skills content outcomes:</u> SCLS6-10	
	Assessment Task Name, Weighting, Number, Outcomes	<u>Task name:</u> Preliminary Examination <u>Knowledge Outcomes:</u> 11-8, 11-9, 11-10, 11-11 <u>Skills Outcomes:</u> 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7 Task <u>weighting:</u> 40%	<u>Task name:</u> Biodiversity Task <u>Skills Outcomes:</u> 11-4,11-5,11-6, 11-7 <u>Knowledge Outcomes:</u> 11-10 <u>Task weighting:</u> 30%	<u>Task name:</u> Preliminary Examination <u>Knowledge Outcomes:</u> 11-8, 11-9, 11-10, 11-11 <u>Skills Outcomes:</u> 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7 Task <u>weighting:</u> 40%
	Reporting Outcomes	<u>Reporting outcomes semester 1:</u> 11-1, 11-2, 11-3, 11-7, 11-8	<u>Reporting outcomes semester 2:</u> 11-5, 11-6, 11-9, 11-10, 11-11	

Course:	Biology	Year:	11	Stage:	Stage 6
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	Week 1	Week 2	Week 3	Week 4- Week 8	Week 9	Week 10
Unit of Work	Module 3 Biological Diversity	Biodiversity assessment task#2	Module3 Biological diversity	Module 4 – Ecosystem Dynamics	Yearly Exam Assessment # 3	
Description	See above			Students engage in the study of past ecosystems and create models of possible future ecosystems so that human impact on biodiversity can be minimised. The study of ecosystem dynamics integrates a range of data that can be used to predict environmental change into the future.		
Outcomes	<p>Working Scientifically</p> <ul style="list-style-type: none"> • 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 <p>Knowledge and understanding</p> <ul style="list-style-type: none"> • BIO11-11 - Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem 					
Subject Specific i.e. Module, Area of Study, Text etc						
<i>Life Skills Unit of Work</i>				Living World Science Life Skills		
<i>Life Skills Outcomes</i>				<u>Life Skills skill outcomes:</u> SCLS6-1-7 <u>Life Skills content outcomes:</u> SCLS6-9		
Assessment Task Name, Weighting, Number, Outcomes	<p><u>Task name:</u> Preliminary Examination</p> <p><u>Knowledge Outcomes:</u> 11-8, 11-9, 11-10, 11-11</p> <p><u>Skills Outcomes:</u> 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7</p> <p>Task <u>weighting:</u> 40%</p>					
Reporting Outcomes	<p><u>Reporting outcomes semester 2:</u></p> <p>11-5, 11-6, 11-9, 11-10, 11-11</p>					

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Education

BUSINESS SERVICES

Business Services
 Qualification: BSB30120 Certificate III in Business
 Cohort 2025 - 2026
 Training Package BSB Business Services Training Package

RTO - NSW Department of Education, RTO 90333

School Name: Elizabeth Macarthur High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for BSB30120 Certificate III in Business			Task 1 Let's get tech savvy	Task 2 Organising business safety	Task 3 Working in industry
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week	Week	Week
			Term	Term	Term
Code	Unit of Competency	HSC Examinable	Date	Date	Date
BSBTEC201	Use business software applications	Yes	X		
BSBTEC202	Use digital technologies to communicate in the work environment	No	X		
BSBWHS311	Assist with maintaining workplace safety	Yes		X	
BSBINS302	Organise workplace information	No		X	
BSBXCM301	Engage in workplace communication	Yes			X
BSBOPS201	Work effectively in business environments	No			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward BSB30120 Certificate III in Business.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

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

Scope and Sequence- 2025

Term 1 - Year 11 (Preliminary) year of study											
This scope and sequence outlines the delivery period. Assessments can be conducted at any point. The student and trainer should agree that the student is ready to be assessed. Variations to delivery and the assessment must be noted on this schedule. Skills can be taught and practiced anytime throughout the course.											
Weeks											
Term 1	1	2	3	4	5	6	7	8	9	10	11
VET Course Induction	No Students										
Task 1: Let's get tech savvy (25 Hours)											
BSBTEC201	Use business software applications	No Students									
BSBTEC202	Use digital technologies to communicate in the work environment	No Students									
Task 2: Organising business safety (40 Hours)											
BSBWHS311	Assist with maintaining workplace safety	No Students									
BSBINS302	Organise workplace information	No Students									

Term 2 - Year 11 (Preliminary) year of study

This scope and sequence [outlines](#) the delivery period. Assessments can be conducted at any point. The student and trainer should agree that the student is ready to be assessed. Variations to delivery and the assessment must be noted on this schedule. Skills can be taught and practiced anytime throughout the course.

Weeks

Term 2		1	2	3	4	5	6	7	8	9	10	11
Task 2: Organising business safety (40 Hours)												
BSBWHS311	Assist with maintaining workplace safety											N/A
BSBINS302	Organise workplace information											
Task 3: Working in industry (40 Hours)												
BSBXCM301	Engage in workplace communication											N/A
BSBOPS201	Work effectively in business environments											

Term 3 - Year 11 (Preliminary) year of study

This scope and sequence [outlines](#) the delivery period. Assessments can be conducted at any point. The student and trainer should agree that the student is ready to be assessed. Variations to delivery and the assessment must be noted on this schedule. Skills can be taught and practiced anytime throughout the course.

Weeks

Term 3		1	2	3	4	5	6	7	8	9	10	11
Task 3: Working in industry (40 Hours)												
BSBXCM301	Engage in workplace communication											N/A
BSBOPS201	Work effectively in business environments											



BUSINESS STUDIES

	Task No.	TASK 1	TASK 2	TASK 3
	Task Type	Business Report	Extended Response	Preliminary Examination
	Outcomes	P1, P2, P7, P9	P4, P5, P6, P8	P3, P4, P9, P10
COMPONENTS	DATE DUE	Term 1, Week 9	Term 2, Week 9	Term 3, Examination Period
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
Knowledge and understanding of course content	40%	10%	10%	20%
Stimulus-based skills	20%	10%	5%	5%
Inquiry and research	20%	5%	5%	10%
Communication of business information, ideas and issues in appropriate forms	20%	5%	10%	5%
TOTAL MARK	100%	30%	30%	40%

Subject: BUSINESS STUDIES

Stage 6

Year 11

Outcome	Description
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

Scope and Sequence- 2025

Course:	Preliminary Business Studies	Year:	11	Stage:	6
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit of Work	1. The Nature of Business								2. Business Management		
Description	The focus of this topic is the role and nature of business in a changing business environment.										
Course Outcomes	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10										
Subject Specific Area of Study	Role of Business	Types of Businesses	Influences in the business environment			Business Growth and Decline		Nature of Management		Management Approaches	
Assessment Task Name, Weighting, Outcomes	Task: Business Report; Weighting: 30% Due: Week 9, Term 1 2025; Outcomes: P1, P2, P7, P9										
Reporting Outcomes	P1, P2, P7, P9										
<i>Life Skills Unit of Work</i>	<i>1. The Role of Business in Society</i>										
<i>Life Skills Assessment Task Name, weighting, outcomes</i>	<i>Task: Mini Business Report; Weighting: 30%</i> <i>Due: Week 9, Term 1 2025; Outcomes: BELS6, BELS10</i>										
<i>Life Skills Outcomes</i>	<i>BELS6, BELS8, BELS9, BELS10, BELS11, BELS12</i>										
<i>Life Skills Reporting</i>	<i>BELS6, BELS10</i>										
T e r m 1											

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 2	Unit of Work	2. Business Management								3. Business Planning	
	Description	The focus of this topic is the nature and responsibilities of management in the business environment.									
	Outcomes	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10									
	Subject Specific Area	Management Processes					Management and Change			Small to medium enterprises	
	Assessment Task Name, Weighting, Outcomes	Task: Extended Response; Weighting: 30% Due: Week 9, Term 2 2025; Outcomes: P4, P5, P6, P8									
	Reporting Outcomes	P4, P5, P6, P8									
	<i>Life Skills Unit of Work</i>	<i>1. The Role of Management in Coordinating Key Business Functions</i>									
	<i>Life Skills Assessment Task Name, weighting, outcomes</i>	<i>Task: Mini Extended Response; Weighting: 30%</i> <i>Due: Week 9, Term 2 2025; Outcomes: BELS11, BELS12</i>									
	<i>Life Skills Outcomes</i>	<i>BELS6, BELS8, BELS9, BELS10, BELS11, BELS12</i>									
	<i>Life Skills Reporting</i>	<i>BELS11, BELS12</i>									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
T e r m 3	Unit of Work	3. Business Planning								Exam Period	
	Description	The focus of this topic is the processes of establishing and planning a small to medium enterprise.								Yearly Exam	
	Outcomes	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10									
	Subject Specific Area of Study	Influences in establishing SME's	The business planning process				Critical issues in success and failure				
	Assessment Task Name, Weighting, Number, Outcomes	Task: Preliminary Examination; Weighting: 40% Due: Examination Period Term 3 2025; Outcomes: P3, P4, P9, P10									
	Reporting Outcomes	P4, P5, P6, P8									
	<i>Life Skills Unit of Work</i>	<i>1. Explores the Functions and Processes of Businesses</i>									
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	Task: Preliminary Examination; Weighting: 40% Due: Examination Period Term 3 2025; Outcomes: BELS6, BELS10, BELS11, BELS12									
	<i>Life Skills Outcomes</i>	BELS6, BELS8, BELS9, BELS10, BELS11, BELS12									
	<i>Life Skills Reporting Outcomes</i>	BELS6, BELS10, BELS11, BELS12									



Formal Assessment Schedule – 2025

Preliminary Chemistry

Year: 11

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3
	Task Type	Trends and Bonding Poster Assessment Task	Standard Solution Depth Study Assessment Task	Preliminary Examination
	Outcomes	CH11-3, 11-6, 11-7, 11-8	CH11-1, 11-2, 11-3, 11-6, 11-7, 11-9	CH11-2, 11-4, 11-5, 11-6, 11-7, 11-8, 11-9, 11-10, 11-11
COMPONENTS	DATE DUE	Term 1, Week 6	Term 2, Week 7	Term 3, Week 9-10
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
Skills in Working Scientifically CH11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7	60%	24%	20%	16%
Knowledge and understanding CH11-8, 11-9, 11-10, 11-11	40%	6%	10%	24%
TOTAL	100%	30%	30%	40%

Subject

Preliminary Chemistry

Year: 2025

OUTCOME	Description
	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

Scope and Sequence- 2025

Course:		Chemistry			Year:			11				Stage:		Stage 6			
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10						
T e r m 1 - 2 0 2 5	Unit of Work	Module 1 - Structure of Matter							Module 2 - Intro to Quantitative Chemistry								
	Description	<p>Students are introduced to the quantitative nature of chemistry. Chemists must be able to quantify reactions in order to make predictions about yields and communicate with specific audiences for specific purposes using nomenclature, genres and modes unique to the discipline. Using the mole concept, students will have the opportunity to select and use appropriate mathematical representations to solve problems, make predictions and calculate the mass of reactants and products, whether solid, liquid or gas.</p> <p>Students further develop their understanding of the universal language of chemistry. They are introduced to the idea that science is a global enterprise that relies on clear communication, international conventions, peer review and reproducibility.</p>															
	Outcomes	<p>Working Scientifically</p> <ul style="list-style-type: none"> ● 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 <p>Knowledge and understanding</p> <ul style="list-style-type: none"> ● CH11-8 - explores the properties and trends in the physical, structural and chemical aspects of matter 															
	Subject Specific i.e. Module, Area of Study, Text etc																
	Life Skills Unit of Work	Chemical World Science Life Skills															
	Life Skills Outcomes	<p>Life Skills content outcomes: SCLS6-10</p> <p>Life Skills, skills outcomes: SCLS6-1-7</p>															
	Assessment Task Name, Weighting, Number, Outcomes	<p><u>Task name:</u> Research Poster</p> <p><u>Skills Outcomes:</u> 11-3, 11-6, 11-7</p> <p><u>Knowledge Outcomes:</u> 11-8</p> <p><u>Task weighting:</u> 30%</p>				<p><u>Task name:</u> Depth Study</p> <p><u>Knowledge Outcomes:</u> 11-9</p> <p><u>Skills Outcomes:</u> 11-1, 11-2, 11-4, 11-6, 11-7</p> <p><u>Task weighting:</u> 30%</p>				<p><u>Task name:</u> Preliminary Examination</p> <p><u>Knowledge Outcomes:</u> 11-8, 11-9, 11-10. 11-11</p> <p><u>Skills Outcomes:</u> 11-1 to 11-7</p> <p><u>Task weighting:</u> 40%</p>							
	Reporting Outcomes	<p>Reporting outcomes semester 1:</p> <p>CH11-3, CH11-6, CH11-7, CH11-8</p>															

Course:		Chemistry			Year:		11		Stage:			Stage 6		
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10			
T e r m 2 - 2 0 2 5	Unit of Work	Module 2 - Intro to Quantitative Chemistry				Depth Study and Prep			Module 3 – Reactive Chemistry					
	Description	Students analyse trends and patterns in relation to the properties of pure substances and use these to predict the properties of other pure substances. This knowledge is used to determine the ways in which substances can be separated from each other and those that allow them to remain together.					All chemical reactions involve the creation of new substances and associated energy transformations, which are commonly observable as changes in the temperature of the surroundings and/or the emission of light. These reactions are harnessed and controlled by chemists to produce substances that lead to the development of useful products.							
	Outcomes	Working Scientifically <ul style="list-style-type: none"> CH11-1 to 7 Knowledge and understanding <ul style="list-style-type: none"> CH11-9 - describes, applies and quantitatively analyses the mole concept and stoichiometric relationships 					Working Scientifically <ul style="list-style-type: none"> CH11-1 to 11-7 Knowledge and understanding <ul style="list-style-type: none"> 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 							
	Subject Specific i.e. Module, Area of Study, Text etc													
	Life Skills Unit of Work	Chemical World Science Life Skills					Chemical World Science Life Skills							
	Life Skills Outcomes	<u>Life Skills, skills outcomes:</u> SCLS6-1-7 <u>Life Skills content outcomes:</u> SCLS6-9					<u>Life Skills, skills outcomes:</u> SCLS6-1-7 <u>Life Skills content outcomes:</u> SCLS6-9							
	Assessment Task Name, Weighting, Number, Outcomes	<u>Task name:</u> Depth Study <u>Knowledge Outcomes:</u> 11-9 <u>Skills Outcomes:</u> 11-1, 11-2, 11-4, 11-6, 11-7 <u>Task weighting:</u> 30%			<u>Task name:</u> Preliminary Examination <u>Knowledge Outcomes:</u> 11-8, 11-9, 11-10, 11-11 <u>Skills Outcomes:</u> 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7 <u>Task weighting:</u> 40%			<u>Task name:</u> Research Poster <u>Skills Outcomes:</u> 11-3, 11-6, 11-7 <u>Knowledge Outcomes:</u> 11-8 <u>Task weighting:</u> 30%			<u>Task name:</u> Preliminary Examination <u>Knowledge Outcomes:</u> 11-8, 11-9, 11-10, 11-11 <u>Skills Outcomes:</u> 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7 <u>Task weighting:</u> 40%			
	Reporting Outcomes	<u>Reporting outcomes semester 1:</u> CH11-3, CH11-6, CH11-7, CH11-8					<u>Reporting outcomes semester 2:</u> CH11-5, CH11-9, CH11-10, CH11-11							

Course:	Chemistry	Year:	11	Stage:	Stage 6
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		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
T e r m 3 - 2 0 2 5	Unit of Work	Module 3 – Reactive Chemistry		Module 4 – Drivers of reactions						Exam Period	
	Description	Students investigate factors that initiate and drive a reaction. They examine the relationship between enthalpy and entropy in calculating the Gibbs free energy. They also examine the roles that enthalpy and entropy play in the spontaneity of reactions. Students are provided with opportunities to understand that all chemical reactions involve the creation of new substances and associated energy transformations, which are commonly observable as changes in temperature of the surrounding environment and/or emission of light.									
	Outcomes	<p>Working Scientifically</p> <ul style="list-style-type: none"> ● 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 <p>Knowledge and understanding</p> <ul style="list-style-type: none"> ● CH11-11 - Analyses the energy considerations in the driving force for chemical reactions 									
	Subject Specific i.e. Module, Area of Study, Text etc										
	Life Skills Unit of Work	Chemical World Science Life Skills									
	Life Skills Outcomes	<p>Life Skills content outcomes: SCLS6-9</p> <p>Life Skills, skills outcomes: SCLS6-1-7</p>									
	Assessment Task Name, Weighting, Number, Outcomes	<p><u>Task name:</u> Preliminary Examination</p> <p><u>Knowledge Outcomes:</u> 11-8, 11-9, 11-10, 11-11</p> <p><u>Skills Outcomes:</u> 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7</p> <p><u>Task weighting:</u> 40%</p>									
	Reporting Outcomes	Reporting outcomes semester 2: CH11-5, CH11-9, CH11-10, CH11-11									



COOKERY



School Name: Camden High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20421 Certificate II in Cookery			Task 1	Task 2
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week Term	Week Term
Code	Unit of Competency	HSC Examinable	Date	Date
SITXWHS005	Participate in safe work practices	X	X	
SITXFSA005	Use hygienic practices for food safety	X	X	
SITXFSA006	Participate in safe food handling procedures	X	X	
SITHCCC025	Prepare and present sandwiches		X	
SITXCOM007	Show social and cultural sensitivity	X		X
SITXCCS011	Interact with customers	X		X

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

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

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

Scope and Sequence- 2025

Term 1 - Year 11 (Preliminary) year of study												
This scope and sequence outline the delivery period. Assessments can be conducted at any point. The student and trainer should agree that the student is ready to be assessed. Variations to delivery and the assessment must be noted on this schedule. Skills can be taught and practiced anytime throughout the course.												
Weeks												
Term 1		1	2	3	4	5	6	7	8	9	10	11
VET Course Induction	No Students											
Task 1: Safety in the kitchen (70 hours)												
SITXFSA005	Use hygienic practices for food safety	No Students										
SITXWHS005	Participate in safe work practices											
SITXFSA006	Participate in safe food handling practices											
SITHCCC025	Prepare and present sandwiches											
Task 2: Service please (30 hours)												
SITXCOM007	Show social and cultural sensitivity	No Students										
SITXCCS011	Interact with customers											

Term 2 - Year 11 (Preliminary) year of study												
This scope and sequence outline the delivery period. Assessments can be conducted at any point. The student and trainer should agree that the student is ready to be assessed. Variations to delivery and the assessment must be noted on this schedule. Skills can be taught and practiced anytime throughout the course.												
Weeks												
Term 2	1	2	3	4	5	6	7	8	9	10	11	
Task 1: Safety in the kitchen.												
SITXFSA005	Use hygienic practices for food safety											N/A
SITXWHS005	Participate in safe work practices											
SITXFSA006	Participate in safe food handling practices											
SITHCCC025	Prepare and present sandwiches											
Task 2: Service please												
SITXCOM007	Show social and cultural sensitivity											
SITXCCS011	Interact with customers											

Term 3 - Year 11 (Preliminary) year of study												
This scope and sequence outline the delivery period. Assessments can be conducted at any point. The student and trainer should agree that the student is ready to be assessed. Variations to delivery and the assessment must be noted on this schedule. Skills can be taught and practiced anytime throughout the course.												
Weeks												
Term 3		1	2	3	4	5	6	7	8	9	10	11
Task 2: Service please												
SITXCOM007	Show social and cultural sensitivity											
SITXCCS011	Interact with customers											
Task 3: Lets start cooking and cleaning (30 hours)												
SITHKOP009	Clean kitchen premises and equipment											
SITXINV006	Receive, store and maintain stock											
Task 4: Pack it up (10 hours)												
SITHCCC026	Package prepared foodstuffs				Learning commences in Learning Cycle 6,							
Task 5: There's no I in team (105 hours)												
SITHCCC023	Use food preparation equipment											
SITHCCC024	Prepare and present simple dishes											
SITHCCC027	Prepare dishes using basic method of cookery											
SITHCCC034	Work effectively in a commercial kitchen											

N/A



Formal Assessment Schedule – 2025

COMMUNITY AND FAMILY STUDIES

Year: 11

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>	Task No.	TASK 1	TASK 2	TASK 3
	Task Type	Resource Management Interview	Individuals and Groups Report	Preliminary Examination
	Outcomes	P 1.1, P 1.2, P 4.2, P 5.1, P 6.1	P 2.1, P 2.3, P 4.1, P 4.2	P 2.2, P 2.4, P 3.1, P 3.2, P 6.2
COMPONENTS	DATE DUE	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9-10
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
Knowledge and Understanding of the course content	40%	10%	15%	15%
Skills in critical thinking, research methodology, analysing and communicating	60%	20%	20%	20%
TOTAL	100%	30%	35%	35%

OBJECTIVES	OUTCOMES
	A student:
Knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing	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
Knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing	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 inter-relationships between internal and external factors and their impact on family functioning
Knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities	P 3.1 – Explains the changing nature of families and communities in contemporary society P 3.2 - Analyses the significance of gender in defining roles and relationships
Knowledge and understanding about research methodology and skills in researching, analysing and communicating	P 4.1 – Utilises research methodology appropriate to the study of social issues P 4.2 - Presents information in written, oral and graphic form
Skills in the application of management processes to meet the needs of individuals, groups, families and communities	P 5.1 - applies management processes to maximise the efficient use of resources
Skills in critical thinking and the ability to take responsible action to promote wellbeing	P6.1 - distinguishes those actions that enhance wellbeing P6.2 - uses critical thinking skills to enhance decision making
An appreciation of the diversity and interdependence of individuals, families, groups and communities	P 7.1 - appreciates differences among individuals, groups and families within communities and values their contributions to society P 7.2 - develops a sense of responsibility for the wellbeing of themselves and others P 7.3 - appreciates the value of resource management in response to change P 7.4 - values the place of management in coping with a variety of role expectations

Faculty Planning Scope and Sequence 2025

Course	Community and Family Studies	Year	11	Stage	6
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		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
T e r m 1	Unit of Work	Resource Management							Individuals and Groups			
	Description	Introduction to the course. Defining wellbeing, Factors affecting wellbeing, individual and group wellbeing.	Needs and wants, specific needs, Maslow's Hierarchy	Maslow's Hierarchy, Satisfaction of needs, Goals and goal setting.	Access to resources, influences on resource management, access to support	Personal management skills, communication, decision making styles.	Personal management skills, communication, decision making styles. Factors affecting decision making, problem solving.	Strategies for effective resource interviews as a primary research method.	Groups in the Community, Exploration of A.B.S and Case study on specific cultural groups within areas.	Group effectiveness, Reasons for Group Formation.	Roles individuals adopt within groups, The roles of leaders. Norms, Conformity and Cohesiveness	
	Outcomes	P1.1, P1.2, P3.2, P4.1, P4.2, P5.1, P6.1							P1.1, P1.2, P2.1, P2.2, P2.3, P3.2, P4.1, P4.2, P5.1, P6.2.			
	Subject Specific	Core 1: Resource Management							Core 2: Individuals and Groups			
	<i>Life Skills Unit of Work</i>	Module 1: Wellbeing of individuals							Module 3: Participating in Groups			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>											
	<i>Life Skills Outcomes</i>	L.S 1.1, L.S 1.2, L.S 1.3, L.S 1.4, L.S 1.5, L.S 7.1							L.S 3.1, L.S 3.2, L.S 3.3, L.S 3.4, L.S 7.1			
	Assessment Task Name, Weighting, Outcomes	Task 1: Resource Management Interview Task weighting: 40% Task out: Week 4 Task Due: Week 9 Task Outcomes: P1.1, P4.1, P4.2, P6.1										
	Reporting Outcomes	P1.1, P4.1, P4.2, P6.1 L.S 1.1, L.S 1.4, L.S 1.5							R.M P1.1, P4.1, P4.2, P6.1. I.G P2.3, P6.2. L.S 1.1, L.S 1.4, L.S 1.5, L.S 3.1, L.S 3.4,			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 2	Unit of Work	Individuals and Groups							Families and Communities		
	Description	Factors that contribute to the roles within groups, personal and social factors. Observation as a Primary Research Method, Conducting and recording observations.	Advantages and disadvantages of observations, Presenting research findings	Power within groups, Power bases, Leadership, Leadership styles, Leadership adaptability and flexibility	Factors influencing leadership	Conflict within groups, conflict resolution	Role of support, Outcomes of conflict resolution	Case studies as a secondary research method, collecting and recording data, advantages and disadvantages of case studies	What is a family? Defining families. Family structures, Roles individuals adopt within families.	Satisfying specific needs, Building relationships, Promoting wellbeing, Communities- Definitions of communities, Reasons for community formation	Questionnaires as a Primary research method, Creating graphs, advantages and disadvantages of questionnaires.
	Outcomes	P1.1, P1.2, P2.1, P2.2, P2.3, P3.2, P4.1, P4.2, P5.1, P6.2.							P1.1, P1.2, P2.1, P2.2, P2.3, P3.2, P4.1, P4.2, P4.4, P5.1, P6.2.		
	Subject Specific	Core 2: Individuals and Groups							Core 3: Families and Communities		
	<i>Life Skills Unit of Work</i>	Module 3: Participating in Groups							Module 2: Families		
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>										
	<i>Life Skills Outcomes</i>	L.S 3.1, L.S 3.2, L.S 3.3, L.S 3.4, L.S 7.1							L.S 2.1, L.S 2.2, L.S 2.3, L.S 2.4, L.S 7.1		
	Assessment Task Name, Weighting, Number, Outcomes	Task 2: Leadership Case Study Task weighting: 40% Task out: Week 11 T1 Task Due: Week 8 Task Outcomes: P2.1, P2.3, P4.1, P4.2, P6.2									
	Reporting Outcomes	R.M P1.1, P4.1, P4.2, P6.1, I.G P2.3, P6.2.							R.M P4.2, P6.1 I.G , P2.2, P2.3 F.C P1.2, P2.1		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
T e r m 3	Unit of Work	Families and Communities							Revision	Preliminary Examinations	
	Description	Global community organisations, Roles people adopt within communities, Decision making in communities, The decision making process	Managing change within families and communities, Nature of change, Impact of change on families and communities Family and community wellbeing	Roles individuals adopt within communities, Environmental, legislation, Types of support: informal formal	Socialisation of individuals within families and communities. Stages of the lifespan: Infancy, Childhood, Adolescence, Adulthood, The aged.	Literature review as a secondary research method-accessing sources of data, Advantages and disadvantages of literature reviews	Influences on socialisation: Relatives, Peers, paid carers, health professionals, online networks, media, print and digital form	The socialisation of children and its influence on construction of gender	Resource Management Individuals and Groups Families and Communities		
	Outcomes	P1.1, P1.2, P2.1, P2.2, P2.3, P3.2, P4.1, P4.2, P5.1, P6.2.									
	Subject Specific	Core 3: Families and Communities									
	<i>Life Skills Unit of Work</i>	Module 2: Families									
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>										
	<i>Life Skills Outcomes</i>	L.S 2.1, L.S 2.2, L.S 2.3, L.S 2.4, L.S 7.1									
	Assessment Task Name, Weighting, Number, Outcomes	Task 3: Preliminary Examination Task Weighting: 20% Weeks 9 & 10 Task Outcomes: P1.1, P1.2, P4.2, P7.3									
	Reporting Outcomes	R.M P4.2, P6.1 I.G , P2.2, P2.3 F.C P1.2, P2.1									



ASSESSMENT SCHEDULE – 2025

DANCE Year: 11

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3
	Task Type	Practical	Practical & Written	Practical & Written
	OUTCOMES	P2.4, P2.5, P3.4, P3.5	P3.3, P3.6, P4.3	P2.5, P4.1
COMPONENTS	DATE DUE	Term 1 Week 9/10	Term 2 Week 8	Term 3 Week 9/10
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
Performance	40%	20%		20%
Composition	30%	10%	20%	
Appreciation	30%		10%	20%
TOTAL	100%	30%	30%	40%

Subject – Dance

Year: 11

OBJECTIVES	PRELIMINARY OUTCOMES
A student develops:	A student:
knowledge and understanding, skills, values and attitudes about dance performance	P2.1 identifies the physiology of the human body as it is relevant to the dancer.
	P2.2 identifies the body's capabilities and limitations.
	P2.3 recognises the importance of the application of safe dance practice.
	P2.4 demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination.
	P2.5 performs combinations, phrases and sequences with due consideration of safe dance practices.
knowledge and understanding, skills, values and attitudes about dance composition	P3.1 identifies the elements of dance composition.
	P3.2 understands the compositional process.
	P3.3 understands the function of structure as it relates to dance composition.
	P3.4 explores the elements of dance relating to dance composition.
	P3.5 devises movement material in a personal style in response to creative problem-solving tasks in dance composition.
	P3.6 structures movement devised in response to a specific concept/intent.
knowledge and understanding, skills, values and attitudes about dance appreciation	P4.1 understands the sociohistoric context in which dance exists.
	P4.2 develops knowledge to critically appraise and evaluate dance.
	P4.3 demonstrates the skills of gathering, classifying and recording information about dance.
	P4.4 develops skills in critical appraisal and evaluation.

Faculty Planning Scope and Sequence 2025

Course:	Dance		Year 11				Stage 6				
Unit of Work	Safe Dance Practice & Introduction to Composition										
Description	In their responding and composing students explore the ways the class exercises can be developed into extended sequences of movement. Students engage in independent study of safe dance practice through reading, organising and classifying information to answer a variety of questions. Students apply this understanding to a range of technique exercises. Students engage in the choreographic process through the modelling by the teacher in learning a Major Study Performance work.										
TERM 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	No class - Offline classes begin Week 3		Revising SMART Dance: Students revise the key components of SMART dance and its application to contemporary dance technique exercises.		The Dancer’s Body and Injuries: Students explore the role of the dancer’s body and the application of safe dance practice in both theoretical and practical class tasks.		Applying Safe Dance in Performance: Students link their theoretical understanding of safe dance practice to their execution of class exercises and the Performance Work. Students engage in self reflection and various feedback activities to present their understanding physically, verbally and in written form.				
					Revising Elements of Dance: Students explore the elements of dance and their role in the communication of ideas, as they apply their understanding to the manipulation of a class exercise.		Linking Composition: Students continue to explore the elements of dance as they refine their manipulated movement phrase and engage in reflective activities to solidify their understanding of the compositional process.				
Outcomes	P2.1, P2.2, P2.3, P2.4, P2.5, P4.3						P2.1, P2.2, P2.3, P2.4, P2.5, P3.1, P3.2, P3.4, P3.5, P4.3				
Objectives	Dance Performance, Dance Composition, Dance Appreciation, Dance as an Artform										
<i>Life Skills Unit of Work</i>	Introduction to Performance & Composition										
<i>Life Skills Assessment</i>	Assessment Task # 1 – Practical – Performance & Composition 30%										
<i>Life Skills Outcomes</i>	DLS1, DLS2, DLS3, DLS4, DLS5, DLS6, DLS7, DLS8										
Assessment Task Name, Weighting, Number, Outcomes	Assessment Task # 1 – Practical – Performance & Composition 30% P2.4, P2.5, P3.4, P3.5										
Reporting Outcomes	P2.4, P3.4										

Faculty Planning Scope and Sequence 2025										
Course:	Dance			Year 11			Stage 6			
Unit of Work	Continuing Performance, Composition & Dance on Film									
Description	In their responding and composing students explore the ways that movement can convey an idea. Students engage with an auditory stimulus to develop a clear concept driven choreographic work. Students engage in the choreographic process through modelling by the teacher in learning a Major Study Performance work. Students continue their study of Dance Technique and Performance Quality when performing the Major Study Performance work. Students draw link between professional dance works and their own works of art through the interpretation and analysis of dance film, with a focus on Fine Line by Sue Healey									
TERM 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Generating Movement: Students engage in a range of composition and improvisation activities to begin their generation of movement in relation to an auditory stimulus.			Organising Movement: Students continue their exploration of movement through compositional activities, with a focus on the organisation of movement through the development and manipulation of motifs.			Organising the Dance: Students refine their compositions through reflective practice and ensure clear organisation of the dance through focus on structure, variation, contrasts, repetition, transitions and unity.			
	Introduction to Dance Film: Students engage in the analysis of a range of dance film sources, exploring the context of this style.			Close Study of Dance on Film (Fine Line): Students examine the dance film work, Fine Line by Sue Healey, applying the skills of dance analysis to understand the ways in which dance communicates meaning in a given context.						
Outcomes	P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P4.2, P4.3			P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P4.2, P4.3						
Objectives	Dance Composition, Dance Appreciation, Dance as an Artform									
<i>Life Skills Unit of Work</i>	Performance, Composition & Appreciation									
<i>Life Skills Assessment</i>	Assessment Task #2 – Practical & Written – Composition 30%									
<i>Life Skills Outcomes</i>	DLS1, DLS2, DLS3, DLS4, DLS5, DLS6, DLS7, DLS8									
Assessment Task Name, Weighting, Number, Outcomes	Assessment Task #2 – Practical & Written – Composition 30% P3.3, P3.6, P4.3									
Reporting Outcomes	P3.6, P4.3									

Faculty Planning Scope and Sequence 2025

Course:	Dance		Year 11			Stage 6				
Unit of Work	Australian Dance & Refining Performance									
Description	In this unit, students explore dance as an artform and explore the ways in which movement can convey meaning. Students further develop their understanding of the application of dance technique and performance quality to allow for personal interpretation of a set dance work. Students complete a close study of selected excerpts of <i>Terrain</i> by Bangarra Dance Theatre, developing their skills in dance analysis and exploring the development of dance in Australia. Students continue their study of dance performance through further development of their personal interpretation in the MSP.									
TERM 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	History & Analysis of Australian Dance: Students are introduced to the development of dance in Australia, with a focus on the works of First Nations practitioners, in particular Bangarra Dance Theatre through the close study and analysis of selected excerpts of the work <i>Terrain</i> .					Revision & Refinement: Revision and refinement of both practical and written components in preparation for Preliminary Examinations, including reflective activities, self and peer analysis and explicit teaching of responses using past papers.		Preliminary Examinations		
	Dance Technique, Performance Quality & Interpretation: Students focus on the application of dance technique and performance quality to the execution of the Major Study Performance Dance, allowing them to develop their understanding of interpretation through performance.									
Outcomes	P2.1, P2.4, P2.5, P4.1, P4.4					P2.1, P2.4, P2.5, P4.1, P4.4				
Objectives	Dance Performance, Dance Composition, Dance Appreciation, Dance as an Artform									
<i>Life Skills Unit of Work</i>	Performance, Composition & Appreciation									
<i>Life Skills Assessment</i>	Assessment Task #3 – Practical & Written – Performance & Examination 40%									
<i>Life Skills Outcomes</i>	DLS1, DLS2, DLS3, DLS4, DLS5, DLS6, DLS7, DLS8									
Assessment Task Name, Weighting, Number, Outcomes	Assessment Task #3 – Practical & Written – Performance & Examination 40% P2.5, P4.1, P4.4									
Reporting Outcomes	P2.5, P4.1									



FORMAL ASSESSMENT SCHEDULE – 2025

DRAMA	Year: 11
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Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3
	Task Type	Playbuilding (Group Performance)	Influential Practitioners	Individual Project
	OUTCOMES	P1.3, P1.5, P2.1, P3.1	P3.2, P3.3	P1.4, P1.6, P2.3
COMPONENTS	DATE DUE	Term 2 Week 5	Term 3 Week 1	Term 3 Weeks 9/10
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
Making	40%	Presentation of group performance 10%		Presentation of monologue performance and submission of design project 30%
Performing	30%	Presentation of group performance 20%		Presentation of monologue performance 10%
Critically Studying	30%	Log book record and written analysis 10%	Research essay 20%	
TOTAL	100%	40%	20%	40%

DRAMA	Preliminary	Year: 11
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OBJECTIVES	PRELIMINARY OUTCOMES
	The student:
Making	P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles
	P1.2 explores ideas and situations, expressing them imaginatively in dramatic form
	P1.3 demonstrates performance skills appropriate to a variety of styles and media
	P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
	P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
	P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action
Performing	P2.1 understands the dynamics of actor-audience relationship
	P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
	P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action
	P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
Critically Studying	P3.1 critically appraises and evaluates, both orally and in writing, personal performance and the performances of others
	P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
	P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements



FORMAL ASSESSMENT SCHEDULE – 2025

DRAMA LIFESKILLS

Year: 11

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3
	Task Type	Playbuilding (Group Performance)	Influential Practitioners	Individual Project
OUTCOMES		DRLS1, DRLS6	DRLS2, DRLS5, DRLS7	P1.4, P1.6, P2.3
COMPONENTS	DATE DUE	Term 2 Week 5	Term 3 Week 1	Term 3 Weeks 9/10
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
Making	40%	Presentation of group performance 10%		Presentation of monologue performance and submission of design project 30%
Performing	30%	Presentation of group performance 20%		Presentation of monologue performance 10%
Critically Studying	30%	Log book record and written analysis 10%	Research essay 20%	
TOTAL	100%	40%	20%	40%

DRAMA	Preliminary	Year: 11
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OBJECTIVES	PRELIMINARY OUTCOMES
	The student:
making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment	DRLS1 explores characters, roles, situations and actions through drama
	DRLS2 participates in drama experiences through improvisation, playbuilding and acting to communicate ideas and feelings
performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience	DRLS3 explores a variety of theatrical traditions and performance styles
	DRLS4 develops performance skills appropriate to theatrical traditions and performance styles
	DRLS5 explores the elements of production through the preparation of performances
appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience	DRLS6 experiences a variety of drama and theatre performances and demonstrates an awareness of the ideas and feelings conveyed
	DRLS7 communicates and describes how the elements of drama can be used to convey meaning

Faculty Planning Scope and Sequence 2025

Course:	Drama	Year 11	Stage 6								
Unit of Work	Theatrical Traditions & Introduction to Improvisation, Playbuilding and Acting										
Description	Students explore aspects of improvisation and playbuilding through a range of drama games and collaborative tasks. Students engage in theoretical and practical study of a range of key theatre practitioners to develop their understanding of acting and theatrical traditions.										
TERM 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	No class - Offline classes begin Week 3		Theatrical Traditions and Performance Styles: Theoretical research and practical application of different theatre practitioners actor training systems.								
			Students engage in theoretical and practical study of the works of Stanislavski and Grotowski and their roles and theories in regards to actor training.	Students engage in theoretical and practical study of the works of Meyerhold and Brecht and their roles and theories in regards to actor training.	Students engage in theoretical and practical study of the works of Bogart, Barba and Lecoq and their roles and theories in regards to actor training	Students engage in theoretical and practical study of the works of Suzuki and Method Acting their roles and theories in regards to actor training					
			Improvisation, Playbuilding and Acting								
			Students engage in a range of practical tasks as they are introduced to the elements of drama and their role in improvisation, including the role of the drama logbook.	Students work collaboratively through a range of practical tasks to develop ensemble skills. Through the exploration of a provided visual stimulus, students are guided through the playbuilding process, focusing on the initial development of ideas and structure.	Students continue to work collaboratively in the development of their playbuilding work in response to the provided visual stimulus. Students are provided with elements of drama focus areas throughout the process, allowing them to deepen their understanding through reflective practice and refinement.						
Outcomes	P1.1, P1.2, P1.3, P1.5, P1.6, P1.7, P1.8, P2.4, P2.5, P2.6, P3.1, P3.2, P3.3										
Objectives	Making, Performing, Critically Studying										
<i>Life Skills Unit of Work</i>	People in Theatre										
<i>Life Skills Assessment</i>	Formative Assessment - Participation in class workshops										
<i>Life Skills Outcomes</i>	DRLS2, DRLS3, DRLS4										
Assessment Task Name, Weighting, Number, Outcomes	No Assessment Term 1										
Reporting Outcomes	N/A										

Faculty Planning Scope and Sequence 2025

Course:	Drama	Year 11						Stage 6			
Unit of Work	Continuing Playbuilding & World Theatre										
Description	<p>In this unit, students engage in the study of making, performing and critically studying Drama. Students focus on the techniques of a range of theatre styles around the world, engaging in a range of written and practical experiences to enhance their knowledge and understanding of the different dramatic styles. Students continue to develop skills in acting through continued work on the playbuilding task using visual stimulus. Throughout their learning, students continually reflect on their practical experiences to solidify theoretical understanding of both dramatic styles and the playbuilding process.</p>										
TERM 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Continuing Playbuilding										
	<p>Students continue to engage with the playbuilding process to develop a work in response to provided visual stimulus. The logbook is used to solidify understanding of practical experiences and allows for explicit teaching of reflective writing practices.</p>			<p>Students refine playbuilt works and present for assessment, including practical and written reflective demonstrations of understanding.</p>							
	World Theatre										
	<p>Students are introduced to the topic and explore the processes and techniques of Greek Theatre through theoretical and practical tasks.</p>			<p>Students continue their study of World Theatre with a focus on Commedia Dell'Arte, Elizabethan Theatre and various stage spaces through theoretical and practical tasks.</p>			<p>Students continue their study of World Theatre with a focus on Asian Theatre through theoretical and practical tasks. Students also engage in reflection and revision of significant theatre practitioners from Term 1, making links to requirements for Assessment Task #2.</p>		<p>Students continue their study of World Theatre with a focus on Theatre of the Oppressed through theoretical and practical tasks. Explicit teaching of written requirements for Assessment Task #2.</p>		
Outcomes	P1.1, P1.2, P1.3, P1.5, P1.6, P1.7, P1.8, P2.3, P2.4, P2.5, P2.6, P3.1, P3.2, P3.3, P3.4										
Objectives	Making, Performing, Critically Studying										
<i>Life Skills Unit of Work</i>	Making Theatre Around the World										
<i>Life Skills Assessment</i>	Formative Assessment - Participation in class workshops										
<i>Life Skills Outcomes</i>	DRLS1, DRLS6										
Assessment Task Name, Weighting, Number, Outcomes	<p>Assessment Task #1 – Playbuilding (Group Performance) 40% P1.3 ,P1.5, P2.1, P3.1</p>										
Reporting Outcomes	P1.3, P 2.1, P3.1										

Faculty Planning Scope and Sequence 2025

Course:	Drama			Year 11			Stage 6			
Unit of Work	Elements of Production - Ruby Moon									
Description	<p>In this unit, students engage in the study of making, performing and critically studying Drama. Students focus on the text <i>Ruby Moon</i> and the techniques used in the production of this play. Students continue to develop skills in acting and making through monologue performances based on the play. Students engage with production elements by examining the work of professional productions as well as designing their own. Throughout their learning, students continually reflect on their practical experiences to solidify theoretical understanding of both dramatic styles and the playbuilding process.</p>									
TERM 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Close Study of Text - Ruby Moon (Elements of Production) Students engage in staged reading of the text, with links made to the elements of drama and elements of production through class discussion and various class practical workshops.			Development of Monologue & Design Project Students draw on their understanding of the text to develop an individual performance and design project, demonstrating an understanding of the role of the elements of production, element of drama and the actor-audience relationship in communicating meaning.			Preliminary Examinations			
Outcomes	P1.1, P1.2, P1.4, P1.5, P1.6, P1.8, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P3.1, P3.2, P3.3, P3.4									
Objectives	Performing, Making and Critically Studying									
<i>Life Skills Unit of Work</i>	Putting It On Stage									
<i>Life Skills Assessment</i>	Performance and/or Design Project									
<i>Life Skills Outcomes</i>	DRLS2, DRLS5, DRLS7									
Assessment Task Name, Weighting, Number, Outcomes	Assessment Task #2 – Influential Practitioners 20% P3.2, P3.3 Assessment Task #3 – Individual Project 40% P1.4, P1.6, P2.3									
Reporting Outcomes	P1.4, P2.3, P3.3									



FORMAL ASSESSMENT SCHEDULE – 2025

ECONOMICS

Year: 11

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3
	Task Type	The Similarities and Differences in Economies Case Study	Markets Short Response	Preliminary Examination
	OUTCOMES	P2, P4, P9, P10	P1, P2, P3, P8, P11	P1, P2, P3, P4, P6, P7, P8, P10, P11, P12
COMPONENTS	DATE DUE	Term 1, Week 8	Term 2, Week 9	Term 3, Exam period
	IN CLASS OR TAKE HOME	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
Knowledge and understanding of course content	40%	10%	10%	20%
Stimulus-based skills	20%	5%	5%	10%
Inquiry and research	20%	10%	5%	5%
Communication of economic information, ideas and issues in appropriate forms	20%	5%	10%	5%
TOTAL MARK	100%	30%	30%	40%

Subject – Economics

Year: 11

OBJECTIVES	PRELIMINARY OUTCOMES
A student develops:	A student:
<p>knowledge and understanding about:</p> <ul style="list-style-type: none"> ● the economic behaviour of individuals, firms, institutions and governments ● the function and operation of markets ● the operation and management of economies ● contemporary economic problems and issues facing individuals, firms and governments <p>skills to:</p> <ul style="list-style-type: none"> ● investigate and engage in effective analysis, synthesis and evaluation of economic information from a variety of sources ● communicate economic information, ideas and issues in appropriate forms 	<p>P1 demonstrates understanding of economic terms, concepts and relationships P2 explains the economic role of individuals, firms and government in an economy</p> <p>P3 describes, explains and evaluates the role and operation of markets</p> <p>P4 compares and contrasts aspects of different economies P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy P6 explains the role of government in the Australian economy P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments P8 applies appropriate terminology, concepts and theories in economic contexts</p> <p>P9 selects and organises information from a variety of sources for relevance and reliability P10 communicates economic information, ideas and issues in appropriate forms P11 applies mathematical concepts in economic contexts</p> <p>P12 works independently and in groups to achieve appropriate goals in set timelines</p>

Scope and Sequence- 2025

Course:	Economics	Year:	11
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
T e r m 1	Unit of Work	Introduction to Economics / Consumers and Business										
	Description	<p>The focus of this topic is the need for choice by individuals, businesses and governments. Their decisions determine the nature of the economy and create the diversity of economies found in the world/ The focus of this topic is an investigation of how consumers and businesses make decisions about the choices they face, recognising that in a market economy both are motivated largely by self-interest</p>										
	Outcomes		<i>P1, P3, P4, P8, P9</i>		<i>P2, P3, P5, P7, P8, P9</i>			<i>P7, P6, P9, P10, P11, P12</i>			<i>P1, P2, P3, P8, P10, P11</i>	
	Subject Specific i.e. Module, Area of Study, Text etc	N/A		The Nature of Economics	The Operation of an Economy	Economics: Similarities and Differences	The Role of Consumers	The Role of Consumers	The Role of Businesses	The Role of Businesses	Demand	
	<i>Life Skills Unit of Work</i>	Business and Economics (Life Skills)										
	<i>Life Skills Outcomes</i>	BELS1, BELS2, BELS3										
	Assessment Task Name, Weighting, Number, Outcomes	Formal Assessment Task name: The Similarities and Differences of Economics Weighting: 30% Outcomes: P2, P4, P9, P10										
	Reporting Outcomes	P1, P3, P6, P8										

Course:		Economics			Year:			11			Stage:		Stage 6		
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11			
Term 2	Unit of Work	Markets/ Labour Markets/ Financial Markets													
	Description	The focus of this topic is the need for choice by individuals, businesses and governments. Their decisions determine the nature of the economy and create the diversity of economies found in the world/ The focus of this topic is an investigation of how consumers and businesses make decisions about the choices they face, recognising that in a market economy both are motivated largely by self-interest													
	Outcomes	<i>P1, P2, P3, P8, P10, P11</i>	<i>P1, P3, P4, P8, P9</i>		<i>P2, P3, P5, P7, P8, P9</i>		<i>P7, P6, P9, P10, P11, P12</i>		<i>P2, P3, P5, P7, P8, P9, P10, P11, P12</i>						
	Subject Specific i.e. Module, Area of Study, Text etc	Supply	Equilibrium/ Alternatives to market solutions	Elasticity of Demand/ Supply	Variations in competition	Supply and Demand of Labour	The Australian Workforce/ Labour Market Outcomes	Labour Market Trends	Types of Financial Markets and Regulation	Borrowers and Lenders	Interest Rates	N/A			
	<i>Life Skills Unit of Work</i>	Business and Economics (Life Skills)													
	<i>Life Skills Outcomes</i>	BELS5, BELS6, BELS8, BELS9													
	Assessment Task Name, Weighting, Number, Outcomes	Formal Assessment Task name: Markets Short Response Weighting: 30% Outcomes: P1, P2, P3, P8, P11													
	Reporting Outcomes	P1, P3, P6, P8													

Course:		Economics			Year:		11			Stage:		Stage 6		
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11		
Term 3	Unit of Work	Government Role and the Economy												
	Description	The focus of this study is the role of government in a mixed economy. The main concepts are management of the economy, and problems and issues arising from the free operation of markets												
	Outcomes	<i>P1, P2, P3, P8, P10, P11</i>			<i>P2, P3, P5, P7, P8, P9</i>			<i>P1-P12</i>						
	Subject Specific i.e. Module, Area of Study, Text etc	Market Limits	Market Limits	Government Structure	Stabilisation of the Economy	Federal Budget	Economic Function	Revision	Revision	Exam Week	Exam Week	N/A		
	<i>Life Skills Unit of Work</i>	Business and Economics (Life Skills)												
	<i>Life Skills Outcomes</i>	BELS6, BELS7, BELS11												
	Assessment Task Name, Weighting, Number, Outcomes	Formal Assessment Task name: Preliminary Examination Weighting: 40% Outcomes: P1, P2, P3, P4, P6, P7, P8, P10, P11, P12												
	Reporting Outcomes	P1, P6, P7, P10												



FORMAL ASSESSMENT SCHEDULE – 2025

ENGLISH ADVANCED

Year 11

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work,					Task No.	TASK 1	TASK 2	TASK 3
					Task Type	Creative Response & Reflection Statement	Multimodal Presentation	End of Course Examination
SYLLABUS OUTCOMES	MODULES	COMPONENTS & WEIGHTING		DATE DUE	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9	
		Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	IN CLASS OR TAKE HOME	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	
<ul style="list-style-type: none"> EA11-3B EA11-4B EA11-6C EA11-9E 	Common Module – Reading to Write	17.5%	17.5%	35%	25%		10%	
<ul style="list-style-type: none"> EA11-2A EA11-5C 	Module A – Narratives that Shape our World	22.5%	22.5%	45%		35%	10%	
<ul style="list-style-type: none"> EA11-1A EA11-7D EA11-8D 	Module B – Critical Study of Literature	10%	10%	20%			20%	
TOTAL					100%	25%	35%	40%

YEAR 11 ENGLISH ADVANCED

OBJECTIVES	HSC OUTCOMES
<p>Objective A Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing.</p>	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
<p>Objective B Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to use language to shape and make meaning according to purpose, audience and context.</p>	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
<p>Objective C Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to think in ways that are imaginative, creative, interpretive and critical.</p>	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
<p>Objective D Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to express themselves and their relationships with others and their world.</p>	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
<p>Objective E Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to learn and reflect on their learning through their study of English.</p>	EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

Course:	English Advanced	Year	11 - 2025	Stage:	6
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Term 1, 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit of Work	Common Module: Reading to Write – Transition to Senior English (40 indicative hours)										(see next page)
Description	In this module, students undertake the intensive and close reading of quality texts from a variety of modes and media. In doing so, the further develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey complex ideas, relationships, endeavours and scenarios. Central to this module is developing student capacity to respond perceptively to texts through their own considered and thoughtful writing and judicious reflection on their skills and knowledge as writers. Students read texts that are engaging thematically, aesthetically, stylistically and/or conceptually to inspire or provoke them to critique skilfully, or to respond imaginatively. Through the study of texts, students develop insights into the world around them, deepen their understanding of themselves and the lives of others and enhance their enjoyment of reading.										(see next page)
Outcomes	EA11-3B, EA11-4B, EA11-6C, EA11-9E										(see next page)
Subject Specific Text	A range of short texts - The careful selection of critical and creative texts that address the needs and interests of students provides opportunities for them to increase the command of their own written expression, and empower them with the confidence, skills and agility to employ language precisely, appropriately and creatively for a variety of purposes.										(see next page)
Life Skills Unit of Work											
Life Skills Outcomes											
Assessment Task, Name, Weighting, Number, Outcomes	Task 1: Creative & Reflection EA11-3B, EA11-4B, EA11-6C, EA11-9E 25% Due Week 8 Task 3: End of Course Examination 10% Due Term 3 Week 9										(see next page)
Semester 1 Reporting	EA11-3B, EA11-4B, EA11-6C, EA11-9E										(see next page)

Term 2, 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit of Work	Module A: Narratives that Shape our World (40 indicative hours)								(see next page)	
Description	In this module, students explore a range of narratives from the past and the contemporary era that illuminate and convey ideas, attitudes and values. They consider the powerful role of stories and storytelling as a feature of narrative in past and present societies, as a way of: connecting people within and across cultures, communities and historical eras; inspiring change or consolidating stability; revealing, affirming or questioning cultural practices; sharing collective or individual experiences; or celebrating aesthetic achievement. Students deepen their understanding of how narrative shapes meaning in a range of modes, media and forms, and how it influences the way that individuals and communities understand and represent themselves.								(see next page)	
Outcomes	EA11-2A, EA11-5C								(see next page)	
Subject Specific Text	<i>Pride and Prejudice, The Lizzie Bennet Diaries</i>								(see next page)	
Life Skills Unit of Work										
Life Skills Outcomes										
Assessment Task, Name, Weighting, Number, Outcomes	Task 2: Multimodal Presentation EA11-2A, EA11-5C 35% Due Week 8 Task 3: End of Course Examination 10% Due Term 3 Week 9								(see next page)	
Reporting	EA11-1A, EA11-2A, EA11-5C, EA11-7D, EA11-8D								(see next page)	

Term 3, 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
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Unit of Work	Module B: Critical Study of Literature (40 indicative hours)						Writing Workshops	End of course Exams
Description	<p>In this module, students develop analytical and critical knowledge, understanding and appreciation of a literary text. Through increasingly informed personal responses to the text in its entirety, students develop understanding of the distinctive qualities of the text and notions of textual integrity. Students study one text appropriate to their needs and interests. Central to this study is the exploration of how the author's ideas are expressed in the text through an analysis of its construction, content and language.</p> <p>Students develop their own interpretation of the text, basing their judgements on evidence drawn from their research and reading, enabling the development of a deeper and richer understanding of the text. In doing so, they consider notions of contexts with regard to the text's composition and reception; investigate the perspectives of others; and explore the ideas in the text, further strengthening their personal perspective on the text.</p>						<p>Students will consolidate their understanding of the following writing forms in a series of workshops:</p> <ul style="list-style-type: none"> • Persuasive • Discursive • Imaginative • Reflective 	
Outcomes	EA11-1A, EA11-7D, EA11-8D						EA11-1A, EA11-2A, EA11-3B, EA11-4B, EA11-5C, EA11-6C, EA11-7D, EA11-8D, EA11-9E	
Subject Specific Text	<i>William Shakespeare's King Lear</i>						All Module Texts	
Life Skills Unit of Work								
Life Skills Outcomes								
Assessment Task, Name, Weighting, Number, Outcomes	<p>Task 3: End of Course Examination EA11-1A, EA11-7D, EA11-8D 20% Due Week 9</p>							
Reporting	EA11-1A, EA11-2A, EA11-5C, EA11-7D, EA11-8D							



FORMAL ASSESSMENT SCHEDULE – 2025

ENGLISH EXTENSION

Year 11

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.				Task No.	TASK 1	TASK 2	TASK 3
				Task Type	Imaginative Response	Independent Related Project/ Multimodal Presentation	Critical Response
OUTCOMES	MODULE	COMPONENTS & WEIGHTING		DATE DUE	Term 1, Week 8	Term 2, Week 9	Term 3, Week 6
		Knowledge and understanding of complex texts and of how and why they are valued.	Skills in complex analysis, sustained composition and independent investigation.	IN CLASS OR TAKE HOME	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
EE11-3C EE11-5D	<i>Texts Culture and Value:</i> The Gothic Mode	15%	15%	30%	30		
EE11-1A EE11-4C EE11-5D EE11-6E	Independent Related Project	20%	20%	40%		40	
EE11-2B EE11-5D	<i>Texts Culture and Value:</i> The Gothic Mode	15%	15%	30%			30
TOTAL		50%	50%	100%	30%	40%	30%

YEAR 11 ENGLISH EXTENSION

OBJECTIVES	HSC OUTCOMES
<p style="text-align: center;">A</p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing.</p>	<p>EE11-1A: demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies</p>
<p style="text-align: center;">B</p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to use language to shape and make meaning according to purpose, audience and context.</p>	<p>EE11-2B: analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts</p>
<p style="text-align: center;">C</p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to think in ways that are imaginative, creative, interpretive and critical.</p>	<p>EE11-3C: thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts</p> <p>EE11-4D: develops skills in research methodology to undertake effective independent investigation</p>
<p style="text-align: center;">D</p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to express themselves and their relationships with others and their world.</p>	<p>EE11-5E: articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts</p>
<p style="text-align: center;">E</p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to learn and reflect on their learning through their study of English.</p>	<p>EE11-6E: reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity</p>

Scope and Sequence- 2025

Course:	English Extension	Year	11 - 2025	Stage:	6
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Term 1, 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit of Work	<i>Texts Culture and Value: The Gothic Mode</i> (Texts, Culture and Values - 40 indicative hours; Independent Related Project – 20 Indicative Hours)									
Description	What is the gothic mode, and how are contextual values conveyed through textual structure and language within texts? In these texts, what values are expressed about the control that one’s mind has over the self and others? How do texts create or reflect culture or cultural values? How can these texts and their literary shadows be conceptualised and appreciated through literary theory? How do the contexts of texts shape the values represented through the motivations and actions of the characters? What makes a text or a text’s values significant to the extent that they deserve to be echoed in different contexts and textual styles?									
Outcomes	EE11-3C, EE11-5D									
Subject Specific Text	Edgar Allan Poe: ‘The Raven’, ‘Spirits of the Dead’, ‘The Haunted Palace’, ‘The Conqueror Worm’, ‘The Lake’, ‘The Pit and the Pendulum’, ‘The Tell-Tale Heart’, ‘The Oval Portrait’ (s. story) Henry James, <i>The Turn of the Screw</i> Alejandro Amenabar, <i>The Others</i>									
Life Skills Unit of Work										
Life Skills Outcomes										
Assessment Task, Name, Weighting, Number, Outcomes	Task 1: Imaginative Response EE11-3C, EE11-5D 30% Due Week 8									
Reporting	EE11-3C, EE11-5D									

Term 2, 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit of Work	Texts Culture and Value: The Gothic Mode (Texts, Culture and Values - 40 indicative hours; Independent Related Project – 20 Indicative Hours)									(see next page)
Description	What is the gothic mode, and how are contextual values conveyed through textual structure and language within texts? In these texts, what values are expressed about the control that one's mind has over the self and others? How do texts create or reflect culture or cultural values? How can these texts and their literary shadows be conceptualised and appreciated through literary theory? How do the contexts of texts shape the values represented through the motivations and actions of the characters? What makes a text or a text's values significant to the extent that they deserve to be echoed in different contexts and textual styles?									(see next page)
Outcomes	EE11-1A, EE11-4C, EE11-5D, EE11-6E									(see next page)
Subject Specific Text	Edgar Allan Poe: 'The Raven', 'Spirits of the Dead', 'The Haunted Palace', 'The Conqueror Worm', 'The Lake', 'The Pit and the Pendulum', 'The Tell-Tale Heart', 'The Oval Portrait' (s. story) Henry James, <i>The Turn of the Screw</i> Alejandro Amenabar, <i>The Others</i>									(see next page)
Life Skills Unit of Work										
Life Skills Outcomes										
Assessment Task, Name, Weighting, Number, Outcomes	Task 2: Multimodal Presentation- Independent Related Project EE11-1A, EE11-4C, EE11-5D, EE11-6E 30% Due Week 9									(see next page)
Reporting	EE11-1A, EE11-2B , EE11-3C, EE11-4C, EE11-5D, EE11-6E									(see next page)

Term 3, 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Unit of Work	Texts Culture and Value: The Gothic Mode (Texts, Culture and Values - 40 indicative hours; Independent Related Project – 20 Indicative Hours)							
Description	What is the gothic mode, and how are contextual values conveyed through textual structure and language within texts? In these texts, what values are expressed about the control that one’s mind has over the self and others? How do texts create or reflect culture or cultural values? How can these texts and their literary shadows be conceptualised and appreciated through literary theory? How do the contexts of texts shape the values represented through the motivations and actions of the characters? What makes a text or a text’s values significant to the extent that they deserve to be echoed in different contexts and textual styles?							
Outcomes	EE11-2B, EE11-5D							
Subject Specific Text	Edgar Allan Poe: ‘The Raven’, ‘Spirits of the Dead’, ‘The Haunted Palace’, ‘The Conqueror Worm’, ‘The Lake’, ‘The Pit and the Pendulum’, ‘The Tell-Tale Heart’, ‘The Oval Portrait’ (s. story) Henry James, <i>The Turn of the Screw</i> Alejandro Amenabar, <i>The Others</i>							
Life Skills Unit of Work								
Life Skills Outcomes								
Assessment Task, Name, Weighting, Number, Outcomes	Task 3: Critical Response EE11-2B, EE11-5D 30% Due Week 6							
Reporting	EE11-1A, EE11-2B , EE11-3C, EE11-4C, EE11-5D, EE11-6E							



FORMAL ASSESSMENT SCHEDULE – 2025

ENGLISH STANDARD

Year 11

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.				Task No.	TASK 1	TASK 2	TASK 3
				Task Type	Imaginative Response & Reflection	Multimodal Presentation	End of Course Examination
OUTCOMES	MODULES	COMPONENTS & WEIGHTING		DATE DUE	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9
		Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	IN CLASS OR TAKE HOME	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
<ul style="list-style-type: none"> EN11-3B EN11-4B EN11-6C EN11-9E 	Common Module – Reading to Write	17.5%	17.5%	35%	25		10
<ul style="list-style-type: none"> EN11-2A EN11-5C 	Module A – Contemporary Possibilities	22.5%	22.5%	45%		35	10
<ul style="list-style-type: none"> EN11-1A EN11-7D EN11-8D 	Module B – Close Study of Literature	10%	10%	20%			20
TOTAL				100%	25%	35%	40%

YEAR 11 ENGLISH STANDARD

OBJECTIVES	HSC OUTCOMES
A student develops:	A student:
A Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing.	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
B Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to use language to shape and make meaning according to purpose, audience and context.	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
C Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to think in ways that are imaginative, creative, interpretive and critical.	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
D Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to express themselves and their relationships with others and their world.	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
E Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to learn and reflect on their learning through their study of English.	EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

Scope and Sequence- 2025

Course:	English Standard	Year	11 - 2025	Stage:	6
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Term 1, 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit of Work	Common Module: Reading to Write – Transition to Senior English (40 indicative hours)									(see next page)	
Description	<p>In this module, students undertake the intensive and close reading of quality texts from a variety of modes and media. In doing so, they further develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey complex ideas, relationships, endeavours and scenarios. Central to this module is developing student capacity to respond perceptively to texts through their own considered and thoughtful writing and judicious reflection on their skills and knowledge as writers. Students read texts that are engaging thematically, aesthetically, stylistically and/or conceptually to inspire or provoke them to critique skilfully, or to respond imaginatively. Through the study of texts, students develop insights into the world around them, deepen their understanding of themselves and the lives of others and enhance their enjoyment of reading.</p>									(see next page)	
Outcomes	EN11-3B, EN11-4B, EN11-6C, EN11-9E									(see next page)	
Subject Specific Text	<p>A range of short texts - The careful selection of critical and creative texts that address the needs and interests of students provides opportunities for them to increase the command of their own written expression, and empower them with the confidence, skills and agility to employ language precisely, appropriately and creatively for a variety of purposes.</p>									(see next page)	
Life Skills Unit of Work											
Life Skills Outcomes											
Assessment Task, Name, Weighting, Number, Outcomes	Task 1: Creative & Reflection EN11-3B, EN11-4B, EN11-6C, EN11-9E 25% Due Week 8 Task 3: End of Course Examination 10% Due Week 9									(see next page)	
Reporting	EN11-3B, EN11-4B, EN11-6C, EN11-9E									(see next page)	

Term 2, 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit of Work	Module A: Contemporary Possibilities (40 indicative hours)								(see next page)	
Description	<p>In this module, students extend their knowledge, understanding and appreciation of the ways that different communication technologies shape the ways that we read, navigate, understand and respond to digital, multimedia, multimodal and nonlinear texts. They develop understanding of the creative possibilities made available through these rapidly evolving technologies in the ways we communicate and represent ideas and experiences. Students engage in a detailed study of one complex multimodal or digital text for example film, media or interactive narratives. To support their study, students also explore a range of texts that typically use contemporary technologies such as film, television, online news services and specific social media platforms. They apply their understanding of the nature, scope and ethical use of digital technology in their own responding and composing.</p>								(see next page)	
Outcomes	EN11-2A, EN11-5C								(see next page)	
Subject Specific Text	<i>'Kenny'; various documentary trailers; "Word Up: Uncle Wes Marnes' Podcast and various others.</i>								(see next page)	
Life Skills Unit of Work										
Life Skills Outcomes										
Assessment Task, Name, Weighting, Number, Outcomes	<p>Task 2: Multimodal Presentation EN11-2A, EN11-5C 35% Due Week 8</p> <p>Task 3: End of Course Examination 10% Due Week 9</p>								(see next page)	
Reporting	EN11-1A, EN11-2A, EN11-5C, EN11-7D, EN11-8D								(see next page)	

Term 3, 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Unit of Work	Module B: Close Study of Literature (40 indicative hours)							Writing Workshops			
Description	<p>In this module, students develop their knowledge and appreciation of a substantial literary print text. Through their close study of and personal responses to the text in its entirety, students develop an understanding of the ways that language features, text structures and stylistic choices can be used in literary texts.</p> <p>Students study one literary print text, for example a prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet. They identify, analyse and respond to the ideas in the text and the ways in which meaning is shaped. Students examine the conventions that are particular to their chosen literary form, and the ways that authors use, manipulate and/or challenge those conventions.</p>							<p>Students will consolidate their understanding of the following writing forms in a series of workshops:</p> <ul style="list-style-type: none"> • Persuasive • Discursive • Imaginative • Reflective 			
Outcomes	EN11-1A, EN11-7D, EN11-8D							EN11-1A, EN11-2A, EN11-3B, EN11-4B, EN11-5C, EN11-6C, EN11-7D, EN11-8D, EN11-9E			
Subject Specific Text	The Poetry of Wilfred Owen							All Module Texts			
Life Skills Unit of Work											
Life Skills Outcomes											
Assessment Task, Name, Weighting, Number, Outcomes	<p>Task 3 – End of Course Examination EN11-1A, EN11-7D, EN11-8D 20% Due Week 9</p>										
Reporting	EN11-1A, EN11-2A, EN11-5C, EN11-7D, EN11-8D										



ENGLISH STUDIES

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.					Task No.	Task 1	Task 2	Task 3
					Task Type	Application Writing – Cover Letter, Resume, Email	Multimodal Presentation	Collection of Classwork
OUTCOMES	LIFESKILLS OUTCOMES	MODULES	COMPONENTS AND WEIGHTING		DATE DUE	Term 1, Week 8	Term 2, Week 8	Term 3, Week 8
			Knowledge and understanding of course content	Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively.	IN CLASS OR TAKE HOME	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
<ul style="list-style-type: none"> ES11-1A ES11-3A ES11-5B 	<ul style="list-style-type: none"> ENLS6-1A ENLS6-3A ENLS6-5A ENLS6-7B 	Common Module – Achieving Through English – English in Education, Work and Community	17.5%	17.5%	35%	25%		10%
ES11-6B ES11-8C ES11-9D	ENLS6-8B ENLS6-9C ENLS6-10C ENLS6-11D	Module B – Telling Us All About It – English and the Media	22.5%	22.5%	45%		35%	10%
ES11-2A ES11-7C ES11-10E	ENLS6-4A ENLS6-9C ENLS6-12E	Module C – On the Road – English and the Experience of Travel	10%	10%	20%			20%
TOTAL			50%	50%	100%	25%	35%	40%

YEAR 11 ENGLISH STUDIES

OBJECTIVES	HSC OUTCOMES
<p style="text-align: center;">A</p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> • communicate through speaking, listening, reading, writing, viewing and representing* 	<p>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</p> <p>ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts</p> <p>ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways</p> <p>ES11-4 composes a range of texts with increasing accuracy and clarity in different forms</p>
<p style="text-align: center;">B</p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> • use language to shape and make meaning according to purpose, audience and context 	<p>ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts</p> <p>ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes</p>
<p style="text-align: center;">C</p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> • think in ways that are imaginative, creative, interpretive and critical 	<p>ES11-7 represents own ideas in critical, interpretive and imaginative texts</p> <p>ES11-8 identifies and describes relationships between texts</p>
<p style="text-align: center;">D</p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> • express themselves and their relationships with others and their world 	<p>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</p>
<p style="text-align: center;">E</p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> • learn and reflect on their learning through their study of English 	<p>ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning</p>

YEAR 11 ENGLISH LIFE SKILLS

OBJECTIVES	HSC OUTCOMES
<p style="text-align: center;">A</p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> • communicate through speaking, listening, reading, writing, viewing and representing* 	<p>ENLS6-1 communicates in a range of everyday contexts for familiar audiences and purposes</p> <p>ENLS6-2 reads, views and responds to texts in familiar contexts</p> <p>ENLS6-3 comprehends and responds to a range of texts in familiar and unfamiliar contexts</p> <p>ENLS6-4 uses strategies to comprehend a range of texts composed for different purposes and contexts</p> <p>ENLS6-5 accesses information to communicate for different purposes and in different contexts</p> <p>ENLS6-6 composes texts for a variety of purposes and audiences in a range of modes</p>
<p style="text-align: center;">B</p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> • use language to shape and make meaning according to purpose, audience and context 	<p>ENLS6-7 identifies how language forms and features of texts vary according to purpose, audience and context</p> <p>ENLS6-8 uses appropriate language forms and features when composing texts for different modes, media, audiences, contexts and purposes</p>
<p style="text-align: center;">C</p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> • think in ways that are imaginative, creative, interpretive and critical 	<p>ENLS6-9 represents own ideas and personal experiences in interpretive and imaginative texts</p> <p>ENLS6-10 compares ideas, purposes and audiences of texts</p>
<p style="text-align: center;">D</p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> • express themselves and their relationships with others and their world 	<p>ENLS6-11 explores texts that express a range of ideas, values, points of view and attitudes</p>
<p style="text-align: center;">E</p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> • learn and reflect on their learning through their study of English 	<p>ENLS6-12 reflects on own learning processes and goals</p>

Course:	English Studies	Year	11 - 2025	Stage:	6
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Term 1, 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit of Work	Common Module: <i>Achieving Through English</i> (30-40 indicative hours)										(see next page)
Description	Through the study of the module <i>Achieving through English – English in education, work and community</i> , students develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment. They further develop comprehension strategies and improve skills that enable them to express themselves in English confidently, effectively, appropriately and with grammatical accuracy.										(see next page)
Outcomes	ES11-1A, ES11-3A, ES11-4A, ES11-5B										(see next page)
Subject Specific Text	A range of short texts - The careful selection of critical and creative texts that address the needs and interests of students provides opportunities for them to increase the command of their own written expression, and empower them with the confidence, skills and agility to employ language precisely, appropriately and creatively for a variety of purposes.										(see next page)
Life Skills Unit of Work	Common Module: <i>Achieving Through English</i> (30-40 indicative hours)										
Life Skills Outcomes	ENLS6-1A, ENLS6-3A, ENLS6-5A, ENLS6-6A, ENLS6-7B										
Assessment Task, Name, Weighting, Number, Outcomes	Task 1: Application Writing – Cover Letter, Resume, Email ES11-1A, ES11-3A, ES11-4A, ES11-5B 25% Due Week 8 Task 3: Final Portfolio of Classwork 40% Due Term 3 Week 8										(see next page)
Reporting	ES11-1A, ES11-3A, ES11-4A, ES11-5B										(see next page)

Term 2, 2023	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit of Work	Module B: Telling Us All About It (40 indicative hours)									(see next page)
Description	Through the study of the module <i>Telling us all about it – English and the media</i> , students develop a deeper understanding of the ways language is used to report on news and current affairs issues in various media forms such as television news programs, documentary programs, news bulletins, television infotainment shows, newspapers, current affairs magazines and online news sources. Students also develop an increased awareness of the ways language is used in various media forms in the world of advertising, for example in websites, print media, television and product placement.									(see next page)
Outcomes	ES11-6B, ES11-8C, ES11-9D									(see next page)
Subject Specific Text	A collection of texts									(see next page)
Life Skills Unit of Work	Module B: Telling Us All About It (40 indicative hours)									
Life Skills Outcomes	ENLS6-8B, ENLS6-9C, ENLS6-10C, ENLS6-11D									
Assessment Task, Name, Weighting, Number, Outcomes	Task 2: Multimodal Presentation ES11-6B, ES11-7C, ES11-8C, ES11-9D 35% Due Week 8 Task 3: Final Portfolio of Classwork 40% Due Term 3 Week 8									(see next page)
Reporting	ES11-2A, ES11-6B, ES11-7C, ES11-8C, ES11-9D, ES11-10E									(see next page)

Term 3, 2023	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
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Unit of Work	Module C: On the Road (40 indicative hours)	End of course Exams
Description	Through the study of the module <i>On the Road – English and the experience of travel</i> , students develop understanding and proficiency in the use of language related to travel, for example the language used by journalists, filmmakers and those in the travel industry. Students develop knowledge, understanding and skills in comprehending and using appropriate terminology, styles and language forms for analysing, discussing, responding to, and evaluating, issues and topics related to travel. They have opportunities to make judgements about travel advertisements, and locate and comprehend government advice about travel in various overseas countries.	
Outcomes	ES11-2A, ES11-7C, ES11-10E	
Subject Specific Text	A range of texts	
Life Skills Unit of Work	Module C: On the Road (40 indicative hours)	
Life Skills Outcomes	ENLS6-4A, ENLS6-9C, ENLS6-12E	
Assessment Task, Name, Weighting, Number, Outcomes	Task 3: Final Portfolio of Classwork ES11-2A, ES11-7C, ES11-10E 40% Due Week 8	
Reporting	ES11-2A, ES11-6B, ES11-7C, ES11-8C, ES11-9D, ES11-10E	



Formal Assessment Schedule – 2025

Food Technology

Year: 11

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3
	Task Type	Factors Affecting Food Selection Report	Nutrition Investigation	Preliminary Examination
	Outcomes	P1.2, P3.2, P4.1, P4.2	P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	P1.1, P1.2, P2.1, P2.2, P3.1, P4.4, P5.1
COMPONENTS	DATE DUE	Term 1 , Week 10	Term 2 , Week 9	Term 3 , Week 8-10
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
Knowledge & understanding of course content	40%	10%	5%	25%
Knowledge and skills in designing, researching, analysing and evaluating	30%	5%	15%	10%
Skills in experimenting with and preparing food by applying theoretical concepts	30%	15%	15%	
TOTAL	100%	30%	35%	35%

OBJECTIVES	OUTCOMES
Knowledge and understanding about food systems in the production, processing and consumption of food and an appreciation of their impact on society	<p>A student:</p> <p>P 1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods</p> <p>P 1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors</p>
Knowledge and understanding about the nature of food, human nutrition and an appreciation of the importance of food to health	<p>P 2.1 explains the role of food nutrients in human nutrition</p> <p>P 2.2 identifies and explains the sensory characteristics and functional properties of food</p>
Skills in researching, analysing and communicating food issues	<p>P 3.1 assesses the nutrient value of meals/diets for particular individuals and groups</p> <p>P 3.2 presents ideas in written, graphic and oral form using computer software where appropriate.</p>
Skills in experimenting with and preparing food by applying theoretical concepts	<p>P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food</p> <p>P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection</p> <p>P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups</p> <p>P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products</p>
Skills in designing implementing and evaluating solutions to food situations	<p>P 5.1 generates ideas and develops solutions to a range of food situations</p>

Faculty Planning Scope and Sequence 2025

Course	Food Technology	Year	11	Stage	Stage 6
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	Wk 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit of Work	Food Availability and Selection (30%)									Nutrition (30%)	
Description	NA	Introduction to the course. Course Outline, Ass Schedule, Expectations, Unit Outline, Google Classroom. Factors affecting food selection	Factors affecting food selection Physiological factors	Factors affecting food selection Psychological Factors	Factors affecting food selection Social Factors Economic Factors	Ass Task1 Notification 30% Influences on food availability Historical changes to the availability of food	Influences on food availability Technological developments influential on food availability	Influences on food availability Technological developments influential on food availability	Task 1 Ass Task Due 30% Influences on food availability Social, economic and political influences on food availability Revision.	Unit Outline Food Nutrient Introduction Carbohydrate Function, structure, food source	Food Nutrients Protein Function, structure, food source Lipids Function, structure, food source
Outcomes	P1.1, P1.2, P4.2									P2.1, P3.1, P3.2, P4.3, P5.1	

Subject Specific i.e. Module, Area of Study, Text etc		
<i>Life Skills Unit of Work</i>	Food Availability and Selection (30%)	Nutrition (30%)
<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	NIL	NIL
<i>Life Skills Outcomes</i>	FTLS2, FTLS3, FTLS11, FTLS12, FTLS13	FTLS8, FTLS9, FTLS10, FTLS11, FTLS12, FTLS13
Assessment Task Name, Weighting, Number, Outcome	Task 1 Task name Factors Affecting Food Selection Report Task Weight 30% Outcomes P1.2, P3.2, P4.1, P4.2	
Reporting Outcomes	P1.2, P4.1, P4.2	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	N A	
Unit of Work	Nutrition Continued (30%)							Food Quality (40%)				
Description	Food Nutrients Lipids Function, structure, food source Water Function, food source	Food Nutrients Vitamins and Minerals Function, food source Interrelations hip of nutrients	Interrelations hip of nutrients Nutritional Requirements throughout the Lifecycle	Ass Task 2 Notification 35% Nutritional Requirements throughout the Lifecycle	Current Food Selection Guides & nutrition information that assist in planning & evaluating meals/diets	Preparation techniques to produce nutritious foods	Digestion, absorption and metabolism of food	Functional properties of food, including: – the role of proteins in denaturing, coagulation, gelation, foaming and browning	Task 2 Nutrition Due 35% Factors that affect the functional properties of Proteins, including: – oxygen, temperature, acidity, agitation, enzymes & addition of other ingredients	Functional properties of food, Including the role of carbohydrates in gelatinising, dextrinising, caramelising and crystallising	N A	
Outcomes	P2.1, P3.1, P3.2, P4.3, P5.1											
Subject Specific i.e. Module, Area of												

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Study, Text etc			
<i>Life Skills Unit of Work</i>	Nutrition Continued (30%)	Food Quality (40%)	
<i>Life Skills Assessme nt Task Name, weighting, number, outcomes</i>	NIL	NIL	
<i>Life Skills Outcomes</i>	FTLS8, FTLS9, FTLS10, FTLS11, FTLS12, FTLS13	FTLS6, FTLS7, FTLS11, FTLS12, FTLS13	
Assessm ent Task Name, Weighting , Number, Outcomes	Task 2 Task name Nutrition Investigation Task Weight 35% Outcomes P2.1, P3.1, P3.2, P4.1, P4.3, P5.1		
Reporting Outcomes	P3.1, P4.1, P4.3		

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	N A
T3 2025	Unit of Work	Food Quality Continued (40%)									Preliminary Exams 35%	
	Description	Factors that affect the functional properties of carbohydrates, including: - oxygen, temperature, acidity, agitation, enzymes & addition of other ingredients	Functional properties of food, The role of fats in emulsifying and aerating	Factors that affect the functional properties of lipids, including: - oxygen, temperature, acidity, agitation, enzymes & addition of other ingredients Revise Functional Properties of food	Sensory characteristics of foods, including appearance, odour, taste (flavour) and texture (mouth feel) Sensory assessment of a variety of foods	Safe and hygienic work practices when handling food methods of storing foods to maintain quality such as; dry storage, cold storage and freezing	Ass Task 3 Notification 35% Equipment and utensils to produce quality food products across a range of settings Preparation methods to produce food products across a range of settings	Layout of food for visual appeal, including styling for photography and plating for service	Revision			
	Outcomes	P2.2, P3.2, P4.1, P4.4										

Subject Specific i.e. Module, Area of Study, Text etc			
<i>Life Skills Unit of Work</i>	Food Quality		
<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	NIL		
<i>Life Skills Outcomes</i>	FTLS6, FTLS7, FTLS11, FTLS12, FTLS13		
Assessment Task Name, Weighting, Number, Outcomes	Task 3 Task name Preliminary Examination Task Weight 35% Outcomes P1.1, P1.2, P2.1, P2.2, P3.1, P4.4, P5.1		
Reporting Outcomes	P1.1, P2.1, P3.1, P4.4,		



ASSESSMENT SCHEDULE – 2025

Preliminary Geography

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3
	Task Type	Earth's Systems	Geographic Investigation	Human-environment Interactions
COMPONENTS	DATE DUE	Term 1, Week 9	Term 2, Week 9	Term 3, Week 8
	OUTCOMES	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-11-03, GE-11-04, GE-11-07, GE-11-08
	IN CLASS OR TAKE HOME	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
Knowledge and understanding of course content	40%	15%	15%	10%
Geographical skills and tools	20%	5%	5%	10%
Geographical inquiry and research, including fieldwork	20%	5%	15%	
Communication of geographical information, ideas and issues in appropriate forms	20%	5%	5%	10%
	100%	30%	40%	30%

SUBJECT: GEOGRAPHY	PRELIMINARY	Year: 11
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		

Course:	Geography	Year:	11
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
T e r m 1 2 0 2 5	Unit of Work	Earth's natural systems									Geographical investigation	
	Description	Students investigate the functioning of natural systems and processes and adjustments of these processes in response to changes.									Students plan and conduct a Geographical Investigation	
	Outcomes	GE-11-01, GE-11-09	GE-11-02, GE-11-05, GE-11-07, GE-11-08,			GE-11-06, 11-07, GE-11-08, 11-09			GE-11-01, GE-11-02, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09			
	Subject Specific	Overview of uniqueness and diversity	Processes, cycles and circulations connecting natural systems			Natural systems and land cover change			Geographical Investigation			
	Assessment Task Name, Weighting, Outcomes	Assessment 1: Scenario Task; Weighting: 30% Outcomes: GE-11-01, GE-11-02, GE-11-09										
	Reporting Outcomes	GE-11-01, GE-11-02, GE-11-06, GE-11-09										
	<i>Life Skills Unit of Work</i>	Earth's natural systems										
<i>Life Skills Assessment</i>	Environment Study: 30% GE-LS-03, GE-LS-05, GE-LS-12											
<i>Life Skills Outcomes</i>	GE-LS-01, GE-LS-02, GE-LS-03, GE-LS-04, GE-LS-05, GE-LS-08, GE-LS-09, GE-LS-10, GE-LS-11, GE-LS-12											
<i>Life Skills Reporting</i>	GE-LS-02, GE-LS-03, GE-LS-05, GE-LS-12											

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
T e r m 2 0 2 5	Unit of Work	People, patterns and processes					Geographical Investigation		People, patterns and processes			
	Description	<i>Students investigate evidence of human diversity across the Earth's surface; examining the spatial patterns and extent of the human footprint.</i>					<i>Students plan and conduct a Geographical Investigation</i>		<i>Students investigate the unique character of places and how various human processes are shaping them</i>			
	Outcomes	GE-11-01, GE-11-2, GE-11-05, GE-11-09		GE-11-02, GE-11-03, GE-11-04, GE-11-07			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-11-03, GE-11-06, GE-11-07, GE-11-08, GE-11-09			
	Subject Specific	<i>Overview of the diversity and extent of human activity</i>		<i>Population and resource consumption</i>			<i>Geographical Investigation</i>		<i>People, patterns and processes study</i>			
	Assessment Task Name, Weighting, Outcomes	Assessment 2: Geographical Investigation ; Weighting: 40% Outcomes: GE-11-01, GE-11-02, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09										
	Reporting Outcomes	GE-11-01, GE-11-02, GE-11-06, GE-11-09										
	<i>Life Skills Unit of Work</i>	<i>People, Patterns and Processes</i>										
<i>Life Skills Assessment</i>	<i>Local fieldwork task: 40%</i> <i>GE-LS-08, GE-LS-09, GE-LS-10, GE-LS-11</i>											
<i>Life Skills Outcomes</i>	<i>GE-LS-01, GE-LS-02, GE-LS-03, GE-LS-04, GE-LS-11, GE-LS-12</i>											
<i>Life Skills Reporting</i>	<i>GE-LS-02, GE-LS-03, GE-LS-05, GE-LS-12</i>											

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
T e r m 3 2 0 2 5	Unit of Work	Geographical Investigation	Human-environment interactions				Revision	Preliminary Exams				
	Description	<i>Students plan and conduct a Geographical Investigation</i>	<i>Students investigate the global nature of land cover change, from temporal and spatial perspectives, as they examine the long-term development of natural systems compared to the short time frame of human activity.</i>				<i>Revising content and skills, then conducting a preliminary examination to assess development</i>					
	Outcomes	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-11-03, , GE-11-09		GE-11-04, GE-11-05, GE-11-06, GE-11-07, GE-11-08		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					
	Subject Specific	<i>Geographical Investigation</i>	<i>Overview of change to Earths natural systems over time and Land use and land cover change</i>		<i>Human-environment interactions study</i>		<i>Revising content and skills, then conducting a preliminary examination to assess development</i>					
	Assessment Task Name, Weighting, Outcomes	Assessment 3: Human-environment Interactions ; Weighting: 30% Outcomes: GE-11-03, GE-11-04, GE-11-07, GE-11-08										
	Reporting Outcomes	GE-11-03, GE-11-04, GE-11-05, GE-11-07										
	<i>Life Skills Unit of Work</i>	<i>Human-environment interactions</i>										
<i>Life Skills Assessment</i>	<i>Assessment 3: Changes in the environment: 30% GE-LS-02, GE-LS-04, GE-LS-06</i>											
<i>Life Skills Outcomes</i>	<i>GE-LS-02, GE-LS-03, GE-LS-04, GE-LS-06, GE-LS-10</i>											
<i>Life Skills Reporting</i>	<i>GE-LS-01, GE-LS-04, GE-LS-06, GE-LS-10</i>											



Formal Assessment Schedule – 2025

Preliminary Health and Movement Science

Year: 11

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>	Task No.	TASK 1	TASK 2	TASK 3
	Task Type	Body and Mind in Motion	Collaborative Investigation	Preliminary Examination
	Outcomes	HM-11-03 HM-11-06 HM-11-09	HM-11-03 HM-11-04 HM-11-05 HM-11-06	HM-11-07 HM-11-08 HM-11-09 HM-11-10
COMPONENTS	DATE DUE	Term 1, Week 10	Term 2, Week 7	Term 3, Week 8/9/10
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	60%	20%	20%	20%
TOTAL	100%	30%	30%	40%

Subject: Preliminary Health and Movement Science

Year: 11

OBJECTIVES	OUTCOMES
	A student:
HM-11-01	interprets meaning and patterns of health experienced by Australians
HM-11-02	analyses methods and resources to improve and advocate for the health of young Australians
HM-11-03	analyses the systems of the body in relation to movement
HM-11-04	investigates movement skills and psychology to improve participation and performance
HM-11-05	<i>Collaboration:</i> demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts
HM-11-06	<i>Analysis:</i> analyses the relationships and implications of health and movement concepts
HM-11-07	<i>Communication:</i> communicates health and movement concepts to audiences and contexts, using a variety of modes
HM-11-08	<i>Creative thinking:</i> generates new ideas that are meaningful and relevant to health and movement contexts
HM-11-09	<i>Problem-solving:</i> proposes and evaluates solutions to health and movement issues
HM-11-10	<i>Research:</i> analyses a range of sources to make conclusions about health and movement concepts



Formal Assessment Schedule – 2025

Preliminary Health and Movement Science Life Skills

Year: 11

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>	Task No.	TASK 1	TASK 2	TASK 3
	Task Type	Body and Mind in Motion	Collaborative Investigation	Research Task
	Outcomes	HM-LS-12, HM-LS-13, HM-LS-15, HM-LS-18	HM-LS-19, HM-LS-20, HM-LS-21	HM-LS-9, HM-LS-10, HM-LS-17
	DATE DUE	Term 1, Week 10	Term 2, Week 5	Term 3, Week 7
COMPONENTS	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	60%	20%	20%	20%
TOTAL	100%	30%	30%	40%

Course		Health and Movement Science					Year		11		Stage		6	
T e r m 1 , 2 0 2 5		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	W e e k 1 0	Week 11 (contd. W1T2)		
	Unit of Work	The Body and Mind in Motion										Movement Depth Study		
	Description	This focus area enables students to investigate how body systems influence and respond to movement, and understand the interrelationships between these systems for efficient movement. Students develop an understanding of the role energy systems and types of training and training methods play and how the body physiologically adapts to training. Students consider how movement skills are acquired, developed and improved, by exploring the characteristics of learners, the acquisition of skill, practice methods, performance elements and feedback. They investigate the relationship between performance and psychological factors, including motivational strategies, and the impact communities of exercise can have on participation and performance.										This focus area engages students' analysis, problem-solving and research skills. The Movement Depth Study is embedded in the Year 11 'The Body and Mind in Motion' unit of work in order to develop health literacy and include critical inquiry.		
	Outcomes	HM-11-03 analyses the systems of the body in relation to movement HM-11-04 investigates movement skills and psychology to improve participation and performance HM-11-05 Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts HM-11-06 Analysis: analyses the relationships and implications of health and movement concepts HM-11-07 Communication: communicates health and movement concepts to audiences and contexts using a variety of modes HM-11-08 Creative thinking: generates new ideas that are meaningful and relevant to health and movement concepts HM-11-09 Problem-solving: proposes and evaluates solutions to health and movement issues HM-11-10 Research: analyses a range of sources to make conclusions about health and movement concepts										HM-11-06 Analysis: analyses the relationships and implications of health and movement concepts HM-11-09 Problem-solving: proposes and evaluates solutions to health and movement issues HM-11-10 Research: analyses a range of sources to make conclusions about health and movement concepts		
	Subject Specific i.e. Module, Area of Study, Text etc	How do the systems of the body influence and respond to movement? What factors influence movement and performance? How are movement skills acquired, developed and improved? What is the relationship between psychology, movement and performance?										This unit of work is self-contained and does not feature multiple areas of study or inquiry questions.		
	<i>Life Skills Unit of Work</i>	Life Skills: The Body and Mind in Motion										Life Skills: Movement Depth Study		
	<i>Life Skills Outcomes</i>	HM-LS-12, HM-LS-14, HM-LS-15, HM-LS-16, HM-LS-18, HM-LS-19, HM-LS-20, HM-LS-21										HM-LS-17, HM-LS-20, HM-LS-21		
	Assessment Task Name, Weighting, Number, Outcomes, Time	<i>Preliminary assessment task #1</i> Body and Mind in Motion assessment task 30% HM-11-03, HM-11-06, HM-11-09 Term 1 Week 10					<i>Life Skills assessment #1</i> Body and Mind in Motion assessment task 30% HM-LS-12, HM-LS-13, HM-LS-15, HM-LS-18 Term 1 Week 10					HM-11-09, HM-11-10 (formatively assessed – no impact on overall mark/rank)		
	Reporting Outcomes	HM-11-03, HM-11-06, HM-11-09										HM-11-09, HM-11-10		

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Weeks 8 (contd. T3W1)	Week 9	Week 10
	Unit of Work	Movement Depth Study		Collaborative Investigation				Health for Individuals and Communities		Health Depth Study	
	Description	This focus area engages students analysis, problem-solving and research skills. The Movement Depth Study is embedded in the Year 11 'The Body and Mind in Motion' unit of work in order to develop health literacy and include a critical inquiry approach.		The Collaborative Investigation provides opportunities for students to develop knowledge and skills to support their own and others' health and movement. It allows students to manage their own learning and to become flexible, critical thinkers, problem-solvers and decision-makers. Throughout the Collaborative Investigation, students are provided with opportunities to positively interact with others and work collaboratively to reach agreements and decisions. They develop skills to negotiate plans and tasks, distribute leadership, create and maintain a positive group environment, and give and receive feedback. The Collaborative Investigation provides students with the opportunity to adopt an informed point of view when responding, by speculating, critiquing, analysing, interpreting and constructing possible meanings for their own and others' health, physical activity levels and performance.				This focus area explores the meanings of health from different perspectives. Students investigate the interplay of the determinants influencing health and the indicators used to measure and evaluate health status. Health for Individuals and Communities has a focus on the health of young people, with students having the opportunity to research a selected health issue of interest. They analyse the skills needed to protect and enhance the health and wellbeing of themselves and others. Students explore how government and non-government organisations can advocate and support the health of young people. They explore health promotion as a way to improve health and are introduced to the United Nations Sustainable Development Goals (SDGs) as a framework that demonstrates the complexity and interconnectedness of strategies needed to improve the health of Australians.		This focus area engages students analysis, problem-solving and research skills. The Health Depth Study is embedded in the Year 11 'Health for Individuals and Communities' unit of work in order to develop health literacy and include a critical inquiry approach.	
T e r m 2 , 2 0 2 5	Outcomes	HM-11-06 Analysis: analyses the relationships and implications of health and movement concepts HM-11-09 Problem-solving: proposes and evaluates solutions to health and movement issues HM-11-10 Research: analyses a range of sources to make conclusions about health and movement concepts		HM-11-03 analyses the systems of the body in relation to movement HM-11-04 investigates movement skills and psychology to improve participation and performance HM-11-05 Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts HM-11-06 Analysis: analyses the relationships and implications of health and movement concepts HM-11-07 Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes HM-11-08 Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts HM-11-09 Problem-solving: proposes and evaluates solutions to health and movement issues HM-11-10 Research: analyses a range of sources to make conclusions about health and movement concepts				HM-11-01 interprets meaning and patterns of health experienced by Australians HM-11-02 analyses methods and resources to improve and advocate for the health of young Australians HM-11-05 Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts HM-11-06 Analysis: analyses the relationships and implications of health and movement concepts HM-11-07 Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes HM-11-08 Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts HM-11-09 Problem-solving: proposes and evaluates solutions to health and movement issues HM-11-10 Research: analyses a range of sources to make conclusions about health and movement concepts		HM-11-06 Analysis: analyses the relationships and implications of health and movement concepts HM-11-09 Problem-solving: proposes and evaluates solutions to health and movement issues HM-11-10 Research: analyses a range of sources to make conclusions about health and movement concepts	
	Subject Specific i.e. Module, Area of Study, Text etc	This unit of work is self-contained and does not feature multiple areas of study or inquiry questions.		This unit of work is self-contained and does not feature multiple areas of study or inquiry questions.				How do we understand and measure Australia's health? What are young people's meanings of health? What key issues affect the health of young people and how can they protect and promote good health? What are the opportunities for improving and promoting young people's health?		This unit of work is self-contained and does not feature multiple areas of study or inquiry questions.	
	Life Skills Unit of Work	Life Skills: Movement Depth Study		Life Skills: Collaborative Investigation				Life Skills: Health for Individuals and Communities		Life Skills: Health Depth Study	
	Life Skills Outcomes	HM-LS-17, HM-LS-20, HM-LS-21		HM-LS-03, HM-LS-04, HM-LS-09, HM-LS-10, HM-LS-12, HM-LS-13, HM-LS-14, HM-LS-15, HM-LS-16, HM-LS-17, HM-LS-18, HM-LS-19, HM-LS-20, HM-LS-21				HM-LS-03, HM-LS-04, HM-LS-09, HM-LS-10, HM-LS-16, HM-LS-17, HM-LS-18, HM-LS-19, HM-LS-20, HM-LS-21		HM-LS-17, HM-LS-20, HM-LS-21	
	Assessment Task Name, Weighting Number, Outcomes	HM-11-09, HM-11-10 (formatively assessed – no impact on overall mark/rank)		<i>Preliminary assessment task #2</i> Collaborative Investigation 30% HM-11-05, HM-11-07 HM-11-08 Term 2 Week 5		<i>Life Skills task #2</i> Collaborative Investigation 30% HM-LS-19, HM-LS-20, HM-LS-21 Term 2 Week 5		HM-11-01, HM-11-02 (formatively assessed – no impact on overall mark/rank)		HM11-06, HM-11-09, HM-11-10 (formatively assessed – no impact on overall mark/rank)	
	Reporting Outcomes	HM-11-09, HM-11-10		HM-11-05, HM-11-07, HM-11-08				HM-11-01, HM-11-02		HM11-06	

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3 , 2025	Unit of Work	Health Depth Study		Health for Individuals and Communities							
	Description	This focus area engages students analysis, problem-solving and research skills. The Health Depth Study is embedded in the Year 11 'Health for Individuals and Communities' unit of work in order to develop health literacy and include a critical inquiry approach.		This focus area explores the meanings of health from different perspectives. Students investigate the interplay of the determinants influencing health and the indicators used to measure and evaluate health status. Health for Individuals and Communities has a focus on the health of young people, with students having the opportunity to research a selected health issue of interest. They analyse the skills needed to protect and enhance the health and wellbeing of themselves and others. Students explore how government and non-government organisations can advocate and support the health of young people. They explore health promotion as a way to improve health and are introduced to the United Nations Sustainable Development Goals (SDGs) as a framework that demonstrates the complexity and interconnectedness of strategies needed to improve the health of Australians.							
	Outcomes	HM-11-06 Analysis: analyses the relationships and implications of health and movement concepts HM-11-09 Problem-solving: proposes and evaluates solutions to health and movement issues HM-11-10 Research: analyses a range of sources to make conclusions about health and movement concepts		HM-11-01 interprets meaning and patterns of health experienced by Australians HM-11-02 analyses methods and resources to improve and advocate for the health of young Australians HM-11-05 Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts HM-11-06 Analysis: analyses the relationships and implications of health and movement concepts HM-11-07 Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes HM-11-08 Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts HM-11-09 Problem-solving: proposes and evaluates solutions to health and movement issues HM-11-10 Research: analyses a range of sources to make conclusions about health and movement concepts							
	Subject Specific i.e. Module, Area of Study, Text etc	This unit of work is self-contained and does not feature multiple areas of study or inquiry questions.		How do we understand and measure Australia's health? What are young people's meanings of health? What key issues affect the health of young people and how can they protect and promote good health? What are the opportunities for improving and promoting young people's health?							
	<i>Life Skills Unit of Work</i>	Life Skills: Health Depth Study		Life Skills: Health for Individuals and Communities							
	<i>Life Skills Outcomes</i>	HM-LS-17, HM-LS-20, HM-LS-21		HM-LS-03, HM-LS-04, HM-LS-09, HM-LS-10, HM-LS-16, HM-LS-17, HM-LS-18, HM-LS-19, HM-LS-20, HM-LS-21							
	Assessment Task Name, Weighting, Number, Outcomes	HM11-06, HM-11-09, HM-11-10 (formatively assessed – no impact on overall mark/rank)		HM-11-01, HM-11-02 (formatively assessed – no impact on overall mark/rank) <i>Preliminary assessment task #3</i> Preliminary Examination 40% HM-11-01, HM-11-02, HM-11-03, HM-11-04, HM-11-06, HM-11-08, HM-11-09 Term 3 Week 8-10				<i>Preliminary Life Skills assessment task #3</i> Research Task 40% HM-LS-9, HM-LS-10, HM-LS-17 Term 3 Week 7			
	Reporting Outcomes	HM11-06		Demonstrated in earlier units of work/assessment tasks within reporting period							

Subject : HMS Life Skills

Year: 11

OBJECTIVES	OUTCOMES
	A student:
HM-LS-01	engages with personal care needs
HM-LS-02	manages personal care needs
HM-LS-03	identifies ways to be healthy
HM-LS-04	participates in leisure and recreation activities for health and wellbeing
HM-LS-05	demonstrates help-seeking strategies and behaviours
HM-LS-06	uses appropriate and safe behaviours in health or movement contexts
HM-LS-07	explores skills and strategies for safe and healthy relationships
HM-LS-08	explores influences on health nationally and/or internationally
HM-LS-09	demonstrates an understanding of the relationship between personal and community health
HM-LS-10	investigates health services and strategies in the community that support the health of young Australians
HM-LS-11	explores strategies to support the health of a community
HM-LS-12	explores the relationship between body systems and movement
HM-LS-13	identifies ways to improve movement and performance
HM-LS-14	engages in physical activity
HM-LS-15	demonstrates skills and strategies for developing movement and performance
HM-LS-16	demonstrates skills to positively interact with others in health or movement contexts
HM-LS-17	identifies the relationships between health and movement concepts
HM-LS-18	communicates health or movement concepts
HM-LS-19	develops questions about health or movement concepts
HM-LS-20	develops solutions for health or movement concepts
HM-LS-21	explores sources about a range of health or movement concepts



ASSESSMENT SCHEDULE – 2025

Preliminary Hospitality



Education

Hospitality
 Qualification: SIT20322 Certificate II in Hospitality
 Cohort 2025 - 2026
 Training Package SIT Tourism, Travel and Hospitality

RTO - NSW Department of Education, RTO 90333

School Name: Elizabeth Macarthur High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality			Task 1 Safety in the kitchen	Task 2 Service please
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week	Week
			Term	Term
Code	Unit of Competency	HSC Examinable	Date	Date
SITXWHS005	Participate in safe work practices	X	X	
SITXFSA005	Use hygienic practices for food safety	X	X	
SITXFSA006	Participate in safe food handling practices	X	X	
SITHCCCO25	Prepare and present sandwiches		X	
SITXCCS011	Interact with customers	X		X
SITXCOM007	Show social and cultural sensitivity			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIT20322 Certificate II in Hospitality.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

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



Scope and Sequence Schedule - Hospitality 2 Units x 2 Years

Commencing 2025

Term 1 - Year 11 (Preliminary) year of study											
This scope and sequence <u>outlines</u> the delivery period. Assessments can be conducted at any point. The student and trainer should agree that the student is ready to be assessed. Variations to delivery and assessment must be noted on this schedule. Skills can be taught and practiced anytime throughout the course.											
Weeks											
Term 1	1	2	3	4	5	6	7	8	9	10	11
VET Course Induction	No Students										
Task 1: Safety in the kitchen (70 hours)											
SITXWHS005	Participate in safe work practices	No Students									
SITXFSA005	Use hygienic practices for food safety										
SITXFSA006	Participate in safe food handling practices										
SITHCCC025	Prepare and present sandwiches										
Task 2: Service please (30 hours)											
SITXCOM007	Show social and cultural sensitivity	No Students									
SITXCCS011	Interact with customers										

Scope and Sequence Schedule - Hospitality 2 Units x 2 Years
Commencing 2025

Term 2 - Year 11 (Preliminary) year of study												
This scope and sequence outlines the delivery period. Assessments can be conducted at any point. The student and trainer should agree that the student is ready to be assessed. Variations to delivery and assessment must be noted on this schedule. Skills can be taught and practiced anytime throughout the course.												
Weeks												
Term 2		1	2	3	4	5	6	7	8	9	10	11
Task 1: Safety in the kitchen												
SITXFSA005	Use hygienic practices for food safety											N/A
SITXWHS005	Participate in safe work practices											
SITXFSA006	Participate in safe food handling practices											
SITHCCC025	Prepare and present sandwiches											
Task 2: Service please												
SITXCOM007	Show social and cultural sensitivity											
SITXCCS011	Interact with customers											

Scope and Sequence Schedule - Hospitality 2 Units x 2 Years
Commencing 2025

Term 3 - Year 11 (Preliminary) year of study													
This scope and sequence <u>outlines</u> the delivery period. Assessments can be conducted at any point. The student and trainer should agree that the student is ready to be assessed. Variations to delivery and assessment must be noted on this schedule. Skills can be taught and practiced anytime throughout the course.													
Weeks													
Term 3		1	2	3	4	5	6	7	8	9	10	11	
Task 2: Service please													
SITXCOM007	Show social and cultural sensitivity												N/A
SITXCCS011	Interact with customers												
Task 3: The hospitality industry (20 hours)													
SITHIND006	Source and use information on the hospitality industry												
Task 4: Working in the hospitality industry (55 hours)													
SITHFAB024	Prepare and serve non-alcoholic beverages												
BSBTWK201	Work effectively with others												
SITHFAB025	Prepare and serve espresso coffee												
SITHFAB027	Serve food and beverages												
SITHIND007	Use hospitality skills effectively												



Formal Assessment Schedule – 2025

Preliminary Investigating Science

Year: 11

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>	Task No.	TASK 1	TASK 2	TASK 3
	Task Type	Investigation Development Depth Study Assessment Task	Scientific Model Assessment Task	Preliminary Examination
	Outcomes	INS11-1, 11-2, 11-3, 11-7, 11-8, 11-9	INS11-4, 11-5, 11-6, 11-7, 11-10	INS11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-9, 11-10, 11-11
COMPONENTS	DATE DUE	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9-10
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
<p>Working Scientifically INS11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7</p>	60	18	18	24
<p>Knowledge and Understanding INS11-8, 11-9, 11-10, 11-11</p>	40	12	12	16
TOTAL	100%	30	30	40

Subject

Preliminary

Year:

OUTCOMES	Description
	A student:
Questioning and predicting: INS11-1	develops and evaluates questions and hypotheses for scientific investigation
Planning investigations: INS11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
Conducting investigations: INS11-3	conducts investigations to collect valid and reliable primary and secondary data and information
Processing data and information: INS11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Analysing data and information: INS11-5	analyses and evaluates primary and secondary data and information
Problem solving: INS11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
Communicating: INS11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
Observing: INS11-8	identifies that the collection of primary and secondary data initiates scientific investigations
Inferring: INS11-9	examines the use of inferences and generalisations in scientific investigations
Modelling: INS11-10	develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
Theories and Laws: INS11-11	describes and assesses how scientific explanations, laws and theories have developed

Course:		Investigating Science					Year:		11					Stage:		Stage 6				
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10									
T e r m 1	Unit of Work	Module 1 – Cause and Effect - Observing					Module 2 – See next page. Includes - Depth Study Task #1 Commence Wk 7 - Due Wk 10													
	Description	Observation instigates all scientific experimentation. Investigative scientific processes can only be applied to phenomena that can be observed and measured. Detailed observations motivate scientists to ask questions about the causes and the effects of phenomena they observe. In this way, science continues to progress and enhance the lives of individuals and society by encouraging a continued search for reason and understanding.																		
	Outcomes	Working Scientifically <ul style="list-style-type: none"> INS11-1 – Develops and evaluates questions and hypotheses for scientific investigation INS 11-2 – Designs and evaluates investigations in order to obtain primary and secondary data and information INS 11-3 – Conducts investigations to collect valid and reliable primary and secondary data and information INS 11-4 - Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media INS 11-5 – Analyses and evaluates primary and secondary data and information INS 11-6 - Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes INS 11-7-Communicates scientific understanding using suitable language and terminology for a specific audience or purpose Knowledge and understanding <ul style="list-style-type: none"> INS 11-8 - identifies that the collection of primary and secondary data initiates scientific investigations 																		
	Subject Specific i.e. Module, Area of Study, Text etc																			
	Life Skills Unit of Work	Investigating Science Life Skills																		
	Life Skills Outcomes	Life Skills skill outcomes: SCLS6-1-7 Life Skills content outcomes: SCLS6-8																		
	Assessment Task Name, Weighting, Number, Outcomes	<u>Task name:</u> Depth Study <u>Knowledge Outcomes:</u> 11-8, 11-9 <u>Skills Outcomes:</u> 11-1, 11-2, 11-3, 11-7 Task <u>weighting:</u> 30%						<u>Task name:</u> Preliminary Examination <u>Knowledge Outcomes:</u> 11-8, 11-9, 11-10, 11-11 <u>Skills Outcomes:</u> 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7 Task <u>weighting:</u> 40%												
	Reporting Outcomes	Reporting outcomes semester 1: 11-1, 11-2, 11-3, 11-8																		

Course:		Investigating Science			Year:			11			Stage:		Stage 6		
		Week 1		Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10			
T e r m 2	Unit of Work	Module 2 - Cause and Effect – Inferences and Generalisations					Module 3 – Scientific Models				Model's Assessment Task				
	Description	Scientific inquiry follows on from humans making inferences and generalisations from commonly held understandings. Such inferences and generalisations have led to a wide range of investigations being performed throughout history, culminating in breakthroughs in scientific understanding. Many hypotheses, when found to be correct, have generated further inquiry and created the need to develop new technologies for further observation.						Scientific models are developed as a means of helping people understand scientific concepts and representing them in a visual medium. Models are used to make predictions. They may include physical and digital models, which can be refined over time by the inclusion of new scientific knowledge.							
	Outcomes	Working Scientifically <ul style="list-style-type: none"> INS11-1 to 7 Knowledge and understanding <ul style="list-style-type: none"> INS11-9 - examines the use of inferences and generalisations in scientific investigations 						Working Scientifically <ul style="list-style-type: none"> INS11-1 to 11-7 Knowledge and understanding <ul style="list-style-type: none"> INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes 							
	Subject Specific i.e. Module, Area of Study, Text etc														
	<i>Life Skills Unit of Work</i>	Investigating Science Life Skills						Investigating Science Life Skills							
	<i>Life Skills Outcomes</i>	<u>Life Skills skill outcomes:</u> SCLS6-1-7 <u>Life Skills content outcomes:</u> SCLS6-9						<u>Life Skills skill outcomes:</u> SCLS6-1-7 <u>Life Skills content outcomes:</u> SCLS6-10							
	Assessment Task Name, Weighting, Number, Outcomes	<u>Task name:</u> Depth Study <u>Skills Outcomes:</u> 11-1, 11-2, 11-3, 11-7 <u>Knowledge Outcomes:</u> 11-8, 11-9 <u>Task weighting:</u> 30%				<u>Task name:</u> Preliminary Examination <u>Knowledge Outcomes:</u> 11-8, 11-9, 11-10, 11-11 <u>Skills Outcomes:</u> 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7 <u>Task weighting:</u> 40%		<u>Task name:</u> Model <u>Skills Outcomes:</u> 11-4, 11-5, 11-6, 11-7 <u>Knowledge Outcomes:</u> 11-10 <u>Task weighting:</u> 30%		<u>Task name:</u> Preliminary Examination <u>Knowledge Outcomes:</u> 11-8, 11-9, 11-10, 11-11 <u>Skills Outcomes:</u> 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7 <u>Task weighting:</u> 40%					
	Reporting Outcomes	<u>Reporting outcomes semester 1:</u> 11-1, 11-2, 11-3, 11-8						<u>Reporting outcomes semester 2:</u> 11-5, 11-6, 11-7, 11-10, 11-11							

Course:	Investigating Science			Year:	11			Stage:	Stage 6			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
	Unit of Work		Module 4 – Theories and Laws					Exam Period				
	Module 3 – Scientific Models											
	Description		The term ‘science’ comes from the Latin <i>scientia</i> , which means ‘a knowledge based on demonstrable and reproducible data’. Reproducible data is used by scientists to develop theories and laws to explain and describe phenomena. Theories provide a coherent understanding of a wide range of phenomena. A law is usually a statement that can be expressed as a mathematical relationship. It describes phenomena in nature, with no exceptions, at a point in time. Testing scientific theories drives scientific breakthroughs and questions current understandings.									
	Outcomes		<p>Working Scientifically</p> <ul style="list-style-type: none"> INS11-1 - Develops and evaluates questions and hypotheses for scientific investigation INS11-2 - Designs and evaluates investigations in order to obtain primary and secondary data and information INS11-3 - Conducts investigations to collect valid and reliable primary and secondary data and information INS11-4 - Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media INS11-5 - Analyses and evaluates primary and secondary data and information INS11-6 - Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes INS11-7 - Communicates scientific understanding using suitable language and terminology for a specific audience or purpose <p>Knowledge and understanding</p> <ul style="list-style-type: none"> INS11-11 - describes and assesses how scientific explanations, laws and theories have developed 									
	Subject Specific i.e. Module, Area of Study, Text etc											
	<i>Life Skills Unit of Work</i>		Investigating Science Life Skills									
	<i>Life Skills Outcomes</i>		<p><u>Life Skills skill outcomes:</u> SCLS6-1-7</p> <p><u>Life Skills content outcomes:</u> SCLS6-10</p>									
	Assessment Task Name, Weighting, Number, Outcomes		<p><u>Task name:</u> Preliminary Examination</p> <p><u>Skills Outcomes:</u> 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7</p> <p><u>Knowledge Outcomes:</u> 11-8, 11-9, 11-10, 11-11</p> <p>Task <u>weighting:</u> 40%</p>									
	Reporting Outcomes		<u>Reporting outcomes semester 2:</u> 11-5, 11-6, 11-7, 11-10, 11-11									

Term 3



Formal Assessment Schedule – 2025

SUBJECT- INDUSTRIAL TECHNOLOGY- TIMBER PRODUCTS &
FURNITURE TECHNOLOGIES AND MULTIMEDIA

Year:11

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3
	Task Type	Skills Project	Management and Production	Examination
	Outcomes	P2.1, P2.2, P3.2, P4.2, P5.1	P3.1, P3.3, P4.1, P4.3, P5.2	P6.1, P6.2, P7.1, P7.2
COMPONENTS	DATE DUE	Term 1 – 2025 Week 7	Term 2 - 2025 Week 10	Term 3 - 2025 Examination Period
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
Industry Study (Knowledge & Understanding of course content Total= 15%)	15 %			15 %
Design (Knowledge and skills in the design total = 10%)	10 %	5 %	5 %	
Management & Communication (Management, communication and production of a major project total = 20%)	20 %	10 %	10 %	
Production (Knowledge and skills in the design, management, communication and production of a major project total= 40%)	40 %	15 %	25 %	
Industry Related Manufacturing Technology (Knowledge & Understanding of course content Total= 15%)	15 %			15 %
TOTAL	100%	30 %	40 %	30 %

**SUBJECT- INDUSTRIAL TECHNOLOGY- TIMBER PRODUCTS & FURNITURE
TECHNOLOGIES AND MULTIMEDIA**

Year: 11

Objectives	OUTCOMES
	A student:
knowledge and understanding of the focus area industry and of manufacturing processes and techniques used by industry	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
knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment	P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques
	P2.2 works effectively in team situations
knowledge and skills in communication and information processing related to the industry focus area	P3.1 sketches, produces and interprets drawings in the production of projects
	P3.2 applies research and problem-solving skills
competence in designing, managing and communicating within a relevant industry context	P3.3 demonstrates appropriate design principles in the production of projects
knowledge and skills in producing quality products	P4.1 demonstrates a range of practical skills in the production of projects
	P4.2 demonstrates competency in using relevant equipment, machinery and processes
an appreciation of quality products and the principles of quality control	P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects
an appreciation of the relationships between technology, the individual, society and the environment.	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
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Faculty Planning Scope and Sequence- 2025

Course:		Industrial Technology			Year:			11			Stage:		6	
Term 1-2025 Week 1-11	Unit of Work- 11 Weeks		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Unit of Work- 11 Weeks		Unit 1- Skills Project											
	Description		This is an introductory unit that introduces students to the tools, equipment, processes & WHS required in the manufacture of their class project. Students will develop knowledge & skills in the use of basic equipment and learn how to operate them safely whilst complying with WHS procedures											
	Outcomes		<ul style="list-style-type: none"> ▪ P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques ▪ P2.2 works effectively in team situations ▪ P3.2 applies research and problem-solving skills ▪ P4.2 demonstrates competency in using relevant equipment, machinery and processes ▪ P5.1 uses communication and information processing skills 											
	Subject Specific i.e. Module, Area of Study, Text etc		Production Industry related manufacturing technology											
	Life Skills Unit of Work		Unit of work to be adjusted to suit individual students' needs.											
	Life Skills Outcomes		ITLS9 ,ITLS10,											
	Assessment Task Name, Weighting, Number, Outcomes		Task 1- Skills Project Weighting- 30% P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques <ul style="list-style-type: none"> ▪ P2.2 works effectively in team situations ▪ P3.2 applies research and problem-solving skills ▪ P4.2 demonstrates competency in using relevant equipment, machinery and processes ▪ P5.1 uses communication and information processing skills 											
	S1-Reporting Outcomes		P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques <ul style="list-style-type: none"> ▪ P2.2 works effectively in team situations ▪ P3.2 applies research and problem-solving skills ▪ P4.2 demonstrates competency in using relevant equipment, machinery and processes ▪ P5.1 uses communication and information processing skills 											

Course:		Industrial Technology				Year:		11				Stage:		6												
T e r m 2 - 2 0 2 5 - W e e k 1 - T e r m 3 W e e k 3	Week 1		Week 2		Week 3		Week 4		Week 5		Week 6		Week 7		Week 8		Week 9		Week 10		Week 11		Week 12		Wk13	
	Unit of Work- 13 Weeks		Unit 2 Management & Production																							
	Description		This unit will require students to design and construct their practical project. Students will document the design, management & production of their project through a digital portfolio.																							
	Outcomes		<ul style="list-style-type: none"> ■ P3.1 sketches, produces and interprets drawings in the production of projects ■ P3.3 demonstrates appropriate design principles in the production of projects ■ P4.1 demonstrates a range of practical skills in the production of projects ■ P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects ■ P5.2 uses appropriate documentation techniques related to the management of projects 																							
	Subject Specific i.e. Module, Area of Study, Text etc		<ul style="list-style-type: none"> ● Design ● Management & Communication ● Production 																							
	<i>Life Skills Unit of Work</i>		Unit of work to be adjusted to suit individual students' needs.																							
	<i>Life Skills Outcomes</i>		ITLS1, ITLS2, ITLS3, ITLS4, ITLS5																							
	Assessment Task Name, Weighting, Number, Outcomes		Task 2- Management & Production Weighting- 40% <ul style="list-style-type: none"> ■ P3.1 sketches, produces and interprets drawings in the production of projects ■ P3.3 demonstrates appropriate design principles in the production of projects ■ P4.1 demonstrates a range of practical skills in the production of projects ■ P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects ■ P5.2 uses appropriate documentation techniques related to the management of projects 																							
	S1-Reporting Outcomes		P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques <ul style="list-style-type: none"> ▪ P2.2 works effectively in team situations ▪ P3.2 applies research and problem-solving skills ▪ P4.2 demonstrates competency in using relevant equipment, machinery and processes ▪ P5.1 uses communication and information processing skills 																							

Course:		Industrial Technology				Year:		11		Stage:		6	
		Week1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
T e r m 3 - 2 0 2 5 - W e e k 4 - 1 0	Unit of Work- 7 Weeks	Unit 3- Industry Study											
	Description	This unit will require students to investigate a timber/ Multimedia based business and research their management structure, new and emerging technologies, WHS, environmental issues and marketing strategies.											
	Outcomes	<ul style="list-style-type: none"> ▪ 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. ▪ 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 											
	Subject Specific i.e. Module, Area of Study, Text etc	<ul style="list-style-type: none"> • Industry Study 											
	<i>Life Skills Unit of Work</i>	Unit of work to be adjusted to suit individual students' needs.											
	<i>Life Skills Outcomes</i>	ITLS6, ITLS7, ITLS8, ITLS11											
	Assessment Task Name, Weighting, Number, Outcomes	<ul style="list-style-type: none"> ▪ Task 3- Examination ▪ Weighting- 30% ▪ 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 <p>FORMATIVELY ASSESSED INDUSTRY STUDY:</p> <ul style="list-style-type: none"> ▪ 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. 											
	S2-Reporting Outcomes	<ul style="list-style-type: none"> ▪ 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 											



Formal Assessment Schedule – 2025

LEGAL STUDIES

Year: 11

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3
	Task Type	The Legal System	The Individual and the Law	Preliminary Examination
	Outcomes	P1, P2, P3, P6	P5, P8, P9, P10	P4, P6, P7, P8, P9
COMPONENTS	DATE DUE	Term 1, Week 9	Term 2, Week 9	Term 3, Examination Period
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
Knowledge and understanding of course content	40%	15%	10%	15%
Analysis and evaluation	20%	5%	5%	10%
Inquiry and research	20%	5%	5%	10%
Communication of legal information, issues and ideas in appropriate forms	20%	5%	10%	5%
TOTAL	100%	30%	30%	40%

Legal Studies

Preliminary

Year: 11

OBJECTIVES	OUTCOMES
A student develops knowledge and understanding about:	A student:
1. the nature and institutions of domestic and international law	P1. identifies and applies legal concepts and terminology P2. describes the key features of Australian and international law
2. the operation of Australian and international legal systems and the significance of the rule of law	P3. describes the operation of domestic and international legal systems P4. discusses the effectiveness of the legal system in addressing issues
3. the interrelationship between law, justice and society and the changing nature of the law.	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
A student develops skills in:	
4. investigating, analysing and communicating relevant legal information and issues.	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

Faculty Planning Scope and Sequence 2025

Course:	Preliminary Legal Studies	Year:	11	Stage:	6
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
T e r m 1	Unit of Work	Core Part I: The Legal System									
	Description	Students develop an understanding of the nature and functions of law through the examination of the law-making processes and institutions.									
	Course Outcomes	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10									
	Subject Specific i.e. Module, Area of Study, Text etc	The Legal System	Sources of Contemporary Australian Law	The Constitution	Aboriginal and Torres Strait Islander customary law	International Law	Classification of law				
	Assessment Task Name, Weighting, Number, Outcomes	Task 1: The Legal System 30% Weighting Due: Term 1, Week 9 Outcomes: P1, P2, P3, P6									
	Reporting Outcomes	P1, P2, P3, P6									
	<i>Life Skills Unit of Work</i>	<i>Citizenship and Legal Studies (Life Skills)</i>									
<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<i>Task 1: Short Response (Life Skills)</i> <i>30% Weighting</i> <i>Outcomes: CLS1, CLS3, CLS5, CLS11, CLS12</i>										
<i>Life Skills Outcomes</i>	<i>CLS1, CLS2, CLS3, CLS4, CLS5, CLS6, CLS7, CLS8, CLS9, CLS10, CLS11, CLS12</i>										

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
T e r m 2	Unit of Work	Core Part I: The Legal System					Core Part II: The Individual and the Law					
	Description						Students investigate the way in which the law impacts on individuals by referring to legal and non-legal institutions, laws and media reports.					
	Course Outcomes	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10										
	Subject Specific i.e. Module, Area of Study, Text etc	Law Reform	Law Reform in Action – Native Title	Law Reform in Action – Student Choice	Your Rights and Responsibilities	Resolving Disputes			Contemporary issue: The individual and technology			
	Assessment Task Name, Weighting, Number, Outcomes	Task 2: The Individual and The Law 30% Weighting Due: Term 2, Week 9 Outcomes: P5, P8, P9, P10										
	Reporting Outcomes	P5, P8, P9, P10										
	<i>Life Skills Unit of Work</i>	<i>Citizenship and Legal Studies (Life Skills)</i>										
<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<i>Task 2: Mini Research Task (Life Skills)</i> <i>30% Weighting</i> <i>Outcomes: CLS2, CLS4, CLS5, CLS6, CLS7</i>											
<i>Life Skills Outcomes</i>	<i>CLS1, CLS2, CLS3, CLS4, CLS5, CLS6, CLS7, CLS8, CLS9, CLS10, CLS11, CLS12</i>											

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
T e r m 3	Unit of Work	Core Part III: Law in Practice									
	Description	Students investigate contemporary issues that illustrate how the law operates in practice. It involves the examination of at least TWO contemporary issues that involve an Australian in a domestic jurisdiction, or Australian citizen(s) in another jurisdiction.									
	Course Outcomes	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10									
	Subject Specific i.e. Module, Area of Study, Text etc	Contemporary Issue 1: Port Arthur Massacre					Contemporary Issue 2: Student-centred Investigation				
	Assessment Task Name, Weighting, Number, Outcomes	Task 3: Preliminary Examination 40% Weighting Outcomes: P4, P6, P7, P8, P9									
	Reporting Outcomes	P4, P7, P8, P9									
	<i>Life Skills Unit of Work</i>	<i>Citizenship and Legal Studies (Life Skills)</i>									
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<i>Task 3: Preliminary Examination (Life Skills)</i> <i>40% Weighting</i> <i>Outcomes: CLS4, CLS5, CLS11, CL12</i>									
	<i>Life Skills Outcomes</i>	<i>CLS1, CLS2, CLS3, CLS4, CLS5, CLS6, CLS7, CLS8, CLS9, CLS10, CLS11, CLS12</i>									



Formal Assessment Schedule – 2025

PRELIMINARY MATHEMATICS ADVANCED

Year: 11

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course. Outcomes assessed will be confirmed with notification prior to the task.</p>	Task No.	TASK 1	TASK 2	TASK 3
	Task Type	Topic Test	Investigation Assignment & Validation task	Yearly Examination
	Outcomes	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-5, MA11-8, MA11-9*	MA11-1 - MA11-9
COMPONENTS	DATE DUE	Term 1 , Week 9/10	Term 2, Week 9	Term 3 , Week 9/10
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
Understanding, fluency and communication	Understanding, fluency and communication	15%	15%	20%
Problem-solving, reasoning and justification	Problem-solving, reasoning and justification	15%	15%	20%
TOTAL		100%	30%	30%
			30%	40%

OBJECTIVES	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 indicial laws, and uses logarithms and exponential functions to solve practical problems
M11-7	Uses concepts and techniques from statistics and 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

Course:		Mathematics Advanced				Year:		11			Stage:		6	
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11		
Term 1	Unit of Work	Algebraic Techniques				Functions and Graphs				Assess Task 1	Exponentials & Logarithms			
	Description	The objective of this subtopic is to develop knowledge, skills and understanding about efficient strategies for pattern recognition, generalisation and modelling techniques. Students review various strategies to work with algebraic expressions to form a solid foundation for the study of relations and functions.				The topic Functions involves the use of both algebraic and graphical conventions and terminology to describe, interpret and model relationships of and between changing quantities. The principal focus of this subtopic is to introduce students to the concept of a function and develop their knowledge of functions and their respective graphs. Function notation is introduced, which is essential for describing the ideas of calculus.					The topic Exponential and Logarithmic Functions introduces exponential and logarithmic functions and develops their properties, including the manipulation of expressions involving them. The exponential function e^x is introduced by considering graphs of the derivative of exponential functions.			
	Outcomes	MA11-1, MA11-8, MA11-9				MA11-1, MA11-2, MA11-8, MA11-9								
	Subject Specific i.e. Module, Area of Study, Text etc	N/A												
	Life Skills Unit of Work	N/A												
	Life Skills Outcomes	N/A												
	Assessment Task Name, Weighting, Number	Task 1: Topic Test 30%												
	Reporting (outcomes assessed)	MA11-1, MA11-2, MA11-8, MA11-9												

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
T e r m 2	Unit of Work	Exponential & Logarithms Cont.d		Trigonometry			Differentiation			Assess Task 2	Extending Calculus	
	Description	The topic Exponential and Logarithmic Functions introduces exponential and logarithmic functions and develops their properties, including the manipulation of expressions involving them. The exponential function e^x is introduced by considering graphs of the derivative of exponential functions.		The study of trigonometric functions is important in developing students' understanding of periodic behaviour, a property not possessed by any previously studied functions. Utilising this property, mathematical models have been developed that describe the behaviour of many naturally occurring periodic phenomena, such as vibrations or waves, as well as oscillatory behaviour found in pendulums, electric currents and radio signals.			The study of calculus is important in developing students' ability to solve problems involving algebraic and graphical representations of functions and rates of change of a function with relevance to all quantitative fields of study including physics, chemistry, medicine, engineering, computing, statistics, business, finance, economics and the construction industry.					
	Outcomes			MA11-3, MA11-4, MA11-8, MA11-9			MA11-1, MA11-5, MA11-8, MA11-9				MA11-6, MA11-8, MA11-9	
	Subject Specific i.e. Module, Area of Study, Text etc	N/A										
	<i>Life Skills Unit of Work</i>	N/A										
	<i>Life Skills Outcomes</i>	N/A										
	Assessment Task Name, Weighting, Number	Task 2: Assignment/Investigation 30%										
	Reporting (outcomes assessed)	MA11-1, MA11-3, MA11-4, MA11-8, MA11-9										

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
T e r m 3	Unit of Work	Extending Calculus Cont.d		Probability			Probability Distributions			Assessment Task 3	
	Description	The principal focus of this subtopic is for students to learn about Euler's number e , become fluent in manipulating logarithms and exponents and to use their knowledge, skills and understanding of calculus and use it to solve problems relating to exponential and logarithmic functions.		The topic Statistical Analysis involves the exploration, display, analysis and interpretation of data to identify and communicate key information. The principal focus of this subtopic is to introduce the concepts of conditional probability and independence and develop an understanding of discrete random variables and their uses in modelling random processes involving chance.			Students develop their skills related to probability, its language and visual representations, and use these skills to solve practical problems. They develop an understanding of probability distributions and associated statistical analysis methods and their use in modelling binomial events. These concepts play an important role in later studies of statistics, particularly in beginning to understand the concept of statistical significance.				
	Outcomes			MA11-7, MA11-8, MA11-9							
	Subject Specific i.e. Module, Area of Study, Text etc			N/A							
	<i>Life Skills Unit of Work</i>			N/A							
	<i>Life Skills Outcomes</i>			N/A							
	Assessment Task Name, Weighting, Number			Task 2: Yearly Examination 40%							
	Reporting (outcomes assessed)			MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9							



Formal Assessment Schedule – 2025

PRELIMINARY MATHEMATICS EXTENSION

Year: 11

1

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course. Outcomes assessed will be confirmed with notification prior to the task.</p>	Task No.	TASK 1	TASK 2	TASK 3
	Task Type	Topic Test	Investigation Assignment & Validation task	Yearly Examination
	Outcomes	ME11-1,2,6,7	ME11-1,2,6,7	ME11-1,2,3,4,5,7
COMPONENTS	DATE DUE	Term 1 , Week 9/10	Term 2, Week 9	Term 3 , Week 9/10
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
Understanding, fluency and communication	Understanding, fluency and communication	15%	15%	20%
Problem-solving, reasoning and justification	Problem-solving, reasoning and justification	15%	15%	20%
TOTAL	100%	30%	30%	40%

OBJECTIVES	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

Course:	Mathematics Extension 1	Year:	11	Stage:	6	
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		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
T e r m 1 2 0 2 4	Unit of Work	Permutations and Combinations				Binomial Expansions and Pascal's Triangle		Inequalities		Graphical Relationships		Task 1
	Description	The principal focus of this subtopic is to develop students' understanding and proficiency with permutations and combinations and their relevance to the binomial coefficients.				The principal focus of this subtopic is to develop students' understanding and proficiency with permutations and combinations and their relevance to the binomial coefficients.		The study of inequalities is an application of functions and enables students to express domains and ranges as inequalities.		The principal focus of this subtopic is to further explore functions in a variety of contexts including: reciprocal and inverse functions, manipulating graphs of functions, and parametric representation of functions.		
	Outcomes	ME11-5,6,7				ME11-5,6,7		ME11-1,2,6,7		ME11-1,2,6,7,		ME11-1,2,5,6,7
	Subject Specific i.e. Module, Area of Study, Text etc	N/A										
	<i>Life Skills Unit of Work</i>	Not Applicable for Mathematics Extension 1										
	<i>Life Skills Outcomes</i>	Not Applicable for Mathematics Extension 1										
	Assessment Task Name, Weighting, Number	Topic Test, 30%, Task 1										
	Reporting (outcomes assessed)	Task 1: Outcomes: ME11-1,2,5,6,7										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 2 2024	Unit of Work	Parametric Form of an Equation		Inverse Functions		Inverse Trigonometric Functions		Further Trigonometric Identities		Task 2 Investigation	Further Trigonometric Identities
	Description	The study of parameters sets foundations for later work on projectiles.		The study of inverse functions is important in higher Mathematics and the calculus of these is studied later in the course.		The principal focus of this subtopic is for students to determine and to work with the inverse trigonometric functions.		The principal focus of this subtopic is for students to define and work with trigonometric identities to both prove results and manipulate expressions.			
	Outcomes	ME11-1,2,6,7		ME11-1,2,6,7		ME11-1,3,6,7,		ME11-1,3,6,7		ME11-1, 2,3,6,7	ME11-1,3,6,7
	Subject Specific i.e. Module, Area of Study, Text etc	N/A									
	<i>Life Skills Unit of Work</i>	Not Applicable for Mathematics Extension 1									
	<i>Life Skills Outcomes</i>	Not Applicable for Mathematics Extension 1									
	Assessment Task Name, Weighting, Number	Investigation Task, 30%, Task 1									
	Reporting (outcomes assessed)	Task 2: Outcomes: ME11-1,2,6,7									

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
T e r m 3 2 0 2 4	Unit of Work	Polynomials				Rates of Change				Yearly Examinations	
	Description	The principal focus of this subtopic is to explore the behaviour of polynomials algebraically, including the remainder and factor theorems, and sums and products of roots.				The principal focus of this subtopic is for students to solve problems involving the chain rule and differentiation of the exponential function, and understand how these concepts can be applied to the physical and natural sciences.					
	Outcomes	ME11-1,2,6,7				ME11-1,4,6,7				ME11-1,2,3,4,5,7	
	Subject Specific i.e. Module, Area of Study, Text etc	N/A									
	<i>Life Skills Unit of Work</i>	Not Applicable for Mathematics Extension 1									
	<i>Life Skills Outcomes</i>	Not Applicable for Mathematics Extension 1									
	Assessment Task Name, Weighting, Number	Yearly Examination, 40%, Task 3									
	Reporting (outcomes assessed)	Task 3: Outcomes: ME11-1,2,3,4,5,7									



Formal Assessment Schedule – 2025

PRELIMINARY MATHEMATICS STANDARD

Year: 11

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course. Outcomes assessed will be confirmed with notification prior to the task.</p>	Task No.	TASK 1	TASK 2	TASK 3	
	Task Type	Topic Test	Investigation Assignment & Validation task	Yearly Examination	
	Outcomes	MS11-1, MS11-2, MS11-3, MS11-4, MS11-6, MS11-9, MS11-10	MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1 - MS11-10	
	DATE DUE	Term 1 , Week 9/10	Term 2, Week 9	Term 3 , Week 9/10	
COMPONENTS	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	
	Understanding, fluency and communication	Understanding, fluency and communication	15%	15%	20%
Problem-solving, reasoning and justification	Problem-solving, reasoning and justification	15%	15%	20%	
TOTAL		100%	30%	30%	40%

OBJECTIVES	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 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

Course:		Mathematics Standard			Year:	11		Stage:	6			
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
T e r m 1 2 0 2 5	Unit of Work	Formulae and Equations		Linear Relationships		Measurement and Energy		Perimeter, Area & Volume		Assessment and Review		
	Description	The principal focus of this subtopic is to provide a solid foundation in algebraic skills, including for example finding solutions to a variety of equations in work-related and everyday contexts. Students develop awareness of the applicability of algebra in their approach to everyday life.		The principal focus of this subtopic is the graphing and interpretation of practical linear and direct variation relationships. Students develop fluency in the graphical approach to linear modelling and its representativeness in common facets of their life.		The principal focus of this subtopic is to appreciate inherent error in measurements and to become competent in solving practical problems involving energy and mass. Students develop knowledge of the concepts of measurement and demonstrate fluency with its application.		The principal focus of this subtopic is to become competent in solving practical problems involving perimeter, area, volume and capacity. Students develop knowledge of the concepts of measurement and demonstrate fluency with its application.				
	Outcomes	MS11-1, MS11-6, MS11-9, MS11-10		MS11-1, MS11-2, MS11-6, MS11-9, MS11-10		MS11-3, MS11-4, MS11-9, MS11-10		MS11-3, MS11-4, MS11-9, MS11-10			TASK 1 Assessment	
	Subject Specific i.e. Module, Area of Study, Text etc	N/A										
	Life Skills Unit of Work	Topic: Number and Modelling and Measurement Subtopics: MLS-N1 Review of Number Properties; MLS-N2 Mathematical Modelling; MLS-M1 Everyday Measurement; MLS-P1 Using Plans.										
	Life Skills Outcomes	MALS6-1, MALS6-2, MALS6-3, MALS6-4, MALS6-7, MALS6-8, MALS6-13, MALS6-14										
	Assessment Task Name, Weighting, Number	Topic Test, 30%, Task 1										
	Reporting (outcomes assessed)	Task 1: Outcomes:MS11-1, MS11-2, MS11-3, MS11-4, MS11-6, MS11-9, MS11-10										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit of Work	Working with time		Earning and Managing Money		Interest and Depreciation			Budgeting and Household expenses		Review
Description	The principal focus of this subtopic is to understand concepts related to locations on Earth's surface and calculation of time differences using time zones. Students develop awareness of being a global citizen and the relationships between different countries in terms of location, distance and time.		The principal focus of this subtopic is to calculate and manage earnings, wages and taxation. Study of financial mathematics is important in developing students' ability to make informed financial decisions, to be aware of the consequences of such decisions, and to manage personal financial resources effectively.		The principal focus of this subtopic is to calculate and graph simple interest. Study of financial mathematics is important in developing students' ability to make informed financial decisions, to be aware of the consequences of such decisions, and to manage personal financial resources effectively.			The principal focus of this subtopic is to develop an appropriate budget for a given situation. Study of financial mathematics is important in developing students' ability to make informed financial decisions, to be aware of the consequences of such decisions, and to manage personal financial resources effectively.		
Outcomes	MS11-3, MS11-4, MS11-9, MS11-10		MS11-2, MS11-5, MS11-6, MS11-9, MS11-10		MS11-2, MS11-5, MS11-6, MS11-9, MS11-10			MS11-2, MS11-5, MS11-6, MS11-9, MS11-10		
Subject Specific i.e. Module, Area of Study, Text etc	N/A									
<i>Life Skills Unit of Work</i>	Topic: Financial Mathematics Subtopics: MLS-F1 Decimals, Percentages and Money; MLS-F2 Earning Money; MLS-F3 Spending Money.									
<i>Life Skills Outcomes</i>	MALS6-1, MALS6-5, MALS6-6, MALS6-7, MALS6-8, MALS6-13, MALS6-14									
Assessment Task Name, Weighting, Number	Assignment/Investigation, 30%, Task 2									
Reporting (outcomes assessed)	Task 2: Outcomes: MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10									

Term 2 2015

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
T e r m 3 2 0 2 5	Unit of Work	Relative Frequency and Probability	Classifying and Representing Data			Exploring and Describing Data		Review and Exams			
	Description	The principal focus of this subtopic is to draw conclusions related to the chance that an event will occur. Students develop awareness of the broad range of applications of probability concepts in everyday life and their use in decision-making.	The principal focus of this subtopic is planning and management of data collection, classification and representation of data. Students develop awareness of the importance of statistical processes and inquiry in society. Study of statistics is important in developing students' understanding of the contribution that statistical thinking makes to decision-making in society and in the professional and personal lives of individuals.			The principal focus of this subtopic is the calculation of summary statistics for single datasets and their use in the interpretation of data. Study of statistics is important in developing students' understanding of the contribution that statistical thinking makes to decision-making in society and in the professional and personal lives of individuals.					
	Outcomes	MS11-8, MS11-9, MS11-10	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10			MS11-2, MS11-5, MS11-6, MS11-9, MS11-10					
	Subject Specific i.e. Module, Area of Study, Text etc	N/A									
	<i>Life Skills Unit of Work</i>	Topics: Statistics and Probability, Maps and Networks (Networks); Subtopics: MLS-S1 Statistics									
	<i>Life Skills Outcomes</i>	MALS6-10, MALS6-11, MALS6-12, MALS6-13, MALS6-14									
Assessment Task Name, Weighting, Number	Formal Examination, 40%, Task 3										
Reporting (outcomes assessed)	Task 3: Outcomes: MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10										



Formal Assessment Schedule – 2025

MODERN HISTORY

Year: 11

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>	Task No.	TASK 1	TASK 2	TASK 3
	Task Type	Fall of the Romanov Dynasty	Historical Investigation	World War One
	Outcomes	MH11-3, MH11-4, MH11-6, MH11-7, MH11-9	MH11-3, MH11-4, MH11-6, MH11-7, MH11-8, MH11-9	MH11-4, MH11-6, MH11-7, MH11-8, MH11-9
	DATE DUE	Term 1, Week 7	Term 2, Week 9	Term 3, Week 7
COMPONENTS	IN CLASS OR TAKE HOME	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
Knowledge and understanding of course content	40%	15%	0%	25%
Source-based skills	20%	10%	5%	5%
Historical inquiry and research	20%		15%	5%
Communication of historical understanding in appropriate forms	20%	5%	10%	5%
TOTAL	100%	30%	30%	40%

MODERN HISTORY

Stage 6

Year: 11

OBJECTIVES	OUTCOMES
A student develops:	A student:
<ul style="list-style-type: none"> develop knowledge and understanding of a range of features, people, places, events and developments of the modern world in their historical context 	MH11-1 accounts for the nature of continuity and change in the modern world
<ul style="list-style-type: none"> develop an understanding of continuity and change over time. 	MH11-2 proposes ideas about the varying causes and effects of events and developments MH11-3 analyses the role of historical features, individuals and groups in shaping the past MH11-4 accounts for the different perspectives of individuals and groups MH11-5 examines the significance of historical features, people, places, events and developments of the modern world
<ul style="list-style-type: none"> undertake the process of historical inquiry 	MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
<ul style="list-style-type: none"> use historical concepts and skills to examine the modern past 	MH11-7 discusses and evaluates differing interpretations and representations of the past
<ul style="list-style-type: none"> communicate an understanding of history, sources and evidence, and historical interpretations. 	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

Faculty Planning

Course:		Modern History			Year:	11			Stage:	Stage 6			Week 11
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
T e r m 1	Unit of Work	Investigating Modern History: Case Study A – The Decline and Fall of the Romanov Dynasty							Investigating Modern History: Case Study B - The Meiji Restoration				
	Description	Introduction	Tsarism	Reform and Fallout	Opposition incl. Bloody Sunday		Rasputin WW1 & Collapse	Tokugawa Japan & Key Development		Mechanics of Restoration			
	Outcomes	MH11-1, MH11-2, MH11-9		MH11-3, MH11-4, MH11-5, MH11-6, MH11-9		MH11-1, MH11-3, MH11-4, MH11-6, MH11-7, MH11-9		MH11-1, MH11-2, MH11-3, MH11-4, MH11-6, MH11-7, MH11-9					
	Content Dot Points	<ul style="list-style-type: none"> Origins and nature of the Russia Empire The Execution of the Romanovs 	<ul style="list-style-type: none"> Origins and nature of the Russia Empire Relationships with foreign powers 	<ul style="list-style-type: none"> The role of Nicholas II as autocrat The Romanov empire at the time of Nicholas II, including political, economic and social grievances The development of opposition to the Romanovs 	<ul style="list-style-type: none"> The development of opposition to the Romanovs Role of World War 1 in the collapse of the Romanov Dynasty The execution of the Romanovs The transfer of power from the Romanov regime to the PG 		<ul style="list-style-type: none"> key developments that allowed modernisation to take place in Japan, e.g. the decline of the bakufu, the changed role of the samurai, and the arrival of the 'Black Ships' and Commodore Perry 		<ul style="list-style-type: none"> how and why Japanese modernisation occurred the role of individuals and groups in the Meiji Restoration 				
	<i>Life Skills Unit of Work</i>	Modern History Life Skills											
	<i>Life Skills Outcomes</i>	MHLS6-1, MHLS6-2, MHLS6-3, MHLS6-4, MHLS6-5, MHLS6-6, MHLS6-7, MHLS6-8, MHLS6-9, MHLS6-11											
	Assessment Task Name, Weighting, Number, Outcomes	Assessment: Fall of the Romanov Dynasty Weighting 30% Task No: 1 Outcomes: MH11-3, MH11-4, MH11-6, MH11-7, MH11-9											
	Reporting	Semester 1 Reports											

Overflow due to Week 1 & disruptions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
T e r m 2	Unit of Work	Investigating Modern History: Case Study B - The Meiji Restoration			The Contestability of the Past	Historical Investigation					
	Description	Consequences of the Restoration		Historical Debate – Oppression and Reactionary	Case Study	Historical processes and Investigation including Presentation					
	Outcomes	MH11-3, MH11-4, MH11-6, MH11-9		MH11-4, MH11-6 MH11-7,	MH11-6, MH11-7, MH11-9, MH11-10	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9, MH11-10					
	Content Dot Points	<ul style="list-style-type: none"> consequences of modernisation for Japan, the region and the Emperor growth of Japanese militarism and imperialism following the Restoration the significance of the Meiji Restoration in Japan, Asia and the reactions of the West 		<ul style="list-style-type: none"> the Meiji reforms ‘oppressive and reactionary’ 	<ul style="list-style-type: none"> How historians test hypotheses about the past through the corroboration of sources Problems associated with the evaluation of sources: authenticity, reliability and usefulness for particular historical inquires The importance of understanding the historical context in the interpretation of sources The role of sources and evidence in the evaluation of different theories about the past 	<u>Due to the independent nature of the investigation students will meet each dot point at different times within the unit.</u> <ul style="list-style-type: none"> planning and conducting historical investigations using historical concepts formulating historical questions and hypotheses relevant to the investigation locating and interrogating a range of sources identifying different perspectives evident in sources analysing sources for their usefulness and reliability for the question(s) asked developing and/or examining historical interpretations using sources to develop a view about an historical issue selecting and organising relevant information synthesising evidence from a range of sources to develop and support a reasoned historical account or argument using historical terms and concepts appropriately presenting and communicating the findings of an historical investigation using appropriate and well-structured oral, written and/or multimedia forms, including ICT 					
	<i>Life Skills Unit of Work</i>	Modern History Life Skills									
	<i>Life Skills Outcomes</i>	MHLS6-1, MHLS6-2, MHLS6-3, MHLS6-4, MHLS6-5, MHLS6-6, MHLS6-7, MHLS6-8, MHLS6-9, MHLS6-11									
	Assessment Task Name, Weighting, Number, Outcomes					Historical Investigation 30% Task No: 2 Outcomes: MH11-3, MH11-4, MH11-6, MH11-7, MH11-8, MH11-9					
	Reporting	Semester 1				Semester 2					

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9-10	
T e r m 3	Unit of Work	The Shaping of the Modern World – Topic 5 World War One									
	Description	Intro: Alliance, Empire and 'isms'	Outbreak of War: Eastern and Western Front	Focal Points and the Changing Nature of Warfare		Home front and Reasons for Allied Victory		Legacy		Yearly Exams	
	Outcomes	MH11-1, MH11-3, MH11-4, MH11-9	MH11-2, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9			MH11-6, MH11-7, MH11-8, MH11-9		MH11-1, MH11-3, MH11-5			
	Content Dot Points	<ul style="list-style-type: none"> the influence of nationalism, imperialism, militarism and alliances on Great Power rivalry by the end of the 19th century 	<ul style="list-style-type: none"> the outbreak of war in 1914, the Western and Eastern fronts, and why it became the world's first global conflict the varying experiences of soldiers in key battles, e.g. Verdun, the Somme, Passchendaele, Tannenberg, Beersheba 	<ul style="list-style-type: none"> the changing nature of war to 1918: scientific and industrial developments in weaponry, the mechanisation of modern warfare, advances in medicine and communications 		<ul style="list-style-type: none"> the impact of the war on civilians, including women's lives and the changing role of women the scale of recruitment, conscription, censorship and propaganda in World War I an overview of the reasons for the Allied victory the effects of World War I in giving rise to the Russian Revolution 		<ul style="list-style-type: none"> the idea of 'total war', the end of 'empire', and World War I as 'the war to end all wars' the nature and legacy of World War I and its influence on modernity 			
	<i>Life Skills Unit of Work</i>	Modern History Life Skills									
	<i>Life Skills Outcomes</i>	MHLS6-1, MHLS6-2, MHLS6-3, MHLS6-4, MHLS6-5, MHLS6-6, MHLS6-7, MHLS6-8, MHLS6-9, MHLS6-11									
	Assessment Task Name, Weighting, Number, Outcomes	Task Name: World War One Weighting: 40% Task No: 3 Outcomes: MH11-4, MH11-6, MH11-7, MH11-8, MH11-9									
	Reporting	Semester 2 Report									



ASSESSMENT SCHEDULE – 2025

MUSIC Year: 11

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.		Task No.	TASK 1	TASK 2	TASK 3
		Task Type	Technology and its Influence on Music	Popular Music	Australian Music
		OUTCOMES	P3, P5, P7, P8	P1, P2, P9	P4, P6, P11
		DATE DUE	Term 1 - 2025 Week - 8	Term 2 - 2025 Week - 8	Term 3 - 2025 Week - 8
COMPONENTS		IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
		Performance	25%		25%
Composition	25%	25%			
Musicology	25%	10%		15%	
Aural	25%		15%	10%	
TOTAL	100%	35%	40%	25%	

Music 1

Stage 6

Year: 11

OBJECTIVES	OUTCOMES
A student develops:	Through activities in performance, composition, musicology and aural, a student:
<p>Objective: to develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts.</p>	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
<p>Objective: to develop the skills to evaluate music critically.</p>	P5 comments on and constructively discusses performances and compositions
	P6 observes and discusses concepts of music in works representative of the topics studied
<p>Objective: to develop an understanding of the impact of technology on music.</p>	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
<p>Objective: to develop personal values about music.</p>	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



ASSESSMENT SCHEDULE – 2025

MUSIC LIFE SKILLS

Year: 11

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3
	Task Type	Technology and its Influence on Music	Popular Music	Australian Music
COMPONENTS	OUTCOMES	MLS 3,MLS 5, MLS 7, MLS 8	MLS 1, MLS 2, MLS 5, MLS 6	MLS 5, MLS 6
	DATE DUE	Term 1 - 2025 Week - 8	Term 2 - 2025 Week - 8	Term 3 - 2025 Week - 8
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
Performance	25%		25%	
Composition	25%	25%		
Musicology	25%	10%		15%
Aural	25%		15%	10%
TOTAL	100%	35%	40%	25%

OBJECTIVES	OUTCOMES
A student develops:	Through activities in performance, composition, musicology and aural, a student:
Objective: Students will develop knowledge, understanding and skills in the musical concepts through performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques	MLS1 vocalises, sings and plays a variety of music MLS2 performs music individually and/or as part of a group in informal and formal situations
Objective: Students will develop knowledge, understanding and skills in the musical concepts through composing as a means of self-expression, musical creation and problem-solving	MLS3 experiments with the concepts of music in making musical sounds MLS4 experiments in organising and representing musical sounds
Objective: Students will develop knowledge, understanding and skills in the musical concepts through listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts	MLS5 experiences and responds to music from a variety of social, cultural and historical contexts MLS6 demonstrates an awareness of the concepts of music when responding to music
Objective: Students will develop knowledge, understanding and skills in the musical concepts through valuing and appreciating the aesthetic value of all music and the enjoyment of engaging in performing, composing and listening.	MLS7 appreciates a variety of music MLS8 engages in performing, composing and listening experiences for enjoyment

Faculty Planning Scope and Sequence 2025

Course:	Music	Year:	11	Stage:	6
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		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
T e r m 1	Unit of Work	Technology and Its Influence on Music										
	Description	Listening										
	<p>In this unit, students will explore the use and influence technology holds within contemporary music. Students will gain an understanding of the technological composition process through the use of Digital Audio Workstations (DAW) Students are introduced to the learning experiences of Stage 6 Music and begin to explore musicology and aural analysis. Students are introduced to Tone Colour and structure, exploring these concepts in great detail.</p>	<p>Introduction to the preliminary course. Students complete an introductory questionnaire .Intro to technology in music - research task. Introduction to Tone Colour. Introduction to Senior Aural question booklets.</p>	<p>Tone colour analysis building on learning from weeks 1-2 using repertoire featuring technology used in a variety of ways. Midway composition progress discussion with each student.</p>	<p>Exploration of advances in technology and their effect on performance and composition over time - research task. Introduction to Structure.</p>	<p>Structure analysis building on learning from weeks 5-6. Begin work on Assessment Task analysis.</p>	<p>Students submit written analysis of composition</p>	<p>Exploration of the variety of ways technology is used in performance - building upon knowledge from research task. Analysis of repertoire featuring technology in a range of ways (e.g. sampling, looping, effects etc)</p>					
		Composing										
		<p>Introduction to Digital Audio Workstation(Bandlab)</p>	<p>Sourcing found sounds for composition</p>	<p>Continue sourcing of found sounds and begin development of Composition</p>	<p>Continue developing and refining composition for assessment task</p>	<p>Students submit composition</p>						
		Performing										
											<p>Selection of technology repertoire and practise of chosen repertoire.</p>	
	Outcomes	<p>L - P4, P6 C - P3, P8 P</p>	<p>L - P4, P5, P6 C - P3,P7, P8 P</p>	<p>L - P4, P5, P6 C - P3,P7, P8 P</p>	<p>L - P4, P5, P6 C - P3,P7, P8 P</p>	<p>L - P5 C - P3, P7, P8 P -</p>	<p>L - P4, P5, P6 C - P - P1, P2</p>					
	Concept/Experience Focus	Composition and Musicology										
	<i>Life Skills Unit of Work</i>	Technology and its Influence on Music										
<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	formative assessment of students ability to experiment in organising and representing musical sounds within consideration to the concepts of music.											
<i>Life Skills Outcomes</i>	MLS 3,MLS 5, MLS 7, MLS 8											
Assessment Task Name, Weighting, Number, Outcomes	Assessment Task 1: Technology and Its Influence in Music 35%(P3, P5, P7, P8)											
Reporting Outcomes												

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
T e r m 2	Unit of Work	Popular Music											
	Description Students in this unit will begin to build upon their theory skills built in term 1 and put them into the context of popular music throughout the years. This unit will have a significant focus on performance skills as students work towards Assessment Task 2. Students will deeply investigate the progression of Popular Music throughout time and complete artist and genre based case studies to gain a deep understanding of the changes and development of popular music over time. Students will learn to apply conceptual knowledge and understanding within the context of Popular Music to a range of repertoire and genres, allowing students to deepen and broaden their understanding of the concepts of music.	Listening											
		Students are introduced to popular music and complete a research task. Analyse and compare popular music pieces using concepts of Tone Colour, Structure, Duration. Students study the popular music 4-chord progression with examples.	Students study the progression of popular music through time. Students create popular music timeline.	Students study the invention of recorded music and its impact. Students study the concept of duration through analysis of repertoire.	Students continue revision for upcoming Aural Examination.	Students complete Aural Examination.	Students complete 3 concept comparative analysis. Students complete popular music artist case study.						
		Composing											
		Students experiment with the popular music 4-chord progression.									Students select an existing piece of popular music and arrange in the style of their chosen artist.		
		Performing											
			Students work on their Assessment Task. Students perform for the class and receive feedback on their progress.	Students work on performance tasks. Perform for class and receive feedback.	Students finalise performance works.	Students perform Assessment Task pieces.							
	Outcomes	L - P4, P5, P6 C - P3, P7 P -	L - P4, P5, P6 C - P3, P7 P - P1, P2	L - P4, P5, P6 C - P - P1, P2	L - P4, P5, P6 C - P - P1, P2	L - P4, P5, P6 C - P - P1, P2	L - P4, C - P - P1, P2	L - P4, P5, P6 C - P7, P8 P -					
	Concept/Experience Focus	Performance and Aural											
	<i>Life Skills Unit of Work</i>	Popular Music											
<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	Formative assessment of students ability to vocalise, sing, and play a variety of music as an individual Formative assessment of students ability to respond to a variety of music with awareness of the concepts of music												
<i>Life Skills Outcomes</i>	MLS 1, MLS 2, MLS 5, MLS 6												
Assessment Task Name, Weighting, Number, Outcomes	Assessment Task 2: Popular Music 40% (P1, P2, P9)												
Reporting Outcomes	P1, P2, P5, P7												

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 3	Unit of Work	Australian Music										
	Description This unit of study offers students a comprehensive exploration of Australian Music placing it within its historical and cultural framework. It delves into an array of contemporary music genres, including popular music, classical music, rock music and most notably music created by Aboriginal and Torres Strait Islander artists, providing a well-rounded understanding of the rich musical tapestry that exists in Australia.	Listening										
		Introduction to Australian Music Students receive their assessment task and explore the cultural and historical importance of Australian music within its contemporary context as well as through history. Students will be exposed to listening experience across a wide spectrum of music genres and discuss the use of musical concepts of Pitch dynamics and Expressive techniques	Students explore the influences of Australian music comparing and contrasting music from other cultures to what is Students conduct research preparing for their viva voce.	Students finalise their viva voces and receive peer feedback on their progress.	Students complete Viva Voce Assessment.	Students Explore the concepts of music through a conceptual lens in music through the use of musical interest and unity and contrast						
		Composing										
		Performing										
		Students receive Australian Music repertoire to explore	Students explore, practice and refine performance techniques using Australian Music repertoire,								Students perform an existing piece in a style representative of the Australian Music context.	
	Outcomes	L - P4, P5, C P - P1, P2	L - P4, P5 C - P - P1, P2	L - P4, P5, P6 C - P - P1, P2	L - P4, P6, ,P11 C P	L - P4, P6, P11 C P	L - P4, P6, P11 C P	L - P4, P6, P11 C P	L - P4, P6, P11 C P	L - P4, P6, P11 C P	L C P - P1, P9, P10	
	Concept/Experience Focus	Musicology and Aural										
	<i>Life Skills Unit of Work</i>	Australian Music										
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	Formative assessment on students ability to respond to music from a variety of social, cultural and historical contexts with awareness to the concepts of music via the means of presentation										
	<i>Life Skills Outcomes</i>	MLS 5, MLS 6										
Assessment Task Name, Weighting, Number, Outcomes	Assessment Task 3: Australian Music 25% (P4, P6, P11)											
Reporting Outcomes												



Formal Assessment Schedule – 2025

Preliminary Physics

Year: 11

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>	Task No.	TASK 1	TASK 2	TASK 3
	Task Type	Go Kart Depth Study Assessment Task	First Hand Investigation – Ray Model of Light Assessment Task	Preliminary Examination
	Outcomes	PH11-1, 11-3, 11-6, 11-7, 11-8	PH11-3, 11-4, 11-5, 11-6, 11-10	PH11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-9, 11-10, 11-11
COMPONENTS	DATE DUE	Term 1, Week 6	Term 2, Week 9	Term 3, Week 9-10
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
<p>Skills in Working Scientifically PH11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7</p>	60	30	20	10
<p>Knowledge and understanding PH11-8, 11-9, 11-10, 11-11</p>	40	10	10	20
TOTAL	100%	40	30	30

Subject

Preliminary Physics

Year: 2025

OBJECTIVES	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

Preliminary Physics – Scope and Sequence - 2025

Course:	Physics		Year:	11		Stage:	Stage 6	
T e r m 1		Week 1-6					Week 7-10	
	Unit of Work	Kinematics					Dynamics	
	Description	<p>Motion is a fundamental observable phenomenon. The study of kinematics involves describing, measuring and analysing motion without considering the forces and masses involved in that motion. Uniformly accelerated motion is described in terms of relationships between measurable scalar and vector quantities, including displacement, speed, velocity, acceleration and time.</p> <p>Representations – including graphs and vectors, and equations of motion – can be used qualitatively and quantitatively to describe and predict linear motion. By studying this module, students come to understand that scientific knowledge enables scientists to offer valid explanations and make reliable predictions, particularly in regard to the motion of an object.</p>						
	Outcomes	<p>Working Scientifically</p> <ul style="list-style-type: none"> PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media PH11/12-5 analyses and evaluates primary and secondary data and information PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose <p>Knowledge and understanding</p> <ul style="list-style-type: none"> 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 						
	Subject Specific i.e. Module, Area of Study, Text etc	Go Kart excursion						
	<i>Life Skills Unit of Work</i>	Forces and motion Forces in everyday life						
	<i>Life Skills Outcomes</i>	<p><u>Life Skills skill outcomes:</u> SCLS6-1-7 <u>Life Skills content outcomes:</u> SCLS6-8</p>						
	Assessment Task Name, Weighting, Number, Outcomes	<p><u>Task name:</u> Go kart depth study <u>Knowledge Outcomes:</u> PH11-8, PH11-9 <u>Skills Outcomes:</u> PH11-1,3,4,5,6,7 <u>Task weighting:</u> 40%</p>			<p><u>Task name:</u> Preliminary Examination <u>Knowledge Outcomes:</u> PH11-8, PH11-9, PH11-10, PH11-11 <u>Skills Outcomes:</u> PH11-1, PH11-2, PH11-3-7 <u>Task weighting:</u></p>			
	Reporting Outcomes	<p><u>Reporting outcomes semester 1:</u> PH11-1, PH11-2, PH11-7, PH11-8</p>						

Course:	Physics		Year:	11	Stage:	Stage 6	
T e r m 2		Week 1-3			Week 4-10		
	Unit of Work	Dynamics			Waves and thermodynamics		
	Description	Students study the motion of objects and the forces that act on them. They look at applying laws to various phenomena.			Students explore the behaviour of wave motion and examine the characteristics of wavelength, frequency, period, velocity and amplitude. They will then able to demonstrate how waves can be reflected, refracted, diffracted and superposed (interfered) and to develop an understanding that not all waves require a medium for their propagation.		
	Outcomes	Working Scientifically <ul style="list-style-type: none"> PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media PH11/12-5 analyses and evaluates primary and secondary data and information PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose Knowledge and understanding <ul style="list-style-type: none"> 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 			Working Scientifically <ul style="list-style-type: none"> PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media PH11/12-5 analyses and evaluates primary and secondary data and information PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose Knowledge and understanding <ul style="list-style-type: none"> PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles 		
	Subject Specific						
	<i>Life Skills Unit of Work</i>	Forces and motion Balanced and unbalanced forces			Forces and motion Opposition forces		
	<i>Life Skills Outcomes</i>	<u>Life Skills skill outcomes:</u> SCLS6-1-7 <u>Life Skills content outcomes:</u> SCLS6-9			<u>Life Skills skill outcomes:</u> SCLS6-1-7 <u>Life Skills content outcomes:</u> SCLS6-10		
	Assessment	<u>Task name:</u> Go kart depth study <u>Knowledge Outcomes:</u> PH11-8, PH11-9 <u>Skills Outcomes:</u> PH11-1,3,4,5,6,7 <u>Task weighting:</u> 40%	<u>Task name:</u> Preliminary Examination <u>Knowledge Outcomes:</u> PH11-8, PH11-9, PH11-10, PH11-11 <u>Skills Outcomes:</u> PH11-1, PH11-2, PH11-3-7 <u>Task weighting:</u> 30%	<u>Task name:</u> Ray Model of Light FHI <u>Knowledge Outcomes:</u> PH11-10 <u>Skills Outcomes:</u> PH 11-3-6 <u>Task weighting:</u> 30%	<u>Task name:</u> Preliminary Examination <u>Knowledge Outcomes:</u> PH11-8,PH11-9,PH11-10,PH11-11 <u>Skills Outcomes:</u> PH11-1, PH11-2, PH11-3-7 <u>Task weighting:</u> 30%		
	Reporting Outcomes	<u>Reporting outcomes semester 1:</u> PH11-1, PH11-2, PH11-7, PH11-8			<u>Reporting outcomes semester 2:</u> PH11-3, PH11-6, PH11-10, PH11-11		

Course:	Physics				Year:	11				Stage:	Stage 6		
T e r m 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10			
	Unit of Work	Electricity and magnetism								Exam Period			
	Description	Atomic theory and the laws of conservation of energy and electric charge are unifying concepts in understanding the electrical and magnetic properties and behaviour of matter. Interactions resulting from these properties and behaviour can be understood and analysed in terms of electric fields represented by lines. Students use these representations and mathematical models to make predictions about the behaviour of objects, and explore the limitations of the models. Students also examine how the analysis of electrical circuits' behaviour and the transfer and conversion of energy in electrical circuits has led to a variety of technological applications.											
	Outcomes	<p>Working Scientifically</p> <ul style="list-style-type: none"> PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media PH11/12-5 analyses and evaluates primary and secondary data and information PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose <p>Knowledge and understanding</p> <ul style="list-style-type: none"> PH11-11 Explains and quantitatively analyses electric fields, circuitry and magnetism 											
	Subject Specific i.e. Module, Area of Study, Text etc												
	<i>Life Skills Unit of Work</i>	Forces and motion Attract and repel											
	<i>Life Skills Outcomes</i>	Life Skills skill outcomes: SCLS6-1-7 Life Skills content outcomes: SCLS6-12											
	Assessment Task Name, Weighting, Number, Outcomes	Task name: Preliminary Examination <u>Knowledge Outcomes:</u> PH11-8, PH11-9, PH11-10, PH11-11 <u>Skills Outcomes:</u> PH11-1, PH11-2, PH11-3-7 <u>Task weighting:</u> 30%											
	Reporting Outcomes	Reporting outcomes semester 2: Reporting outcomes semester 2: PH11-3, PH11-6, PH11-10, PH11-11											



Formal Assessment Schedule – 2025

Sport, Lifestyle and Recreation

Year: 11

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3
	Task Type	Fitness assessment task	Games Application assessment task	Outdoor Recreation assessment task
	Outcomes	1.3, 2.2, 3.3, 4.1	1.1, 1.3, 4.4	1.3, 3.6, 4.1
COMPONENTS	DATE DUE	Term 1, Week 9	Term 2, Week 4	Term 3, Week 7
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
Knowledge and understanding of course content	50%	20%		30%
Skills in critical thinking, research, analysis, communicating and movement	50%	10%	35%	5%
TOTAL	100%	30%	35%	35%

Subject: SLR

Year: 11

OBJECTIVES	OUTCOMES
	A student:
Knowledge and understanding of the factors that influence health and participation in physical activity	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 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status 1.6 describes administrative procedures that support successful performance outcomes
Knowledge and understanding of the principles and processes impacting on the realisation of movement potential	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 2.4 describes how societal influences impact on the nature of sport in Australia 2.5 describes the relationship between anatomy, physiology and performance
The ability to analyse and implement strategies that promote health, physical activity and enhanced 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 3.5 analyses personal health practices 3.6 assesses and responds appropriately to emergency care situations 3.7 analyses the impact of professionalism in sport
A capacity to influence the participation and performance of self and others.	4.1 plans strategies to achieve performance goal 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context 4.3 makes strategic plans to overcome the barriers to personal and community health 4.4 demonstrates competence and confidence in movement contexts 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity
A lifelong commitment to an active, healthy lifestyle and the achievement of movement potential	5.1 accepts responsibility for personal and community health 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

Course:		SLR			Year:	11SLR				Stage:	Stage 6		
T e r m 1 , 2 0 2 5		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
	Unit of Work	Fitness											
	Description	In this module students will develop the knowledge, understanding and skills necessary to design, implement and evaluate individual fitness programs. Students will examine the nature of fitness, the key elements of fitness program design and how fitness can be improved. Students will develop a repertoire of fitness activities in order to design, implement and evaluate their own individual fitness program. In the process they will gain benefits in their short-term and long-term health, fitness and performance. Students may undertake further detailed study in areas such as phases of competition, training periodisation, extended fitness program analysis or application of module concepts to specific groups of athletes.											
	Outcomes	1.2, 1.3, 2.2, 3.2, 3.3, 4.1											
	Subject Specific i.e. Module	8.5 Fitness											
	Assessment Task Name, Weighting, Number, Outcomes	Task #1: Fitness assessment task Weighting: 30% Outcomes: 1.3, 2.2, 3.3, 4.1											
	Reporting Outcomes	1.3, 2.2, 3.3, 4.1											

T e r m 2 , 2 0 2 5		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit of Work	Social Perspectives of Games and Sport										
	Description	In this module students critically analyse the social perspectives that have an impact on sport in Australia. Students will examine the major reasons for participation in sport, and the impact that media, economics and drug use have on sport. Opportunities for the investigation of career options are also provided. As a result of studying this module students will learn to critically analyse the major issues affecting sport in Australia. Students will also have the opportunity to participate in a range of popular physical activities in Australian society. Students may extend their study of this module by examining in depth some contemporary and historical case studies, by debating key issues.										
	Outcomes	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4										
	Subject Specific i.e. Module, Area of Study, Text etc	8.13 Social perspectives of Games and Sport										
	Assessment Task Name, Weighting, Number, Outcomes	Task #2: Games Application assessment task Weighting: 35% Outcomes: 1.1, 1.3, 4.4										
	Reporting Outcomes	1.1, 1.3, 4.4										

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
T e r m 3 , 2 0 2 5	Unit of Work	Outdoor Recreation									
	Description	In this module students will develop the skills and knowledge necessary to participate safely in outdoor recreation activities. Students will investigate reasons for participation in outdoor recreation, and develop the skills associated with navigation, wilderness first aid and campsite planning. Students should be provided with opportunities to participate in practical outdoor recreation activities and simulations throughout this module. As a result of studying this module students will learn to plan and implement their own outdoor recreation expeditions and will develop an appreciation for the benefits offered by a variety of popular activities.									
	Outcomes	1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4									
	Subject Specific i.e. Module, Area of Study, Text etc	8.11 Outdoor Recreation									
	Assessment Task Name, Weighting, Number, Outcomes	Task #3: Outdoor Recreation assessment task Weighting: 35% Outcomes: 1.3, 3.6, 4.1									
	Reporting Outcomes	1.3, 3.6, 4.1									



Formal Assessment Schedule – 2025

SOCIETY AND CULTURE	Year: 11
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Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3
	Task Type	Culture Study	Research Method Task	Mini PIP
	Outcomes	P1, P4, P7, P10	P1, P2, P5, P7, P8	P5, P6, P7, P8, P9, P10
COMPONENTS	DATE DUE	Term 1, Week 6	Term 2, Week 8	Term 3, Week 7
	IN CLASS OR TAKE HOME	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
Knowledge and understanding of course content	50	20%	20%	10%
Application and evaluation of social and cultural research methods	30	5%	5%	20%
Communication of information, ideas and issues in appropriate forms	20	5%	5%	10%
TOTAL	100	30	30	40

Society and Culture

Preliminary

Year: 11

OBJECTIVES	HSC OUTCOMES
A student develops:	A student:
social and cultural concepts and their application	P1 identifies and applies social and cultural concepts
personal, social and cultural identity and interactions within societies and cultures	P2 describes personal, social and cultural identity P3 identifies and describes relationships and interactions within and between social and cultural groups
how personal experience and public knowledge interact to develop social and cultural literacy	P4 identifies the features of social and cultural literacy and how it develops
continuity and change, personal and social futures	P5 explains continuity and change and their implications for societies and cultures
social and cultural research methods	P6 differentiates between social and cultural research methods
apply ethical social and cultural research to investigate and analyse information from a variety of sources	P7 selects, organises and considers information from a variety of sources for usefulness, validity and bias P8 plans and conducts ethical social and cultural research
communicate information, ideas and issues in appropriate forms to different audiences and in a variety of contexts	P9 uses appropriate course language and concepts suitable for different audiences and contexts P10 communicates information, ideas and issues using appropriate written, oral and graphic forms

Faculty Planning Scope and Sequence 2025

Course:	Society and Culture	Year:	11	Stage:	6								
T e r m 1	Unit of Work	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Description	Social and Cultural World											
	Outcomes	P1, P3, P4, P6,				P7, P9, P10				P2, P5, P7, P8			
	Subject Specific i.e. Area of Study	The nature of the social and cultural world				Focus Study				Social and Cultural Research			
	Assessment Task, Weighting, Outcomes	Formal Assessment Task Name: Culture Study Weighting: 30% Task: 1 Due: Term 1, Week 6 Outcomes: [P1, P4, P7, P10]											
	Reporting Outcomes	P2, P4, P7, P10											
	<i>Life Skills Unit of Work</i>	<i>Cultural Background</i>						<i>Research Skills</i>					
	<i>Life Skills Outcomes</i>	<i>SCLS1; SCLS3; SCLS9</i>						<i>SCLS4 ; SCLS9</i>					
	<i>Life Skills Assessment Task Name, weighting, outcomes</i>	Formal Assessment Task Name: Cultural Presentation Weighting: 30% Task: 1 Due: Term 1, Week 6 Outcomes: SCLS1; SCLS3; SCLS9											

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
T e r m 2	Unit of Work	Personal and Social Identity									
	Description	The focus of this study is the process of socialisation, and the development of personal and social identity in individuals and groups in a variety of social and cultural settings.									
	Outcomes	P1, P2, P3, P5, P8						P4, P9, P10			
	Subject Specific i.e. Area of Study	The nature of personal and social identity						Focus Study			
	Assessment Task Name, Weighting, Number, Outcomes	Formal Assessment Task Name: Research Method Task Weighting: 30% Task: 2 Due: Term 2, Week 8 Outcomes: [P1, P2, P5, P7, P8]									
		P2, P4, P7, P10									
	<i>Life Skills Unit of Work</i>	<i>Culture in the Community</i>									
	<i>Life Skills Outcomes</i>	<i>SCLS1; SCLS4; SCLS5; SCLS6</i>									
	<i>Life Skills Assessment Task Name, weighting, outcomes</i>	Formal Assessment Task Name: Research Task Weighting: 30% Task: 2 Due: Term 2, Week 8 Outcomes: SCLS3, SCLS5; SCLS6									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10			
T e r m 3	Unit of Work	Intercultural Communication								Examination Period			
	Description	The focus of this study is to understand how people in different social, cultural and environmental settings behave, communicate and perceive the world around them so that they can better understand each other and their world											
	Outcomes	P1, P2, P3, P7				P8, P9, P10			P3, P4, P6				
	Subject Specific i.e. Area of Study	The nature of Communication				Theories			Focus Study				
	Assessment Task Name, Weighting, Number, Outcomes	Formal Assessment Task Name: Mini PIP Weighting: 40% Task: 3 Due: Term 3, Week 7 Outcomes: [P5, P6, P7, P8, P9, P10]											
	Reporting Outcomes	P5, P8, P9, P10											
	<i>Life Skills Unit of Work</i>	<i>Work and Leisure</i>						<i>Investigation</i>					
	<i>Life Skills Outcomes</i>	<i>SCLS2; SCLS6; SCLS7</i>						<i>SCLS8; SCLS9</i>					
	<i>Life Skills Assessment Task Name, weighting, outcomes</i>	Formal Assessment Task Name: Culture Investigation Weighting: 40% Task: 3 Due: Term 3, Week 7 Outcomes: <i>SCLS7; SCLS8; SCLS9</i>											



Formal Assessment Schedule – 2025

STUDIES OF RELIGION

Year: 11

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>	Task No.	TASK 1	TASK 2	TASK 3
	Task Type	Nature of Religion and Beliefs	Research Essay	Preliminary Exams
	Outcomes	P1, P6 P7, P8	P4, P5, P6, P7, P9	P2, P5, P6, P8
	DATE DUE	Term 1, Week 9	Term 2, Week 9	Term 3, TBA
COMPONENTS	IN CLASS OR TAKE HOME	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
Knowledge and understanding of course content	40%	10%	10%	20%
Source-based skills	20%	10%	5%	5%
Investigation and research	20%	5%	15%	0%
Communication of information, ideas and issues in appropriate forms	20%	5%	10%	5%
TOTAL	100%	30%	40%	30%

Studies of Religion

Stage 6

Year: 11

OBJECTIVES	OUTCOMES
A student develops:	A student:
<ul style="list-style-type: none"> • A student will develop knowledge understanding and skills about: • The nature of religion and belief systems in local and global contexts 	<p>P1 Describes the characterises of religion and belief systems</p> <p>P2 Identifies the influence of religion and belief systems on individuals and society</p>
<ul style="list-style-type: none"> • The influence and expression of religion and belief systems in Australia 	<p>P3 Investigates religious traditions and belief systems</p>
<ul style="list-style-type: none"> • Religious traditions and their adherents 	<p>P4 Examines significant aspects of religious traditions</p> <p>P5 Describes the influence of religious traditions in the life of adherents</p>
<ul style="list-style-type: none"> • Effective gathering, analysing and synthesising of information about religion 	<p>P6 Selects and uses relevant information about religion from a variety of sources</p>
<ul style="list-style-type: none"> • Effective evaluation and application of findings from research about religion 	<p>P7 Undertakes effective research about religion, making appropriate use of time and resources</p>
<ul style="list-style-type: none"> • Communication of complex information, ideas and issues in appropriate forms in different audiences and in different contexts 	<p>P8 Uses appropriate terminology related to religion and belief systems</p> <p>P9 Effectively communicates information, ideas and issues using appropriate written, oral and graphic forms</p>

Studies of Religion 2 Scope and Sequence 2025

	Studies of Religion 2	Year: 11		Group		Date:						
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Weeks 10-11	
T e r m 1	Unit of Work	Topic 1: Nature of Religion and Beliefs (16 hours)					Topic 2: Religions of Ancient Origins (22 Hours)					
	Description	The focus of this study is the nature of religion and beliefs, including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.					The focus of this study is the response of religions of ancient origin to the human search for ultimate meaning and purpose.					
	Outcomes	P1 describes the characterises of religion and belief systems P2 identifies the influence of religion and belief systems on individuals and society P6 selects and uses relevant information about religion from a variety of sources P8 uses appropriate terminology related to religion and belief systems					P1 describes the characterises of religion and belief systems P2 identifies the influence of religion and belief systems on individuals and society P6 selects and uses relevant information about religion from a variety of sources P7 undertakes effective research about religion, making appropriate use of time and resources P8 uses appropriate terminology related to religion and belief systems P9 effectively communicates information, ideas and issues using appropriate written, oral and graphic forms					
	Content Dot Points	Week 1	Week 2	Weeks 3-4			Week 5	Week 6	Week 7-8		Week 9-11	
		Define the supernatural dimension Discuss a transcendent religious worldview which has a belief in a divine power and/or powers beyond the human Discuss an immanent religious worldview which as a belief in a divine being or powers dwelling within the individual	Define the characteristics of religion Explore the ways in which these characteristics interact to create a dynamic, living religion Appreciate the contribution of religion to: Individuals Society and culture	Outline the nature of the Dreaming in relation to: Origins of the universe - Sacred sites - Stories of the Dreaming - Symbolism and art Discuss the diversity of the Dreaming for Aboriginal Peoples - Recognize the importance of the Dreaming for the life of Aboriginal Peoples - Investigate the inextricable connection of the Dreaming, the land and identity			For each of the TWO religions of ancient origins: Outline the principal beliefs concerning the origins of the universe	Identify the principal beliefs of the religion Identify and describe the role of the supernatural powers and deities in the religion	Discuss the relationship between sacred spaces and the beliefs of the religion Identify the principal rituals and examine their significance for the individual and community		Explain the relationship between the religion and its society Explain how the religion provides a distinctive response to the search for meaning	
	<i>Life Skills Unit of Work</i>	Topic 1: Nature of Religion and Beliefs Life skills (16 hours)					Topic 2: Religions of Ancient Origins Life skills (22 Hours)					
	<i>Life Skills Assessment</i>	N/A					Assessment Task 1: Name of Religion and Beliefs Life skills (Term 1, Week 9) Weighting: 0% Outcomes Assessed: SLRS1, SLRS2, SLRS6, SLRS9					
	<i>Life Skills Outcomes</i>	SRLS1 recognises the nature of religion and belief systems SRLS2 identifies characteristics of religious belief systems SRLS3 explores the relationship between religion and belief systems and personal behaviour SRLS9 uses strategies to gather, investigate and communicate information about religion and belief systems					SRLS1 recognises the nature of religion and belief systems SRLS2 identifies characteristics of religious belief systems SRLS4 explores the practices within religion and belief systems SRLS6 investigates interactions between religious traditions and culture and society SLRS 7 investigates interactions between religious traditions and culture and society SRLS9 uses strategies to gather, investigate and communicate information about religion and belief systems					
	Assessment Task Name, Weighting, Outcomes	N/A					Assessment Task 1: Nature of Religion and Beliefs (Term 1, Week 9) Weighting: 30% Outcomes Assessed: P1, P6 P7, P8					
	Reporting Outcomes	Outcomes to be reported on (Semester 1): P1, P5, P6, P8										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Weeks 8- 9	Week 10	
Term 2	Unit of Work	Topic 3: Religious Tradition Study 1 – Judaism (22 hours)					Topic 4: Religious Tradition Study 2 – Christianity (22 hours)			
	Description	The focus of this study is Judaism, one of the major religious traditions as a living religious system. This study is essential preparation for the Religious Tradition Depth Studies in the HSC course.					The focus of this study is Christianity, one of the major religious traditions as a living religious system. This study is essential preparation for the Religious Tradition Depth Studies in the HSC course.			
	Outcomes	<p>P3 investigates religious traditions and belief systems</p> <p>P4 examines significant aspects of religious traditions</p> <p>P5 describes the influence of religious traditions in the life of adherents.</p> <p>P6 selects and uses relevant information about religion from a variety of sources.</p> <p>P7 undertakes effective research about religion, making appropriate use of time and resources</p> <p>P8 uses appropriate terminology related to religion and belief systems</p> <p>P9 effectively communicates information, ideas and issues using appropriate written, oral and graphic forms.</p>					<p>P3 investigates religious traditions and belief systems</p> <p>P4 examines significant aspects of religious traditions</p> <p>P5 describes the influence of religious traditions in the life of adherents.</p> <p>P6 selects and uses relevant information about religion from a variety of sources.</p> <p>P7 undertakes effective research about religion, making appropriate use of time and resources</p> <p>P8 uses appropriate terminology related to religion and belief systems</p> <p>P9 effectively communicates information, ideas and issues using appropriate written, oral and graphic forms.</p>			
	Content Dot Points	<p>Week 1</p> <p>Outline the life of Abraham</p> <p>Describe the Covenant with the Patriarchs, including the promises of a People and a Land</p> <p>Outline the story of Exodus and the giving of the Law at Sinai including the Ten Commandments</p>	<p>Week 2</p> <p>Outline the unique features of:</p> <p>Conservative Judaism</p> <p>Orthodox Judaism</p> <p>Progressive Judaism</p> <p>Discuss the belief in the one God and the attributes of God</p> <p>Outline the concept of a divinely inspired moral law</p>	<p>Week 3-4</p> <p>Identify the importance of the Covenant for the Jewish people</p> <p>Identify the importance of the:</p> <p>-The Hebrew Bible</p> <p>-The Talmud</p> <p>Examine extracts from the Hebrew Scriptures which demonstrate the principal beliefs of Judaism</p> <p>Outline the principal ethical teachings of Judaism:</p> <p>The Commandments of the Torah</p>	<p>Week 5</p> <p>The Prophetic Vision, including social justice and Tikkun Olam- the repair of the world</p> <p>The Book of Proverbs – wisdom, righteousness, purity and generosity of spirit</p> <p>Describe the importance of ethical teachings in the life of adherents.</p> <p>Describe the importance of Shabbat</p>	<p>Week 6</p> <p>Outline the historical and cultural context in which Christianity began.</p> <p>Examine the principal events of Jesus’ life</p> <p>Explain why Jesus is the model for Christian life.</p> <p>Describe the early development of Christian communities after the death of Jesus</p> <p>Explain the importance the death and resurrection of Jesus Christ for Christians</p>	<p>Week 7</p> <p>Outline the unique features of:</p> <p>-Anglicanism</p> <p>-Catholicism</p> <p>-Orthodoxy</p> <p>-Pentecostalism</p> <p>-Protestantism</p> <p>Outline the principal beliefs regarding the divinity and humanity of Jesus Christ</p>	<p>Week 8-9</p> <p>Outline the beliefs about the nature of God and of the Trinity</p> <p>Examine the Christian understanding of revelation</p> <p>Describe the Christian understanding of salvation</p> <p>Identify the importance of the Bible in Christianity</p> <p>Examine extracts from the Bible which demonstrate the principal beliefs of Christianity</p>	<p>Week 10</p> <p>Outline the principal ethical teachings in:</p> <p>-The Ten Commandments</p> <p>-The Beatitudes</p> <p>-Jesus’ commandment of love</p> <p>Describe the importance of ethical teachings in the life of adherents.</p> <p>Describe the different types of personal prayer</p>	
	<i>Life Skills Unit of Work</i>	Topic 3: Religious Tradition Study 1 – Judaism Life skills (22 hours)					Topic 4: Religious Tradition Study 2 – Christianity Life skills (22 hours)			
	<i>Life Skills Assessment</i>	N/A					Assessment Task 2: Christianity Research Essay Life skills (Term 2, Week 9) Weighting: 0% Outcomes Assessed: SRLS4, SRLS6, SRLS5, SRLS9,			
	<i>Life Skills Outcomes</i>	<p>SRLS2 identifies characteristics of religious belief systems</p> <p>SRLS3 explores the relationships between religion and belief systems and personal behaviour</p> <p>SRLS4 explores the practices within religion and belief systems</p> <p>SRLS5 explores the influence of religion and belief systems in individuals and society in Australia</p> <p>SRLS6 investigates aspects of a variety of religious traditions</p> <p>SRLS8 explores key issues and challenges related to religions and belief systems</p> <p>SRLS9 uses strategies to gather, investigate and communicate information about religion and belief systems</p>					<p>SRLS2 identifies characteristics of religious belief systems</p> <p>SRLS3 explores the relationships between religion and belief systems and personal behaviour</p> <p>SRLS4 explores the practices within religion and belief systems</p> <p>SRLS5 explores the influence of religion and belief systems in individuals and society in Australia</p> <p>SRLS6 investigates aspects of a variety of religious traditions</p> <p>SRLS8 explores key issues and challenges related to religions and belief systems</p> <p>SRLS9 uses strategies to gather, investigate and communicate information about religion and belief systems</p>			
	Assessment Task Name, Weighting, Outcomes	N/A					Assessment Task 2: Christianity Research Essay (Term 2, Week 9) Weighting: 30% Outcomes Assessed: P4, P5, P6, P7, P9			
Reporting Outcomes	Outcomes to be reported on (Semester 1): P1, P5, P6, P8					Outcomes to be reported on (Semester 2): P2, P4, P6, P9				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Exams	Exams
Unit of Work	Topic 5: Religious Tradition Study 3 – Islam (22 hours)					Topic 6: Religion in Australia pre-1945 (16hours)				
Description	The focus of this study is Judaism, one of the major religious traditions as a living religious system. This study is essential preparation for the Religious Tradition Depth Studies in the HSC course.					The focus of this study is the establishment and development of religious traditions in Australia pre-1945.				
Outcomes	<p>P3 investigates religious traditions and belief systems</p> <p>P4 examines significant aspects of religious traditions</p> <p>P5 describes the influence of religious traditions in the life of adherents.</p> <p>P6 selects and uses relevant information about religion from a variety of sources.</p> <p>P7 undertakes effective research about religion, making appropriate use of time and resources</p> <p>P8 uses appropriate terminology related to religion and belief systems</p> <p>P9 effectively communicates information, ideas and issues using appropriate written, oral and graphic forms.</p>					<p>P2 identifies the influence of religion and belief systems on individuals and society</p> <p>P3 investigates religious traditions and belief systems</p> <p>P5 describes the influence of religious traditions in the life of adherents</p> <p>P6 selects and uses relevant information about religion from a variety of sources</p> <p>P7 undertakes effective research about religion, making appropriate use of time and resources</p> <p>P8 uses appropriate terminology related to religion and belief systems</p> <p>P9 effectively communicates information, ideas and issues using appropriate written, oral and graphic forms.</p>				
Content Dot Points	<p>Week 1</p> <p>Outline the social conditions and religious practices that existed in pre-Islamic Arabia</p> <p>Examine the principal events in Muhammad's life</p> <p>Explain why the Prophet Muhammad as the final messenger the model for Muslim life is</p>	<p>Week 2</p> <p>Describe the development of Islam after the death of Muhammad under the leadership of the Four Rightly Guided Caliphs, accounting for the emergence of the Sunni and the Shi'a</p> <p>Outline the implications of Tawhid for Muslim belief</p> <p>Examine the role of the Books of Allah and prophecy in Islam</p>	<p>Week 3-4</p> <p>Outline the principal beliefs about Angels, life after death and fate/predestination</p> <p>Identify the importance of:</p> <ul style="list-style-type: none"> -The Qur'an -The Hadith <p>Examine extracts from the Qur'an and Hadith which demonstrate the principal beliefs of Islam</p> <p>Outline the principal ethical teachings within Islam</p>	<p>Week 5</p> <p>Outline the process of Islamic jurisprudence</p> <p>Describe the importance of ethical teachings in determine that which is:</p> <ul style="list-style-type: none"> -Halal -Haram <p>Outline each of the Five Pillars</p>	<p>Week 6</p> <p>Outline the arrival and establishment of Christianity and TWO other religious traditions in Australia</p> <p>Examine the impact of sectarianism on the relationship among Christian denominations in Australia pre-1945</p>	<p>Week 7</p> <p>Examine the contribution of Christianity to social welfare in Australia pre-1945</p> <p>Discuss the role of ONE religious tradition in rural and outback communities pre-1945</p>	<p>Week 8</p> <p>Outline the contribution of ONE religious tradition to the provisions of education in Australia pre-1945</p> <p>Examine initiatives taken by ONE religious tradition in Australia in the area of public morality pre-1945</p>			
<i>Life Skills Unit of Work</i>	Topic 5: Religious Tradition Study 3 – Islam Life skills (22 hours)					Topic 6: Religion in Australia pre-1945 Life skills (16hours)				
<i>Life Skills Assessment</i>	N/A					Assessment Task 3: Preliminary Exams Life skills (Term 3, TBA) Weighting: 0% Outcomes Assessed: P2, P5, P6, P8				
<i>Life Skills Outcomes</i>	<p>SRLS2 identifies characteristics of religious belief systems</p> <p>SRLS3 explores the relationships between religion and belief systems and personal behaviour</p> <p>SRLS4 explores the practices within religion and belief systems</p> <p>SRLS5 explores the influence of religion and belief systems in individuals and society in Australia</p> <p>SRLS6 investigates aspects of a variety of religious traditions</p> <p>SRLS8 explores key issues and challenges related to religions and belief systems</p> <p>SRLS9 uses strategies to gather, investigate and communicate information about religion and belief systems</p>					<p>SLRS2 identifies characteristics of religious belief systems</p> <p>SLRS3 explores the relationships between religion and belief systems and personal behaviour</p> <p>SLRS4 explores the practices within religion and belief systems</p> <p>SLRS5 explores the influence of religion and belief systems in individuals and society in Australia</p> <p>SLRS6 investigates aspects of a variety of religious traditions</p> <p>SLRS9 uses strategies to gather, investigate and communicate information about religion and belief systems</p>				
Assessment Task Name, Weighting, Outcomes	N/A					Assessment Task 3: Preliminary Exams (Term 3, TBA) Weighting: 40% Outcomes Assessed: P2, P5, P6, P8				
Reporting Outcomes	Outcomes to be reported on (Semester 2): P2, P4, P6, P9									

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ASSESSMENT SCHEDULE – 2025

VISUAL ARTS

Year: 11

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3
	Task Type	Progress Art Making and Extended Response	2D Body of Work and VAPD research	Yearly Examination and 3D Body of Work
	OUTCOMES	P.1, P.2, P.3,P.5, P.8, P.9	P1, P.2, P.3, P.4, P.5, P.6	P1, P.4, P.6, P.7, P.8
COMPONENTS	DATE DUE	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9-10
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
ARTMAKING	50%	10%	20%	20%
CRITICAL AND HISTORICAL STUDIES	50%	20%	10%	20%
TOTAL	100%	30%	30%	40%

OBJECTIVES	OUTCOMES
A student develops:	A student:
Artmaking: Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.	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
Critical and Historical Studies: Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.	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.



ASSESSMENT SCHEDULE – 2025

VISUAL ARTS LIFE SKILLS

Year: 11

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3
	Task Type	Progress Art Making and Extended Response	2D Body of Work and VAPD research	Yearly Examination and 3D Body of Work
COMPONENTS	OUTCOMES	VALS 1, VALS 2, VALS 4, VALS 6	VALS 1, VALS 5, VALS 9	VALS 3, VALS 7, VALS 8
COMPONENTS	DATE DUE	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9-10
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
ARTMAKING	50%	10%	20%	20%
CRITICAL AND HISTORICAL STUDIES	50%	20%	10%	20%
TOTAL	100%	30%	30%	40%

OBJECTIVES	OUTCOMES
<p>A student develops: Students will develop knowledge, understanding, skills, values and attitudes to:</p>	<p>A student:</p>
<ul style="list-style-type: none"> ● represent a point of view and interpretations of the world in artmaking ● represent a point of view about Visual Arts in critical and historical studies 	<p>VALS 1 experiences a variety of artmaking activities using a range of materials, techniques and processes</p>
	<p>VALS 2 develops understanding and skills in using a range of 2D, 3D and/ or 4D forms</p>
	<p>VALS 3 explores the function of and relationship between artists, artworks, the world and audiences</p>
	<p>VALS 4 documents and represents ideas about the world including personal, social and cultural experiences and events</p>
	<p>VALS 5 appreciates, interprets and makes judgements about the meaning and significance of their own and other’s works</p>
	<p>VALS 6 makes a variety of artworks that reflect their experiences and responses or point of view</p>
	<p>VALS 7 explores the ways in which ideas and experiences of the world are represented</p>
	<p>VALS8 explores ways in which different ideas and meanings are developed in artworks</p>
	<p>VALS 9 makes an individual work or series of works using a range of materials, techniques and processes</p>

Faculty Planning Scope and Sequence 2025

Faculty Planning Scope and Sequence 2025													
Course:	Visual Arts					Year 11					Stage 6		
Unit of Work	Identity?												
Description	<p>The Concept: Students are introduced to the agencies of the visual arts syllabus with a focus on how they can explore the concept of identity. . Artmaking is focused on building skills in communication of concepts to their audience. Students will complete an identity case study focusing on the concept of portraiture and artist movements. Students are led through a series of activities to broaden their understanding of contemporary art practices. Students will discuss and interpret artworks of various artists that will influence their art making.</p>												
TERM 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Syllabus Component	Artmaking												
	Introductory drawing tasks introducing portraiture, facial proportions along with with experimental drawing techniques	Students complete a detailed portrait using graphite, exploring the various drawing techniques with a focus on the structural frame elements.	Students complete their own mixed media self portrait. A series of graphite, charcoal and ink portraits will be completed, before commencing work on a large A2 sized work. Students will continuously refer to the subjective and structural frames along with analysed artists to develop depth and refinement in the drawing.				Assessment Task 1 Due Body of Work - Weighting 10%	Students complete a critical reflection of their artmaking practice using the frames in their VAPD.	Students to develop a Ben Quilty inspired portrait, focusing on the various ways that can be applied. A focus on the conceptual ideas will be developed, with continual refinement.				
Syllabus Component	Critical and Historical Studies												
	Students are introduced to the syllabus frameworks, the Preliminary visual arts course and start to map out the concept of identity.	Students explore the concept of identity, focusing on how one's artmaking practice is informed by micro and macro events. Kathe Kollwitz- German Expressionism - War, Great depression, personal struggle. Frames/conceptual framework/Artist Practice	Students explore the concept of identity, focusing on how one's artmaking practice is informed by micro and macro events. Joy Hester – Development of Australian Modernism, Personal				Assessment Task 1 Due Extended Response - Weighting 20%		Students explore the concept of identity, focusing on how one's artmaking practice is informed by micro and macro events. Ben Quilty – Abstract Expressionism – War Culture, Identity Frames/conceptual framework/Artist Practice				

		<ul style="list-style-type: none"> - Students will be exposed to the extended response scaffold with a focus on developing metalanguage. - Students will also be exposed to a variety of short answer response questions with a focus on deliberate practice. 			
Outcomes	AM - P.4, P.5, P.6, CHS - P.8, P.10	AM - P.1, P.2 CHS – P.7, P.8, P.9	AM - P.1, P.2, P.3, P.4, P.5, P.6, CHS - P.8, P.9, P.10	Assessment Outcomes - P.1, P.2, P.3, P.5, P.8, P9	AM – P.3, P.5 CHS – P.7,P.8, P.9
Art Movements and Art Forms	Drawing, Painting				
<i>Life Skills Unit of Work</i>	Identity				
<i>Life Skills Assessment</i>	Formative Assessment of Body of Work Extended Response				
<i>Life Skills Outcomes</i>	LS1, LS3				
Assessment Task Name, Weighting, Number, Outcomes	Assessment Task 1, 30% Outcomes P.1, P.2, P.3, P.5, P.8, P9 Body of Work = 10% Extended Response = 20%				
Reporting Outcomes	P.1, P.2, P.3, P.5, P.8, P9				

Faculty Planning Scope and Sequence 2024

Faculty Planning Scope and Sequence 2024															
Course:	Visual Arts					Year 11					Stage 6				
Unit of Work	That is a pretty bowl														
Description	<p>The Concept Cultural Ceramics: This unit will be exploratory of the concepts of significance of form and mark making, as well as the development and changes of art with a particular inclination to three-dimensional forms in ceramics. This exploration will be done through all of the frames, and conceptual framework. Students will gain understanding of the cultural and functional aspects of ceramics, and will be expected to delve into their own heritage and bring concepts of identity into this unit. An expectation is that students will develop a strong understanding of the ever developing artwork, and begin to deepen knowledge of conceptual art as well as appreciation of the traditional. Students will also explore other cultural sculpture styles to further develop material and conceptual understanding, which will be informed through students choices.</p>														
TERM 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Syllabus Component	Artmaking														
Syllabus Component	Students research into their own ceramic cultural history. Treating this artmaking task as a ceramic body of work.	Students construct a small pinch pot and explore various ceramic art making techniques such as coil, mould and slabs. Whilst students are making a small pinch pot, students will create sketches and “how to guides” to create their own culturally inspired contemporary vessel.	Students engage in the full ceramic process to design and build their ceramic cultural vessel. Students will be documenting the entire process in their VAPD including reflections, changes, and development. Students will have progress check in at regular intervals	Assessment Task 2 Due Body of Work - Weighting 20%	Students complete a critical reflection of their artmaking practice using the frames in their VAPD.		Students to explore other cultural sculpture forms and create a miniature Marquette.								
Syllabus Component	Critical and Historical Studies														

	Students to learn about the history of ceramics and develop a timeline.	Stephen Bird case study – Toby Jug and the contemporary. Artist Practice/ Conceptual Framework/ Frames	Ah Xian case study – Contemporary Ceramics in China Artist Practice/ Conceptual Framework/ Frames	Assessment Task 2 Due VAPD Research – Weighting 10%	Grayson Perry Case Study – Identity, Gender through Culture Artist Practice/ Conceptual Framework/ Frames	Student directed case study with specific artists curated by students. (Week 9-10 Term 3, Prelim Exams)
Outcomes	AM - P.4, P.5, P.6, CHS – P.7, P.8, P.9, P.10	AM - P.1, P.2, P.3, P.4, P.5, P.6, CHS - P.8, P.9, P.10		AM - P.1, P.2, P.3, P.4, CHS -.P.9		Assessment Outcomes: P.1, P.4, P.6, P.7,P.8
Art Movements and Art Forms	Drawing, Ceramics					
<i>Life Skills Unit of Work</i>	That is a pretty bowl					
<i>Life Skills Assessment</i>	Formative Assessment of Body of Work VAPD Research					
<i>Life Skills Outcomes</i>	LS2, LS4					
Assessment Task Name, Weighting, Number, Outcomes	Assessment Task 2, 30% Outcomes: P.1, P.4, P.6, P.7,P.8 Body of Work (AM) = 20% VAPD Research (CHS) = 10%					
Reporting Outcomes	P.1, P.4, P.6, P.7,P.8					