

Elizabeth Macarthur High School



Year 11

Assessment Task Schedule

2024

"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.

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 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 usually NOT considered a valid reason for extension as this is known in advance.
- Unapproved leave such as family vacations 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 New South Wales 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) 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 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. 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 NESA Malpractice Register.

o 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. 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 NESA's 'N' determination process for the RoSA and the HSC. NESA 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 NESAs 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 NESAs 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.

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 will 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 will 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 on page 14.

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 WORKPLACEMENT 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.

Further Information

A copy of the Assessment, Certification and Examination (ACE) Manual is available on the NESA 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: ____ / ____ / ____

YEAR 11 SUBJECTS

Ancient History
Biology
Business Services - VET
Business Studies
Chemistry
Community & Family Studies
Cookery
Dance
Earth & Environmental Science
Economics
English Advanced
English Extension
English Standard
English Studies
Food Technology
Geography
Hospitality - VET
Industrial Technology
Investigating Science
Legal Studies
Mathematics Advanced
Mathematics Extension
Mathematics Standard
Modern History
Music
PDHPE
Photography, Video & Digital Imaging
Physics
SLR
Society & Culture
Visual Arts
Macarthur Trade Training Centre and Partnership Schools
Dance - Assessment schedule issued by delivering school
Economics – - Assessment schedule issued by delivering school
Entertainment – Assessment schedule issued by delivering school
Hospitality: Cookery- Assessment schedule issued by delivering school
Japanese - 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 2024

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										
Community & Family Studies									X	
Dance									X	X
Earth & Environmental Science								X		
Economics								X		
English Advanced								X		
English Extension								X		
English Standard								X		
English Studies								X		
Food Technology										X
Geography									X	
Hospitality										
Industrial Technology									X	
Investigating Science										X
Legal Studies									X	
Mathematics Advanced									X	X
Mathematics Extension									X	X
Mathematics Standard									X	
Modern History							X			
Music								X		
PDHPE						X				
Photography, Video & Digital Imaging									X	
Physics						X				
SLR									X	
Society & Culture						X				
Visual Arts									X	

Year 11 – Term 2 Assessment Due Dates 2024

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		
Earth & Environmental Science						X				
Economics									X	
English Advanced								X		
English Extension									X	
English Standard								X		
English Studies								X		
Food Technology									X	
Geography										
Hospitality										X
Industrial Technology										X
Investigating Science										X
Legal Studies									X	
Mathematics Advanced									X	
Mathematics Extension									X	X
Mathematics Standard									X	
Modern History			X							
Music								X		
PDHPE										X
Photography, Video & Digital Imaging									X	
Physics									X	
SLR				X						
Society & Culture								X		
Visual Arts										X

Year 11 – Term 3 Assessment Due Dates 2024

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	X
Business Services								X	X	X
Business Studies								X	X	X
Chemistry								X	X	X
Cookery								x	x	x
Community & Family Studies								X	X	X
Dance									X	X
Earth & Environmental Science								X	X	X
Economics								X	X	X
English Advanced								X	X	X
English Extension						X				
English Standard								X	X	X
English Studies								X		
Food Technology								X	X	X
Geography		X						X	X	X
Hospitality								X	X	X
Industrial Technology								X	X	X
Investigating Science								X	X	X
Legal Studies								X	X	X
Mathematics Advanced								X	X	X
Mathematics Extension								X	X	X
Mathematics Standard								X	X	X
Modern History						X				
Music								X		
PDHPE								X	X	X
Photography, Video & Digital Imaging									X	
Physics								X	X	X
SLR							X			
Society & Culture							X			
Visual Arts								X	X	X



ANCIENT HISTORY

<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	Palmyra & the Nature of Ancient History	Historical Investigation	The Roman Games
SYLLABUS OUTCOMES	COMPONENTS	DATE DUE	Term 1 Week 7	Term 2 Week 3	Term 3 Week 7
		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
11-1, 11-2, 11-3, 11-4, 11-5	Knowledge and understanding of course content	40%	15	0	25
11-6, 11-7	Source-based skills	20%	10	5	5
11-8, 11-10	Historical inquiry and research	20%	0	15	5
11.9	Communication of historical understanding in appropriate forms	20%	5	10	5
	TOTAL	100%	30%	30%	40%

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- 2024

Course:		Ancient History				Year:	11			Stage:	6	
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8 - 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 AHII-1 › proposes ideas about the varying causes and effects of events and developments AHII-2 › analyses the role of historical features, individuals and groups in shaping the past AHII-3 › accounts for the different perspectives of individuals and groups AHII-4 › examines the significance of historical features, people, places, events and developments of the ancient world AHII-5 › analyses and interprets different types of sources for evidence to support an historical account or argument AHII-6 › discusses and evaluates differing interpretations and representations of the past AHII-7 › communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AHII-9 › discusses contemporary methods and issues involved in the investigation of ancient history AHII-10 							<ul style="list-style-type: none"> › describes the nature of continuity and change in the ancient world AHII-1 › proposes ideas about the varying causes and effects of events and developments AHII-2 › analyses the role of historical features, individuals and groups in shaping the past AHII-3 › accounts for the different perspectives of individuals and groups AHII-4 › examines the significance of historical features, people, places, events and developments of the ancient world AHII-5 › analyses and interprets different types of sources for evidence to support an historical account or argument AHII-6 › discusses and evaluates differing interpretations and representations of the past AHII-7 › communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AHII-9 › discusses contemporary methods and issues involved in the investigation of ancient history AHII-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>	No Life Skills students identified as of September 2023.										
	<i>Life Skills Outcomes</i>	No Life Skills students identified as of September 2023.										
	Assessment	Assessment Weighting: 30% Assessment Name: Palmyra & the Nature of Ancient History Task Due: Term 1, Week 7 Outcomes Assessed: 11AH-2, 11AH-4, AHII-6, AHII-7, AHII-9										
	Reporting	Outcomes to be reported on (Semester 1): AHII-4, AHII-6, AHII-8, AHII-9										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Te r m 2	Unit of Work	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 & Impact	Overflow
	Outcomes	› 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"> 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 	Overflow
	<i>Life Skills Unit of Work</i>	No Life Skills students identified as of September 2023.									
	<i>Life Skills Outcomes</i>	No Life Skills students identified as of September 2023.									
	Assessment Task Name, Weighting, Number, Outcomes	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, AH11-10									
	Reporting	Outcomes to be reported on (Semester 1): AH11-4, AH11-6, AH11-8, AH11-9									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8 – Week 10	
Te r m 3	Unit of Work	The Roman Games Case Study B							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	*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>	No Life Skills students identified as of September 2023.							
	<i>Life Skills Outcomes</i>	No Life Skills students identified as of September 2023.							
	Assessment Task Name, Weighting, Number, Outcomes	Assessment Weighting: 30% Assessment Name: The Roman Games Task Due: Term 3, Week 5 Outcomes Assessed: AH11-3, AH11-5, AH11-6, AH11-8, AH11-9							
	Reporting	Outcomes to be reported on (Semester 2): AH11-3, AH11-5, AH11-6, AH11-9							



BIOLOGY

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	Enzyme Depth Study	Biodiversity Task	Yearly Examination
SYLLABUS OUTCOMES	COMPONENTS	DATE DUE	Term 1, Week 8-9	Week 4, Term 3	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 type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7	Skills in Working Scientifically	60%	25	20	15
BIO11-8, BIO11-9, BIO11-10, BIO11-11	Knowledge and understanding	40%	5	10	25
TOTAL MARK		100%	30	30	40

Outcome	Description
BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	analyses and evaluates primary and secondary data and information
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7	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- 2024

Course:		Physics		Year:		11		Stage:		Stage 6	
Term 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>								See next page	
	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</p> <p><u>Life Skills content outcomes:</u> SCLS6-8</p>									
	Assessment Task Name, Weighting, Number, Outcomes	<p><u>Task name:</u> Go kart depth study</p> <p><u>Knowledge Outcomes:</u> PH11-8, PH11-9</p> <p><u>Skills Outcomes:</u> PH11-1,3,4,5,6,7</p> <p>Task <u>weighting:</u> 40%</p>				<p><u>Task name:</u> Preliminary Examination</p> <p><u>Knowledge Outcomes:</u> PH11-8,PH11-9,PH11-10,PH11-11</p> <p><u>Skills Outcomes:</u> PH11-1, PH11-2, PH11-3-7</p> <p>Task <u>weighting:</u></p>					
	Reporting Outcomes	<p>Reporting outcomes semester 1:</p> <p>PH11-3, PH11-6, PH11-8, PH11-9</p>									

Term 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				
	<i>Life Skills Unit of Work</i>	Forces and motion Balanced and unbalanced forces		Forces and motion Opposition forces	
	<i>Life Skills Outcomes</i>	Life Skills skill outcomes: SCLS6-1-7 Life Skills content outcomes: SCLS6-9		Life Skills skill outcomes: SCLS6-1-7 Life Skills content outcomes: 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 Task <u>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 Task <u>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 Task <u>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 Task <u>weighting:</u> 30%
	Reporting Outcomes	Reporting outcomes semester 1: PH11-3,PH11-6, PH11-8,PH11-9		Reporting outcomes semester 2: PH11-3, PH11-6, PH11-10, PH11-11	

Course:	Physics			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		
Term 3	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	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"> ● PH11-11 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>	<u>Life Skills skill outcomes:</u> SCLS6-1-7 <u>Life Skills content outcomes:</u> SCLS6-12										
	Assessment Task Name, Weighting, Number, Outcomes	Task name: Preliminary Examination Knowledge Outcomes: PH11-8, PH11-9, PH11-10, PH11-11 Skills Outcomes: PH11-1, PH11-2, PH11-3-7 Task weighting: 30%										
	Reporting Outcomes	<u>Reporting outcomes semester 2:</u> <u>Reporting outcomes semester 2:</u> PH11-3, PH11-6, PH11-10, PH11-11										



BUSINESS SERVICES

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	Preliminary EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 7	Week 7	Week 10	Exam Week Term 3
		Term 1	Term 2	Term 3	
Code	Unit of Competency	Date	Date	Date	Date
BSBTEC201	Use business software applications	x			
BSBTEC202	Use digital technologies to communicate in the work environment	x			
BSBWHS311	Assist with maintaining workplace safety		x		
BSBINS302	Organise workplace information		x		
BSBXCM301	Engage in workplace communication			x	
BSBOPS201	Work effectively in business environments			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.

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

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

Scope and Sequence- 2024

Term 1 - Year 11 (Preliminary) year of study												
List of units of competency to be delivered in each term. Teacher is to annotate when unit actually commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.		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											
Task 2: Organising business safety (40 Hours)												
BSBWHS311	Assist with maintaining workplace safety	No Students										
BSBINS302	Organise workplace information											

Term 2 - Year 11 (Preliminary) year of study												
List of units of competency to be delivered in each term. Teacher is to annotate when unit actually commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.		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)												
BSBXC301	Engage in workplace communication											N/A
BSBOPS201	Work effectively in business environments											

Term 3 - Year 11 (Preliminary) year of study												
List of units of competency to be delivered in each term. Teacher is to annotate when unit actually commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.		Weeks										
Term 3		1	2	3	4	5	6	7	8	9	10	11
Task 3: Working in industry (40 Hours)												
BSBXC301	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
SYLLABUS OUTCOMES	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
P1, P2, P3, P4	Knowledge and understanding of course content	40%	10	10	20
P5, P7, P8, P10	Stimulus-based skills	20%	10	5	5
P6, P7, P8	Inquiry and research	20%	5	5	10
P8, P9	Communication of business information, ideas and issues in appropriate forms	20%	5	10	5
TOTAL MARK		100%	30%	30%	40%

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- 2024

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	
Term 1	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 2024; 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 2023; 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>										

	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	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 2024; Outcomes: P4, P5, P6, P8									
	Reporting Outcomes	P4, P5, P6, P8									
	<i>Life Skills Unit of Work</i>	<i>2. 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 2023; 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	
Term 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 2024; Outcomes: P3, P4, P9, P10										
	Reporting Outcomes	P1, P3, P7, P9, P10										
	<i>Life Skills Unit of Work</i>	<i>3. 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; 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										



CHEMISTRY

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	Research Poster	Depth Study	Preliminary Examination
SYLLABUS OUTCOMES	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
CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7	Skills in Working Scientifically	60%	24	20	16
CH11-8, CH11-9, CH11-10, CH11-11	Knowledge and understanding	40%	6	10	24
TOTAL MARK		100%	30%	30%	40%

Outcome	Description
CH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	analyses and evaluates primary and secondary data and information
CH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	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- 2024

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	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> 11-2, 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>CH11-1, CH11-2, CH11-4, CH11-7, CH11-9</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	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											
	<i>Life Skills Unit of Work</i>	Chemical World Science Life Skills					Chemical World Science Life Skills					
	<i>Life Skills Outcomes</i>	<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> 11-2, 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> CH11-1, CH11-2, CH11-4, CH11-9					<u>Reporting outcomes semester 2:</u> CH11-5, CH11-6, CH11-8, CH11-10, CH11-11					

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 3	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	Working Scientifically <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 Knowledge and understanding <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													
	<i>Life Skills Unit of Work</i>	Chemical World Science Life Skills												
	<i>Life Skills Outcomes</i>	Life Skills content outcomes: SCLS6-9 Life Skills, skills outcomes: SCLS6-1-7												
	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 <u>Task weighting:</u> 40%												
	Reporting Outcomes	Reporting outcomes semester 2: CH11-5, CH11-6, CH11-8, CH11-10, CH11-11												



COOKERY



Education

Cookery

Qualification: SIT20421 Certificate II in Cookery

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: **Elizabeth Macarthur High School**

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20421 Certificate II in Cookery		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.		Term 2	Term 3
		Code	Unit of Competency
SITXFSA005	Use hygienic practices for food safety	X	
SITXWHS005	Participate in safe work practices	X	
SITXFSA006	Participate in safe food handling practices	X	
SITHCCC025	Prepare and present sandwiches	X	
SITXCOM007	Show social and cultural sensitivity		X
SITXCCS011	Interact with customers		X

EXAM	
Week	Exam week
Term 3	

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

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

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

Scope and Sequence Schedule - Cookery 2 units x 2 years

Commencing 2024

Term 1 - Year 11 (Preliminary) year of study												
List of units holistically delivered. Teacher is to annotate actual delivery noting variations e.g. excursions, work placement, school examination periods and assessments conducted etc (LC refers to the Learning Cycle where the UOC learning commences)		Weeks										
		1	2	3	4	5	6	7	8	9	10	11
VET Course Induction		No Students										
Task 1: Safety in the kitchen. (70 hours)		Assessment is ongoing throughout course delivery					Learning commences across all units					
SITXFSA005	Use hygienic practices for food safety	No Students		(LC1)								
SITXWHS005	Participate in safe work practices			(LC1)								
SITXFSA006	Participate in safe food handling practices			(LC1)								
SITHCCC025	Prepare and present sandwiches			(LC1)								
Task 2: Service please (30 hours)												
SITXCOM007	Show social and cultural sensitivity									(LC2)		
SITXCCS011	Interact with customers									(LC4)		

Term 2 - Year 11 (Preliminary) year of study												
List of units holistically delivered. Teacher is to annotate actual delivery noting variations e.g. excursions, work placement, school examination periods and assessments conducted etc (LC refers to the Learning Cycle where the UOC learning commences)		Weeks										
		1	2	3	4	5	6	7	8	9	10	11
Term 2												
Task 1: Safety in the kitchen.		Assessment is ongoing throughout course delivery					Learning commences across all units					
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													
List of units holistically delivered. Teacher is to annotate actual delivery noting variations e.g. excursions, work placement, school examination periods and assessments conducted etc		<p style="text-align: center;">Weeks</p> <p style="text-align: center;">(LC refers to Learning Cycle where UOC first appears for delivery)</p>											
Term 3		1	2	3	4	5	6	7	8	9	10	11	
Task 2 : Service please		Assessment is ongoing throughout course delivery					Learning commences across all units						
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						(LC5)						
SITXINV006	Receive, store and maintain stock												
Task 4: Pack it up (10 hours)													
SITHCCC026	Package prepared foodstuffs	Learning commences in Cycle 6, Short UOC, assessed in Term 4.					(LC6)						N/A
Task 5 : Plate it up (40 hours)													
SITHCCC023	Use food preparation equipment						(LC5)						
SITHCCC024	Prepare and present simple dishes												
Task 6: There's no i in team (65 hours)													
SITHCCC027	Prepare dishes using basic method of cookery						(LC5)						
SITHCCC034	Work effectively in a commercial kitchen												



COMMUNITY & FAMILY STUDIES

		Task No.	TASK 1	TASK 2	TASK 3
		Task Type	Resource Management Interview	Leadership Case Study	Preliminary Examination
SYLLABUS OUTCOMES	COMPONENTS	DATE DUE	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9/10
		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
P1.1, P2.1, P2.2, P3.1, P3.2, P4.1, P4.2, P6.1,	Knowledge and understanding of the course content	40%	20	10	10
P1.2, P2.1, P2.3, P2.4, P4.1, P4.2, P5.1, P6.2	Skills in critical thinking, research methodology, analysing and communicating	60%	20	30	10
TOTAL MARK		100%	40%	40%	20%

Outcome	Description
P1.1	Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
P1.2	Proposes effective solutions to resource problems
P2.1	Accounts for the roles and relationships that individuals adopt within groups
P2.2	Describes the role of the family and other groups in the socialisation of individuals
P2.3	Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
P2.4	Analyses the inter-relationships between internal and external factors and their impact on family functioning
P3.1	Explains the changing nature of families and communities in contemporary society
P3.2	Analyses the significance of gender in defining roles and relationships
P4.1	Utilises research methodology appropriate to the study of social issues
P4.2	Presents information in written, oral and graphic form
P5.1	Applies management processes to maximise the efficient use of resources
P6.1	Distinguishes those actions that enhance wellbeing
P6.2	Uses critical thinking skills to enhance decision-making

Scope and Sequence- 2024

Course:	Community and Family Studies	Year:	11	Stage:	6
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		Week 1	Week 2	Week 3	Week 4	Week 5-6	Week 7	Week 8-9	Week 9	Week 10	Week 11	Week 11	
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, Number, 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	
T e r m 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									



DANCE

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	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
P2.1, P2.2, P2.3, P2.4, P2.5	Performance	40%	Students perform set class exercises 20%		Students perform class dance individually and complete an interview 20%
P3.1, P3.2, P3.3, P3.4, P3.5, P3.6	Composition	30%	Students manipulate a movement phrase and complete an interview 10%	Students compose and perform a solo composition work in response to given stimulus and complete an interview 20%	
P4.1, P4.2, P4.3, P4.4	Appreciation	30%		Students submit Process Journal 10%	Students complete written examination 20%
TOTAL		100%	30%	30%	40%

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.

Scope and Sequence- 2024

Course:	Dance	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
Term 1	Unit of Work	No Class – Offline classes begin Week 3		Safe Dance Practice & Introduction to Composition								
	Description			Revising SMART Dance			The Dancer’s Body and Injuries Revising Elements of Dance			Applying Safe Dance in Performance Linking Composition		
	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		
	Subject Specific i.e. Module, Area of Study, Text etc			Performance & Appreciation						Performance, Composition & Appreciation		
	Life Skills Unit of Work			Performance, Composition & Appreciation								
	Life Skills Assessment Task Name, weighting, number, outcomes			Assessment Task # 1 – Practical – Performance & Composition 30%								
	Life Skills Outcomes			DLS1, DLS2, DLS3, DLS4, DLS5, DLS6, DLS7, DLS8								
	Formative Assessed Outcomes			P2.1, P2.2, P2.3, P2.4, P2.5, P3.1, P3.2, P3.4, P3.5, P4.3								
	Assessment Task Name, Weighting, Number, Outcomes			Assessment Task # 1 – Practical – Performance & Composition 30% P2.2, P2.5, P3.4, P3.5								
	Reporting Outcomes			P2.4, P3.4								

		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	Continuing Performance, Composition & Dance on Film										
	Description	Generating Movement			Organising the Movement			Organising the Dance				
		Introduction to Dance on Film			Close Study of Dance on Film (Fine Line)							
	Outcomes	P2.4, P2.5, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P4.2, P4.3										
	Subject Specific i.e. Module, Area of Study, Text etc	Performance, Composition & Appreciation										
	<i>Life Skills Unit of Work</i>	Performance, Composition & Appreciation										
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	Assessment Task #2 – Practical & Written – Composition 30%										
	<i>Life Skills Outcomes</i>	DLS1, DLS2, DLS3, DLS4, DLS5, DLS6, DLS7, DLS8										
	<i>Formative Assessed Outcomes</i>	P2.4, P2.5, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P4.2, P4.3										
	Assessment Task Name, Weighting, Number, Outcomes	Assessment Task #2 – Practical & Written – Composition 30% P3.2, P3.3, P3.4, P3.6, P4.3										
	Reporting Outcomes	P3.4, P4.3										

		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 Dance & Refining Performance										
	Description	History & Analysis of Australian Dance						Revision & Refinement		Yearly Examinations		
		Dance Technique, Performance Quality & Interpretation										
	Outcomes	P2.1, P2.4, P2.5, P4.1, P4.4										
	Subject Specific i.e. Module, Area of Study, Text etc	Performance & Appreciation								Performance, Composition & Appreciation		
	Life Skills Unit of Work	Performance, Composition & Appreciation										
	Life Skills Assessment Task Name, weighting, number, outcomes	Assessment Task #3 – Practical & Written – Performance & Examination 40%										
	Life Skills Outcomes	DLS1, DLS2, DLS3, DLS4, DLS5, DLS6, DLS7, DLS8										
	Formative Assessed Outcomes	P2.1, P2.4, P2.5, P4.1, P4.4										
	Assessment Task Name, Weighting, Number, Outcomes	Assessment Task #3 – Practical & Written – Performance & Examination 40% P2.1, P2.2, P2.3, P2.4, P3.1, P4.1, P4.2, P4.4										
	Reporting Outcomes	P2.3, P2.4, P4.2										



EARTH & ENVIRONMENTAL SCIENCE

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 Resources Research Task	Plate Tectonics Depth Study	Preliminary Examination
SYLLABUS OUTCOMES	COMPONENTS	DATE DUE	Term 1, Week 8	Term 2, Week 6	Term 3, Week 9-10
		IN CLASS OR 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	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
EES11-1, EES11-2, EES11-3, EES11-4, EES11-5, EES11-6, EES11-7	Skills in Working Scientifically	60%	24	20	16
EES11-8, EES11-9, EES11-10, EES11-11,	Knowledge and understanding	40%	6	10	24
TOTAL		100%	30	30	40

Outcome	Description
EES11-1	develops and evaluates questions and hypotheses for scientific investigation
EES11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
EES11-3	conducts investigations to collect valid and reliable primary and secondary data and information
EES11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES11-5	analyses and evaluates primary and secondary data and information
EES11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
EES11-8	describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
EES11-9	describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
EES11-10	describes the factors that influence how energy is transferred and transformed in the Earth's systems
EES11-11	describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

Scope and Sequence- 2024

Course:	Earth and Environmental 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		
Term 1	Unit of Work	Module - Human Impacts							Module 2 - Plate tectonics			
	Description	This module investigates compositional layers of the Earth. Students engage with rock composition and the origins of the component materials, including minerals. They extend their knowledge of the Earth and space from Science Stage 5 by learning about soil, the Rock Cycle and technologies used to gather geological data. Students explore science as a human endeavour in relation to the work of geologists, including the significance of this work to the mining of non-renewable resources. They also explore technologies used to gather and interpret data, including absolute and relative dating of rocks.										
	Outcomes	<p>Working Scientifically</p> <ul style="list-style-type: none"> ❖ EES11-1 - Develops and evaluates questions and hypotheses for scientific investigation ❖ EES11-2 - Designs and evaluates investigations in order to obtain primary and secondary data and information ❖ EES11-3 - Conducts investigations to collect valid and reliable primary and secondary data and information ❖ EES11-4 - Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media ❖ EES11-5 - Analyses and evaluates primary and secondary data and information ❖ EES11-6 - Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes ❖ EES11-7 - 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"> ❖ EES11-9 - Describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries 										
	Subject Specific i.e. Module, Area of Study, Text etc	Textbooks: Spotlight NSW Earth and Environmental Science, EES in Focus										
	<i>Life Skills Unit of Work</i>	Earth and Space Life Skills Syllabus										
	<i>Life Skills Outcomes</i>	<p><u>Life Skills content outcomes:</u> SCLS6-8 and SCLS 6-9</p> <p><u>Life Skills, skills outcomes:</u> SCLS6-1-7</p>										
	Assessment Task Name, Weighting, Number, Outcomes	<p><u>Task name:</u> Earth’s Resources Research Task <u>Knowledge Outcomes:</u> 11-8</p> <p><u>Skills Outcomes:</u> 11-2, 11-4, 11-6, 11-7 <u>Task weighting:</u> 30%</p>										
	Reporting Outcomes	<p><u>Reporting outcomes semester 1:</u></p> <p>EES11-1, EES11-2, EES11-3, EES11-7, EES11-8</p>										

Course:		Earth and Environmental 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		
Term 2	Unit of Work	Module 3 - Energy Transformations				Assessment			Module 2 – Plate Tectonics				
	Description	The Earth's surface is made of a series of tectonic plates that move and interact with one another. Solid evidence for the theory of plate tectonics was not proposed until the early 20th century. Initially, the theory was dismissed because of a lack of evidence. Eventually, however, the work of a series of scientists was combined to produce enough evidence to support acceptance of the theory. In many cases, the development of new technologies has allowed the individual pieces of this scientific puzzle be put together. The theory of plate tectonics can explain not only the location and causes of earthquakes and volcanoes, but also the location of mountain ranges (both above and under the oceans) and deep ocean floor trenches. This theory also helps to explain many aspects of climate, evolution and extinction, and supports predictions about the future.					Earth's processes require energy. This energy may be transformed from one form into another or transferred between objects. Energy from the Sun and the Earth's interior control processes within and between the Earth's spheres. Heat and gravitational energy in the Earth's interior also drives the movements of tectonic plates. Energy transfers that occur on different timescales between the atmosphere, oceans and land generate weather and climate phenomena. The influence of cyclic phenomena, including El Niño and La Niña, affect global weather patterns. Knowledge of the Earth's processes and of energy transfer allows scientists to explain phenomena and predict areas at risk.						
	Outcomes	Working Scientifically <ul style="list-style-type: none"> ❖ EES11-1 to 7 Knowledge and understanding <ul style="list-style-type: none"> ❖ EES11-8 - Describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated 					Working Scientifically <ul style="list-style-type: none"> ❖ EES11-1 to 11-7 Knowledge and understanding <ul style="list-style-type: none"> ❖ EES11-10 Describes the factors that influence how energy is transferred and transformed in the Earth's systems 						
	Subject Specific i.e. Module, Area of Study, Text etc	Range of Texts and Resources											
	Life Skills Unit of Work	Earth and Space Life Skills Syllabus						Earth and Space Life Skills Syllabus					
	Life Skills Outcomes	<u>Life Skills, skills outcomes:</u> SCLS6-1-7 <u>Life Skills content outcomes:</u> SCLS6-10						<u>Life Skills, skills outcomes:</u> SCLS6-1-7 <u>Life Skills content outcomes:</u> SCLS6-11 and SCLS6-12					
	Assessment Task Name, Weighting, Number, Outcomes	Task name: Plate Tectonics Depth Study <u>Skills Outcomes:</u> 11-3, 11-5, 11-7 <u>Knowledge Outcomes:</u> 11-9 <u>Task weighting:</u> 30%											
	Reporting Outcomes	<u>Reporting outcomes semester 1:</u> EES11-1, EES11-2, EES11-3, EES11-7, EES11-8											

Course:	Earth and Environmental 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		
Term 3	Unit of Work	Module 2 – Plate Tectonics		Module 1 - Earth's Resources					Preliminary Exam Period			
	Description	Humans use the Earth's resources to maintain life and provide infrastructure. However, natural resources are not infinite. Renewable resources such as water, soil, plants and animals can be managed sustainably using scientific knowledge. Incomplete information or failure to consider the impact of resources use may cause environmental damage. Scientific knowledge enables efficient use of resources and also the rehabilitation of damaged ecosystems. Healthy ecosystems provide renewable resources, purify air and water, regulate climate and provide cultural services.										
	Outcomes	Working Scientifically <ul style="list-style-type: none"> ❖ EES11-1 - Develops and evaluates questions and hypotheses for scientific investigation ❖ EES11-2 - Designs and evaluates investigations in order to obtain primary and secondary data and information ❖ EES11-3 - Conducts investigations to collect valid and reliable primary and secondary data and information ❖ EES11-4 - Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media ❖ EES11-5 - Analyses and evaluates primary and secondary data and information ❖ EES11-6 - Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes ❖ EES11-7 - Communicates scientific understanding using suitable language and terminology for a specific audience or purpose Knowledge and understanding <ul style="list-style-type: none"> ❖ EES11-11 - Describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes 										
	Subject Specific i.e. Module, Area of Study, Text etc	Range of Texts and Resources										
	<i>Life Skills Unit of Work</i>	Chemical World Science Life Skills										
	<i>Life Skills Outcomes</i>	<u>Life Skills content outcomes:</u> SCLS6-9 <u>Life Skills, skills outcomes:</u> SCLS6-1-7										
	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 to 11-7 <u>Task weighting:</u> 40%										
	Reporting Outcomes	<u>Reporting outcomes semester 2:</u> EES11-4, EES11-5, EES11-6, EES11-9, EES11-10, EES11-11										



ECONOMICS

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
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
Outcomes: P1, P2, P3	Knowledge and understanding of course content	40%	10%	10%	20%
Outcomes: P4, P5, P6	Stimulus-based skills	20%	5%	5%	10%
Outcomes: P7, P8, P9	Inquiry and research	20%	10%	5%	5%
Outcomes: P10, P11, P12	Communication of economic information, ideas and issues in appropriate forms	20%	5%	10%	5%
TOTAL MARK		100%	30%	30%	40%

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- 2024

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	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, 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		
T e r m 2	Unit of Work	Markets/ Labour Markets/ Financial Markets												
	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/</p> <p>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, 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	
T e r m 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											



ENGLISH ADVANCED

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	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%

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

Scope and Sequence- 2024

Course:	English Advanced	Year	11 - 2024	Stage:	6
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Term 1, 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
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, 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.										(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)
Reporting	EA11-3B, EA11-4B, EA11-6C, EA11-9E										(see next page)

Term 2, 2024	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	<p>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.</p>								(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	<p style="text-align: center;">Task 2: Multimodal Presentation EA11-2A, EA11-5C 35% Due Week 8</p> <p style="text-align: center;">Task 3: End of Course Examination 10% Due Term 3 Week 9</p>								(see next page)	
Reporting	EA11-1A, EA11-2A, EA11-5C, EA11-7D, EA11-8D								(see next page)	

Term 3, 2024	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: 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.</p> <p>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. 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									



ENGLISH EXTENSION

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	Creative 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%

OBJECTIVES	HSC OUTCOMES
A student develops:	A student:
<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>	<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>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>	<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>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>	<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>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>	<p>EE11-4D: develops skills in research methodology to undertake effective independent investigation</p>
<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>	<p>EE11-5E: articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts</p>

Scope and Sequence- 2024

Course:	English Extension	Year	11 - 2024	Stage:	6
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Term 1, 2024	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: Creative Response EE11-3C, EE11-5D 30% Due Week 8									
Reporting	EE11-3C, EE11-5D									

Term 2, 2024	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 40% Due Week 9									(see next page)
Reporting	EE11-1A, EE11-2B , EE11-3C, EE11-4C, EE11-5D, EE11-6E									(see next page)

Term 3, 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
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	EE11-2B, 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							



ENGLISH STANDARD

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	Creative Response & Reflection Statement	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%

OBJECTIVES	HSC OUTCOMES
A student develops:	A student:
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.	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
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.	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
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.	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
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.	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
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.	EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

Scope and Sequence- 2024

Course:	English Standard	Year	11 - 2024	Stage:	6
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Term 1, 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
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, 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.									(see next page)	
Outcomes	EN11-3B, EN11-4B, EN11-6C, EN11-9E									(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 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, 2024	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, 2024	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</p> <p>EN11-1A, EN11-7D, EN11-8D</p> <p>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%

OBJECTIVES	HSC OUTCOMES
A student develops:	A student:
<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:</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>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:</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>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:</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>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:</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>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:</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>

OBJECTIVES	HSC OUTCOMES
A student develops:	A student:
<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:</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 ENLS6-2 reads, views and responds to texts in familiar contexts ENLS6-3 comprehends and responds to a range of texts in familiar and unfamiliar contexts ENLS6-4 uses strategies to comprehend a range of texts composed for different purposes and contexts ENLS6-5 accesses information to communicate for different purposes and in different contexts ENLS6-6 composes texts for a variety of purposes and audiences in a range of modes</p>
<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:</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 ENLS6-8 uses appropriate language forms and features when composing texts for different modes, media, audiences, contexts and purposes</p>
<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:</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 ENLS6-10 compares ideas, purposes and audiences of texts</p>
<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:</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>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:</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>

Scope and Sequence- 2024

Course:	English Studies	Year	11 - 2024	Stage:	6
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Term 1, 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
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	<p style="text-align: center;">Task 2: Multimodal Presentation ES11-6B, ES11-7C, ES11-8C, ES11-9D 35% Due Week 8</p> <p style="text-align: center;">Task 3: Final Portfolio of Classwork 40% Due Term 3 Week 8</p>									(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
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									



FOOD TECHNOLOGY

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	Dietician for a Day Research Task	Practical and Scientific Report	Preliminary Examination
SYLLABUS OUTCOMES	COMPONENTS	DATE DUE	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9
		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
Task 1- P2.1, P3.1 Task 2- P2.2 Task 3- P1.1, P1.2, P2.1, P2.2	Knowledge & understanding of course content	40%	10	10	20
Task 1- P3.2, P5.1 Task 2- P3.2 Task 3- P1.1, P2.2	Knowledge and skills in designing, researching, analysing and evaluating	30%	10	10	10
Task 1- P4.1, P4.2, P4.3 Task 2- P4.1, P4.4	Skills in experimenting with and preparing food by applying theoretical concepts	30%	10	20	
TOTAL MARK		100%	30%	40%	30%

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

Scope and Sequence- 2024

Course	Food Technology				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 1	Unit of Work	Nutrition											
	Description	NA	Food nutrients: carbohydrates, proteins, lipids, vitamins, minerals and water.	Structure of carbohydrates, proteins and lipids.	Sources of carbohydrates, proteins, lipids, vitamins, minerals and water.	Functions of carbohydrates, proteins, lipids, vitamins, minerals and water in the body.	Significant interrelationships between nutrients	Digestion, absorption and metabolism of food.	Nutritional requirements throughout the life cycle.	Current food selection guides and nutritional information that assist in planning and evaluating meals/diets	Preparation techniques to produce nutritious foods.	Storage & Distribution. Impact of manufacture on the environment.	
	Outcomes	P2.1, P3.1, P3.2, P4.3, P5.1											
	Subject Specific i.e. Module, Area of Study, Text etc	Food Nutrients							Diets for Optimum nutrition				
	Life Skills Unit of Work	NA											
	Life Skills Assessment	NIL											
	Life Skills Outcomes	FTLS8, FTLS9, FTLS10, FTLS11, FTLS12, FTLS13											
	Assessment Task Name, Weighting, Number, Outcomes	Task 1 - Task name - Dietician for a Day Research Task - Task Weighting - 30% Outcomes P2.1, P3.1, P3.2, P4.1, P4.3, P5.1											
	Reporting Outcomes	Semester 1 - P2.1, 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	
Term 2	Unit of Work	Food Quality										
	Description	Sensory characteristics of food	Sensory characteristics of food	Functional properties of food	Functional properties of food	Functional properties of food	Functional properties of food	Functional properties of food	Functional properties of food	Safe storage of food	Safe preparation and presentation of food	
	Outcomes	P2.2, P3.2, P4.1, P4.4										
	Subject Specific i.e. Module, Area of Study, Text etc	Sensory Characteristics of Food		Functional Properties of Food						Safe storage of food	Safe preparation and presentation of food	
	<i>Life Skills Unit of Work</i>	NA										
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	FTLS6, FTLS7, FTLS11, FTLS12, FTLS13										
	<i>Life Skills Outcomes</i>	NIL										
	Assessment Task Name, Weighting, Number, Outcomes	Task 2 -Task name Practical/Scientific Report- Task Weight 40% Outcomes - P2.2, P3.2, P4.1, P4.4, P5.1										
	Reporting Outcomes	Semester 1 - P2.2, P3.2, P4.1, P4.4										

	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	Food Availability and Selection										
	Description	Influences on food availability - historical changes to the availability of food	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 -social, economic and political influences on food availability	Factors affecting food selection - physiological factors - social factors	Factors affecting food selection -economic factors	Revision	Revision	PRELIMINARY EXAM	Start AFI Unit	
	Outcomes	P1.1, P1.2, P4.2										
	Subject Specific i.e. Module, Area of Study, Text etc	Influences on Food availability				Factors affecting food selection						
	<i>Life Skills Unit of Work</i>	NA										
	<i>Life Skills Assessment</i>	NIL										
	<i>Life Skills Outcomes</i>	FTLS14, FTLS11,FTLS12, FTLS13										
	Assessment Task Name, Weighting, Number, Outcomes	Task 3 - Task name Preliminary Examination - Weighting 30% Outcomes -P1.1 , P1.2, P2.1, P2.2, P3.1, P5.1										
	Reporting Outcomes	Semester 2 - P1.1 , P1.2, P4.2										



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	Scenario Task	Geographical Investigation	Yearly Exam
OUTCOMES	COMPONENTS	DATE DUE	Term 1, Week 9	Term 3, Week 2	Term 3, Exam Period
		IN CLASS OR 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	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
GE-11-01, GE-11-02, GE-11-03, GE-11-04	Knowledge and understanding of course content	40%	15%	15%	10%
GE-11-05, GE-11-06	Geographical skills and tools	20%	5%	5%	10%
GE-11-07, GE-11-08	Geographical inquiry and research, including fieldwork	20%	5%	15%	
GE-11-09	Communication of geographical information, ideas and issues in appropriate forms	20%	5%	5%	10%
		100%	30%	40%	30%

OBJECTIVES	PRELIMINARY OUTCOMES
A student develops:	A student:
<ul style="list-style-type: none"> The characteristics and spatial distribution of environments 	P1 differentiates between spatial and ecological dimensions in the study of geography
<ul style="list-style-type: none"> The processes that form and transform the features and patterns of the environment 	P2 describes the interactions between the four components which define the biophysical environment
<ul style="list-style-type: none"> The global and local forces which impact on people, ecosystems, urban places and economic activity 	P3 explains how a specific environment functions in terms of biophysical factors
<ul style="list-style-type: none"> The contribution of a geographical perspective 	P4 analyses changing demographic patterns and processes P5 examines the geographical nature of global challenges confronting humanity P6 identifies the vocational relevance of a geographical perspective P7 formulates a plan for active geographical inquiry
<ul style="list-style-type: none"> Investigate geographically 	P8 selects, organises and analyses relevant geographical information from a variety of sources
<ul style="list-style-type: none"> Communicate geographically 	P9 uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries P10 applies mathematical ideas and techniques to analyse geographical data P11 applies geographical understanding and methods ethically and effectively to a research project P12 communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms

Scope and Sequence- 2024

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	
Term 1	Unit of Work	Earth’s natural systems										Geographical investigation	
	Description	<i>Students investigate the functioning of natural systems and processes and adjustments of these processes in response to changes.</i>										<i>Students plan and conduct a Geographical Investigation</i>	
	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	<i>Overview of uniqueness and diversity</i>	<i>Processes, cycles and circulations connecting natural systems</i>				<i>Natural systems and land cover change</i>				<i>Geographical Investigation</i>		
	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>	<i>Earth’s natural systems</i>											
	<i>Life Skills Assessment</i>	<i>Environment Study: 30%</i> <i>GE-LS-03, GE-LS-05, GE-LS-12</i>											
	<i>Life Skills Outcomes</i>	<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>											

	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	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>									

		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	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: Preliminary Examination ; 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>	Assessment 3: Changes in the environment: 30% GE-LS-02, GE-LS-04, GE-LS-06										
	<i>Life Skills Outcomes</i>	GE-LS-02, GE-LS-03, GE-LS-04, GE-LS-06, GE-LS-10										



HOSPITALITY



Education

Hospitality

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

School Name: Elizabeth Macarthur High School

Assessment Schedule Year 11 - 2024



Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 1 Safety in the kitchen	Task 2 Service please	Optional EXAM
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Term 2 2024	Term 3 2024	Term 3 2024
Code	Unit of Competency			
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

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

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

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

Scope and Sequence- 2024

Term 1 - Year 11 (Preliminary) year of study												
List of units of competency to be delivered in each term. Teacher is to annotate when unit commences and ends. Please add local variations e.g. excursions, work placement, school examination periods. (LC refers to Learning Cycle where UOC first appears for delivery)		Weeks										
		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		(LC1)								
SITXWHS005	Participate in safe work practices		(LC1)									
SITXFSA006	Participate in safe food handling practices		(LC1)									
SITHCCC025	Prepare and present sandwiches		(LC1)									
Task 2: Service please (30 hours)												
SITXCOM007	Show social and cultural sensitivity									(LC2)		
SITXCCS011	Interact with customers									(LC4)		

Term 2 - Year 11 (Preliminary) year of study												
List of units holistically delivered. Teacher is to annotate when actual delivery noting variations e.g. excursions, work placement, school examination periods and assessments conducted etc		Weeks										
Term 2		1	2	3	4	5	6	7	8	9	10	11
Task: 1 Safety in the kitchen		Assessment is ongoing throughout course delivery					Learning commences across all units					
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												
List of units of competency to be delivered in each term. Teacher is to annotate when unit actually commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.		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: The hospitality industry (20 hours)		Learning commences in the remaining units										
SITHIND006	Source and use information on the hospitality industry						(LC5)					
Task 4: Beverage making 101 (55 hours)												
SITHFAB024	Prepare and serve non-alcoholic beverages						(LC6)					
BSBTWK201	Work effectively with others						(LC7)					
SITHFAB025	Prepare and serve espresso coffee						(LC6)					
Task 5: Working 9 to 5 (65 hours)												
SITHFAB027	Serve food and beverages						(LC5)					
SITHIND007	Use hospitality skills effectively											



INDUSTRIAL TECHNOLOGY

Timber Products & Furniture- Technologies & Multimedia

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
SYLLABUS OUTCOMES	COMPONENTS	DATE DUE	Term 1 – 2024 Week 9	Term 2 - 2024 Week 10	Term 3 - 2024 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
P1.1, P7.1, P7.2	Industry Study <i>(Knowledge & Understanding of course content Total= 15%)</i>	15%			15
P3.2, P3.3	Design <i>(Knowledge and skills in the design total = 10%)</i>	10%	10		
P3.1, P3.3, P5.1, P5.2, P6.1, P6.2	Management & Communication <i>(Management, communication and production of a major project total = 20%)</i>	20%	10	10	
P2.1, P2.2, P4.1, P4.2, P4.3	Production <i>(Knowledge and skills in the design, management, communication and production of a major project total= 40%)</i>	40%	10	30	
P1.2, P4.3, P6.1, P6.2	Industry Related Manufacturing Technology <i>(Knowledge & Understanding of course content Total= 15%)</i>	15%			15
TOTAL MARK		100%	30%	40%	30%

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

Scope and Sequence- 2024

Course:		Industrial Technology			Year:	11				Stage:	6		
Term 1		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- Skill based Activity											
	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											
	<i>Life Skills Unit of Work</i>	Unit of work to be adjusted to suit individual students' needs.											
	<i>Life Skills Outcomes</i>	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 											

		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
Term 2 - Week 1 - Term 3 Week 3	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 												

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Term 3 - Week 4 - 10	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	● 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% ▪ 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 							
	S2-Reporting Outcomes	P1.1 describes the organisation and management of an individual business within the focus area industry P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies. P2.1 describes and uses safe working practices and correct workshop equipment maintenance Techniques P4.2 demonstrates competency in using relevant equipment, machinery and processes <ul style="list-style-type: none"> ▪ P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment 							



INVESTIGATING SCIENCE

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	Depth Study	Model	Yearly Examination
SYLLABUS OUTCOMES	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 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
INS11-1, INS11-2, INS11-3, INS11-4, INS11-5, INS11-6, INS11-7	Skills in Working Scientifically	60	18	18	24
INS11-8, INS11-9, INS11-10, INS11-11	Knowledge and understanding	40	12	12	16
TOTAL MARK		100%	30	30	40

Outcome	Description
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
INS11-8	identifies that the collection of primary and secondary data initiates scientific investigations
INS11-9	examines the use of inferences and generalisations in scientific investigations
INS11-10	develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
INS11-11	describes and assesses how scientific explanations, laws and theories have developed

Scope and Sequence- 2024

Course:	Investigating Science				Year:	11				Stage:	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		
	Unit of Work	Module 1 – Cause and Effect - Observing Module 2 – See next page					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 € 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 € 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												
	<i>Life Skills Unit of Work</i>	Investigating Science Life Skills											
	<i>Life Skills Outcomes</i>	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											

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	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 € INS11-1 to 7 Knowledge and understanding € INS11-9 - examines the use of inferences and generalisations in scientific investigations					Working Scientifically € INS11-1 to 11-7 Knowledge and understanding € INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes					
T e r m 2	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					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit of Work	Module 3 – Scientific Models		Module 4 – Theories and Laws					Exam Period		
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									

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LEGAL 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	The Legal System	The Individual and the Law	Preliminary Examination
Outcomes	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
P1, P2, P3, P4, P5, P6	Knowledge and understanding of course content	40%	15%	10%	15%
P7, P8, P9, P10	Analysis and evaluation	20%	5%	5%	10%
P8, P9	Inquiry and research	20%	5%	5%	10%
P8, P9, P10	Communication of legal information, issues and ideas in appropriate forms	20%	5%	10%	5%
TOTAL		100%	30%	30%	40%

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

Scope and Sequence- 2024

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
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>	Task 1: Short Response (Life Skills) 30% Weighting Outcomes: CLS1, CLS3, CLS5, CLS11, CLS12									
<i>Life Skills Outcomes</i>	CLS1, CLS2, CLS3, CLS4, CLS5, CLS6, CLS7, CLS8, CLS9, CLS10, CLS11, CLS12									

Term 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	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>									



MATHEMATICS ADVANCED

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 diligence and sustained effort, to successfully meet the requirements of this course.		Task No.	TASK 1	TASK 2	TASK 3
		Task Type	Topic Test	Assign/Invest	Formal Examination
SYLLABUS OUTCOMES	COMPONENTS	DATE DUE	Term 1 Week 9/10	Term 2 Week 9 Incl. MA11-8 & 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
MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	Understanding, fluency and communication	50%	15%	15%	20%
	Problem-solving, reasoning and justification	50%	15%	15%	20%
TOTAL MARK		100%	30%	30%	40%

Outcome	Description
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

Scope and Sequence- 2024

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	
T e r m 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										
	<i>Life Skills Unit of Work</i>	N/A										
	<i>Life Skills Outcomes</i>	N/A										
	Assessment Task Name, Weighting, Number	Task 1: Topic Test										
	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	Cont.d	Trigonometry				Differentiation			Assess Task 2	Revision Feedback
	Description		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				
	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									
	Reporting (outcomes assessed)	MA11-1, MA11-3, MA11-4, MA11-8, MA11-9									

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		Differentiation Cont.d	Probability and Probability Distributions			Revision		Assess Task 3	Revision Feedback		
	Description			The topic Statistical Analysis involves the exploration, display, analysis and interpretation of data to identify and communicate key information.								
	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 3: Yearly Examination								
Reporting (outcomes assessed)			MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9									



MATHEMATICS EXTENSION

<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 diligence and sustained effort, to successfully meet the requirements of this course.</p>		Task No.	TASK 1	TASK 2	TASK 3
		Task Type	Topic Test	Assignment/ Investigation	Formal Examination
SYLLABUS OUTCOMES	COMPONENTS	DATE DUE	Term 1 Week 9/10	Term 2 Week 9/10 Incl. ME11-6&7	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
ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	Understanding, fluency and communication	50%	15%	15%	20%
	Problem-solving, reasoning and justification	50%	15%	15%	20%
TOTAL MARK		100%	30%	30%	40%

Outcome	Description
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

Scope and Sequence- 2024

Term 1 – 10 weeks

Week 1 (1 d)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11	
1. Algebraic Techniques (MA11-1,8,9)				3. Functions and Graphs (MA11-1,2,8,9)				Assessment Task 1 (MA11-1,2,8,9)	6. Exponential and Logarithmic Functions (MA11-6,8,9)	
ME-A1.1: Permutations and Combinations (ME11-5,6,7)				ME-A1.2: Binomial Expansion & Pascals triangle (ME11-5,6,7)		ME-F1.2: Inequalities (ME11-1,2,6,7)		ME-F1.1: Graphical relationships (ME11-1,2,6,7)		ASSESSMENT TASK 1 (ME11-1,2,5,7)

Term 2 – 10 weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
6. Exponential and Logarithmic Functions (MA11-6,8,9)			7. Trigonometry (MA11-1,3,4,8,9)			8. Differentiation (MA11-1,5,8,9)		ASSESSMENT TASK 2 (MA11-1,3,4,6,8,9)	8. Differentiation (MA11-1,5,8,9)	
ME-F1.4: Parametric form of a function or relation. (ME11-1,2,6,7)		ME-F1.3: Inverse Functions (ME11-1,2,6,7)		ME-T1: Inverse trigonometric Functions (ME11-1,3,6,7)		ME-T2: Further Trigonometric Identities (ME11-1,3,6,7)		ASSESSMENT TASK 2 (ME11-1,2,6,7)		ME-T2: Further Trigonometric Identities (ME11-1,3,6,7)

Term 3 – 10 weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
9. Extending Calculus (MA11-6,8,9)		10. Probability (MA11-7,8,9)			11. Probability Distributions (MA11-7,8,9)			ASSESSMENT TASK 3 (MA11-1,2,3,4,5,6,7,9)			
ME-F2: Polynomials (ME11-1,2,6,7)				ME-C1: Rates of Change (ME11-1,4,6,7)				ASSESSMENT TASK 3 (ME11-1,2,3,4,5,7)			



MATHEMATICS STANDARD

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 diligence and sustained effort, to successfully meet the requirements of this course.		Task No.	TASK 1	TASK 2	TASK 3
		Task Type	Topic Test	Assignment/ Investigation	Formal Examination
SYLLABUS OUTCOMES	COMPONENTS	DATE DUE	Term 1 Week 9	Term 2 Week 9 Incl. MS11-9 & 10	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
MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	Understanding Fluency and Communication	50%	15%	15%	20%
	Problem Solving, Reasoning and Justification.	50%	15%	15%	20%
TOTAL MARK		100%	30%	30%	40%

Outcome	Description
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

Scope and Sequence- 2024

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		
Term 1 2024	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										
	<i>Life Skills Unit of Work</i>	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.										
	<i>Life Skills Outcomes</i>	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	
Term 2 2024	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										

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



MODERN HISTORY

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	Fall of the Romanov Dynasty	Historical Investigation	World War One
COMPONENTS	DATE DUE	Term 1, Week 7	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	
11-1, 11-2, 11-3, 11-4, 11-5	Knowledge and understanding of course content	40	15%	0%	25%
11-6, 11-7	Source-based skills	20	10%	5%	5%
11-8, 11-10	Historical inquiry and research	20	0%	15%	5%
11-9	Communication of historical understanding in appropriate forms	20	5%	10%	5%
TOTAL		100%	30%	30%	40%

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

Scope and Sequence- 2024

Course:	Modern History				Year:	11				Stage:	Stage 6	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 9	Week 10			
Term 1	Unit of Work	Investigating Modern History: Case Study A – The Decline and Fall of the Romanov Dynasty							Historical Investigation (Contestability)			
	Description	Introduction	Tsarism	Reform and Fallout	Opposition incl. Bloody Sunday	Rasputin WWI & Collapse	*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 modern world MH11-1 proposes ideas about the varying causes and effects of events and developments MH11-2 analyses the role of historical features, individuals, groups and ideas in shaping the past MH11-3 accounts for the different perspectives of individuals and groups MH11-4 examines the significance of historical features, people, ideas, movements, events and developments of the modern world MH11-5 analyses and interprets different types of sources for evidence to support an historical account or argument MH11-6 discusses and evaluates differing interpretations and representations of the past MH11-7 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH11-9 discusses contemporary methods and issues involved in the investigation of ancient history MH11-10 							See Next Page			
	Content Dot Points	- Origins and nature of the Russia Empire	- Origins and nature of the Russia Empire Relationships with foreign powers	-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	- The development of opposition to the Romanovs - Role of World War I in the collapse of the Romanov Dynasty - The execution of the Romanovs - The transfer of power from the Romanov regime to the Provisional Government			<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>	No Life Skills students identified as of September 2023.										
	<i>Life Skills Outcomes</i>	No Life Skills students identified as of September 2023.										
	Assessment Task Name, Weighting, Number, Outcomes	Assessment Weighting: 30% Assessment Name: Fall of the Romanov Dynasty Task Due: Term 1, Week 7 Outcomes: MH11-3, MH11-4, MH11-6, MH11-7, MH11-9							See next page			
	Reporting	Outcomes to be reported on (Semester 1): MH11-3, MH11-4, MH11-6, MH11-7, MH11-9										

	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	Historical Investigation			Investigating Modern History: Case Study B - The Meiji Restoration						
	Description	Historical processes and Investigation including Presentation (Week 3 Seminar's Due & Presented)			Tokugawa Japan & Key Developments		Mechanics of Restoration		Consequences of the Restoration		Historical Debate – Oppression and Reactionary
	Outcomes	<ul style="list-style-type: none"> describes the nature of continuity and change in the modern world MH11-1 proposes ideas about the varying causes and effects of events and developments MH11-2 analyses the role of historical features, individuals, groups and ideas in shaping the past MH11-3 accounts for the different perspectives of individuals and groups MH11-4 examines the significance of historical features, people, ideas, movements, events and developments of the modern world MH11-5 analyses and interprets different types of sources for evidence to support an historical account or argument MH11-6 discusses and evaluates differing interpretations and representations of the past MH11-7 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources MH11-8 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH11-9 discusses contemporary methods and issues involved in the investigation of modern history MH11-10 			<ul style="list-style-type: none"> describes the nature of continuity and change in the modern world MH11-1 proposes ideas about the varying causes and effects of events and developments MH11-2 analyses the role of historical features, individuals, groups and ideas in shaping the past MH11-3 accounts for the different perspectives of individuals and groups MH11-4 examines the significance of historical features, people, ideas, movements, events and developments of the modern world MH11-5 analyses and interprets different types of sources for evidence to support an historical account or argument MH11-6 discusses and evaluates differing interpretations and representations of the past MH11-7 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH11-9 						
	Content Dot Points	<p><u>Due to the independent nature of the investigation students will meet each dot point at different times within the unit.</u></p> <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 			<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 		<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'
	<i>Life Skills Unit of Work</i>	No Life Skills students identified as of September 2023.									
	<i>Life Skills Outcomes</i>	No Life Skills students identified as of September 2023.									
	Assessment Task Name, Weighting, Number, Outcomes	<p>Assessment Weighing: 30%</p> <p>Assessment Name: Historical Investigation</p> <p>Task Due: Term 2, Week 3</p> <p>Outcomes: MH11-3, MH11-4, MH11-6, MH11-7, MH-11-8, MH11-9, MH11-10</p>									
	Reporting	Outcomes to be reported on (Semester 1): MH11-4, MH11-6, MH11-7, MH11-9									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8 – Week 10	
Term 3	Unit of Work	The Shaping of the Modern World – Topic 5 World War One							Year 11 Examination Period
	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			
	Outcomes	<p>describes the nature of continuity and change in the modern world MH11-1</p> <p>proposes ideas about the varying causes and effects of events and developments MH11-2</p> <p>analyses the role of historical features, individuals, groups and ideas in shaping the past MH11-3</p> <p>accounts for the different perspectives of individuals and groups MH11-4</p> <p>examines the significance of historical features, people, ideas, movements, events and developments of the modern world MH11-5 analyses and interprets different types of sources for evidence to support an historical account or argument MH11-6</p> <p>discusses and evaluates differing interpretations and representations of the past MH11-7</p> <p>plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources MH11-8</p> <p>communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH11-9</p>							
	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 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>	No Life Skills students identified as of September 2023.							
	<i>Life Skills Outcomes</i>	No Life Skills students identified as of September 2023.							
	Assessment Task Name, Weighting, Number, Outcomes	<p>Assessment Weighing: 40%</p> <p>Assessment Name: World War One</p> <p>Task Due: Term 3, Week 6</p> <p>Outcomes: MH11-4, MH11-6, MH11-7, MH11-8, MH11-9</p>							
	Reporting	Outcomes to be reported on (Semester 2): MH11-1, MH11-3, MH11-7, MH11-9							



MUSIC

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:	COMPONENTS	DATE DUE	Term 1 - 2024 Week - 8	Term 2 - 2024 Week - 8	Term 3 - 2024 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
P1, P2, P9, P10 MLS1, MLS2	Performance	25%		25%	
P3, P7, P8 MLS3, MLS4	Composition	25%	25%		
P5, P6, P11 MLS5	Musicology	25%	10%		15%
P4 MLS6	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: 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.	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
Objective: to develop the skills to evaluate music critically.	P5 comments on and constructively discusses performances and compositions
	P6 observes and discusses concepts of music in works representative of the topics studied
Objective: to develop an understanding of the impact of technology on music.	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
Objective: to develop personal values about music.	P9 performs as a means of self-expression and communication
	P10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
	P11 demonstrates a willingness to accept and use constructive criticism

Scope and Sequence- 2024

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	
Term 1	Unit of Work	Technology and Its Influence on Music										
	Description 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.	Listening										
		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.	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.	Exploration of advances in technology and their effect on performance and composition over time - research task. Introduction to Structure.	Structure analysis building on learning from weeks 5-6. Begin work on Assessment Task analysis.	Students submit written analysis of composition	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)					
		Composing										
		Introduction to Digital Audio Workstation(Bandlab)	Sourcing found sounds for composition	Continue sourcing of found sounds and begin development of Composition	Continue developing and refining composition for assessment task	Students submit composition						
		Performing										
												Selection of technology repertoire and practise of chosen repertoire.
	Outcomes	L - P4, P6 C - P3, P8 P	L - P4, P5, P6 C - P3,P7, P8 P	L - P4, P5, P6 C - P3,P7, P8 P	L - P4, P5, P6 C - P3,P7, P8 P	L - P4, P5, P6 C - P3,P7, P8 P	L - P5 C - P3, P7, P8 P -	L - P4, P5, P6 C - P3, P7, P8 P - P1, P2				
	Subject Specific i.e. Module, Area of Study, Text etc	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	P3,P5, P7, P8											

		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	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, P5, P6 C - P - P1, P2	L - P4, P5, P6 C - P7, P8 P -					
	Subject Specific i.e. Module, Area of Study, Text etc	Performance and Aural											
	<i>Life Skills Unit of Work</i>	What Is Popular Music			What makes Popular Music so Popular?			How is Popular Music represented in Popular Culture					
	<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, P4,)											
	Reporting Outcomes	P1, P2, P9											

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
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 and refine performance techniques.								Students perform an existing piece in a style representative of the Australian Music context.		
Outcomes	L - P2, P4, P5, C - P - P1,	L - P2, P4, P5 C - P -	L - P2, P4, P5 C - P -	L - P4, P5, P6 C - P -	L - P4, P6, 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	L - C - P - P1, P9, P10	
Subject Specific i.e. Module, Area of Study, Text etc	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	P4, P5, P6										

**Term
3**



PDHPE

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	Better Health for Individuals	Body in Motion
COMPONENTS	DATE DUE	Term 1, Week 6	Term 2, Week 10	Term 3, Week 9/10
	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 checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
SYLLABUS OUTCOMES		P1, P2, P3, P15	P7, P8, P9, P17	P1-P17
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research, analysis and communicating	60%	20%	20%	20%
TOTAL MARK	100%	30%	30%	40%

OBJECTIVES	PRELIMINARY HSC OUTCOMES
A student develops:	A student:
knowledge and understanding of the factors that affect health	P1 identifies and examines why individuals give different meanings to health
	P2 explains how a range of health behaviours affect an individual's health
	P3 describes how an individual's health is determined by a range of factors
A capacity to exercise influence over personal and community health outcomes	P4 evaluates aspects of health over which individuals can exert some control
	P5 describes factors that contribute to effective health promotion
	P6 proposes actions that can improve and maintain an individual's health
Knowledge and understanding about the way the body moves	P7 explains how body systems influence the way the body moves
	P8 describes the components of physical fitness and explains how they are monitored
	P9 describes biomechanical factors that influence the efficiency of the body in motion
an ability to take action to improve participation and performance in physical activity	P10 plans for participation in physical activity to satisfy a range of individual needs
	P11 assesses and monitors physical fitness levels and physical activity patterns
	P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
	P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
	P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
an ability to apply the skills of critical thinking, research and analysis	P15 forms opinions about health-promoting actions based on a critical examination of relevant information
	P16 uses a range of sources to draw conclusions about health and physical activity concepts
	P17 analyses factors influencing movement and patterns of participation

Scope and Sequence- 2024

Course:		PDHPE			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	Core 1: Better Health for Individuals									Option 1: First Aid			
	Description	This compulsory module examines the meanings of health, the perceptions individuals have about health and the range of factors and behaviours that influence health. Students are introduced to health promotion and investigate approaches and strategies that can assist individuals to achieve better health.									In this option module, students engage in the investigation and practical application of the major assessment and management techniques for the types of injury and medical conditions that require first aid attention. They explore the cause and symptoms of these main injuries and medical conditions			
	Outcomes	P1, P2, P3, P4, P5, P6, P15, P16									P6, P12, P15, P16			
	Subject Specific i.e. Module, Area of Study, Text etc	Core 1: Better Health for Individuals									Option 1: First Aid			
	Life Skills Unit of Work	Core 1: Better Health for Individuals Life Skills (Module 1: Growth and Development Module 2: Developing and Maintaining a Healthy Lifestyle)									Option 1: First Aid Life Skills (Module 1: Growth and Development, Module: Safe Living, Module: Developing and Maintaining a Healthy Lifestyle)			
	Life Skills Outcomes	LS1.5, LS1.7, LS1.11, LS2.1, LS2.3, LS2.5, LS2.6, LS2.7, LS2.10									LS1.4, LS1.7, LS2.9, LS4.1, LS4.2, LS4.4, LS4.6,			
	Assessment Task Name, Weighting, Number, Outcomes	Task #1: Better Health for Individuals assessment task Weighting: 30% Outcomes: P1, P2, P3, P15												
	Reporting Outcomes	P1, P2, P3, P15 LS2.6, LS2.5, LS2.3									LS4.1, LS4.2			

		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	Option 1: First Aid		Core 2: Body in Motion							
	Description			This compulsory module examines the scientific foundations of human movement. In this module, students explore how the body moves and why it moves in particular ways. Students focus on the relationships between anatomy, physiology, fitness, biomechanics and efficient human movement.							
	Outcomes	P6, P12, P15, P16		P7, P8, P9, P10, P11, P16, P17							
	Subject Specific i.e. Module, Area of Study, Text etc	Option 1: First Aid		Core 2: Body in Motion							
	<i>Life Skills Unit of Work</i>			Core 2: Body in Motion Life Skills <i>(Module 2: Developing and Maintaining a Healthy Lifestyle, Module: Outdoor Recreation, Module: Leisure, Module: Developing and Maintaining a Healthy Lifestyle)</i>							
	<i>Life Skills Outcomes</i>			LS2.1, LS2.3, LS2.4, LS5.3, LS5.8,							
	Assessment Task Name, Weighting, Outcomes			Task #2: Body in Motion assessment task Weighting: 30% Outcomes: P7, P8, P9, P17							
	Reporting Outcomes			P7, P8, P9, P17 LS5.3, LS2.1, LS2.3							

		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	Option 2: Fitness Choices						Revision		Preliminary Exams	
	Description	This option module examines the exercise options that are available to meet the varying fitness needs of individuals. In this module, students investigate what exercise means to different people and the factors that influence exercise choices. As a major focus of this module, students experience a range of exercise options and evaluate the ability of each to meet individual fitness needs.						Core 1: Better Health for Individuals Core 2: Body in Motion Option 1: First Aid Option 2: Fitness Choices			
	Outcomes	P5, P6, P10, P15, P16, P17									
	Strand, Module	Option 2: Fitness Choices									
	<i>Life Skills Unit of Work</i>	Fitness Choices Life Skills <i>(Module 5: Leisure, Module 6: Outdoor Recreation)</i>									
	<i>Life Skills Outcomes</i>	LS5.1, LS5.3, LS5.5, LS6.6									
	Assessment Task Name, Weighting, Outcomes	Task #3: PDHPE Preliminary examination Weighting: 40% Outcomes: P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17									
	Reporting Outcomes	P2, P3, P16 LS5.3, LS5.5									



PHOTOGRAPHY, VIDEO & DIGITAL IMAGING

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	BODY OF WORK	CASE STUDY	BODY OF WORK
COMPONENTS	DATE DUE	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	
	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	
M1, M2, M3, M4, M5, M6	MAKING	70%	30%	40%	
CH1, CH2, CH3, CH4, CH5	CRITICAL AND HISTORICAL STUDIES	30%	30%		
TOTAL		100%	30%	30%	40%

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

Scope and Sequence- 2024

Course:	Photography, Video and Digital Imaging			Year 11			Stage 6			
Unit of Work	Up Close Photography									
Description	<p>The Concept: This module provides an introduction to the practice and techniques of digital imaging. Students will learn about the elements of photography and how to create a successful image. Students will explore micro photography and look at up close environments and compositional elements. They will complete a case study on Slinkachu and learn about the Guerrilla Artist and their practice in the contemporary world. Other artists that student will be exposed to include: Jason Barhart, PaxtonGlew, Anonymouse, Tinky Sonntag</p>									
TERM 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Syllabus Component	Making									
	Introductory task. Students complete an elements of photographic composition hunt. Students find examples of the elements of photographic composition in the environment	Students complete a portfolio of imagery inspired by Slinkachu. Students focus on using macro photography techniques including, environment, lighting and focus. They have access to little people to use a props and take their photographs using the school as a setting. Students can spend lessons editing the photographs using photoshop techniques and printing them for final presentation for assessment.						Assessment Task 1 Due Body of Work - Weighting 30%	Students complete a critical reflection of their artmaking practice using the frames in their portfolio..	
Syllabus Component	Critical and Historical Studies									
	Students are introduced to Photography, Video and Digital Media. They complete the mandatory Work health and safety components.	Students explore the concept of Guerrilla Art. They are introduced to artist Slinkachu and explore their practice as an artist. Students use the Frames and Conceptual Framework to deconstruct imagery and provide their own interpretations.						Students complete an open letter to the general public in relation to Slinkachu's artwork Terror Alert.		
Outcomes	M - M3, M6 CHS -	M - M1, M4, M5 CHS – CH1, CH2						Assessment Outcomes - M1, M2, M3, M4	CHS - CH2,CH3	
Art Movements and Art Forms	Photography Portfolio									
<i>Life Skills Unit of Work</i>	Up Close Photography									
<i>Life Skills Assessment</i>	Body of Work									
<i>Life Skills Outcomes</i>										
Assessment Task Outcomes	Assessment Task 1 Outcomes M1, M2, M3, M4 Body of Work = 30%									
Reporting Outcomes	M1, M2, M3, CH1, CH2									

Unit of Work	Still Life										
Description	The Concept: Students will explore contemporary Still Life photographic artists. They will use the current world as a source of ideas and create their own Postmodern Still Life photography. Students will further develop their knowledge of the Postmodern frame and consider Audience response when making their works.										
TERM 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Syllabus Component	Making										
	Students create a series of images focusing on light direction. Students set up a still life and use a torch of the studio lighting to experiment with different directions of light.			Students work on a portfolio of Postmodern Still Life images. Students create their own still life compositions to photograph, edit and print for their portfolio.							
Syllabus Component	Critical and Historical Studies										
	Students begin a study of the evolution of Still Life photography. Students learn about the key characteristics of the movement and key practitioner Man Ray. Students use the Frames to deconstruct images and provide critical interpretations. Students are exposed to key imagery to use a stimulus for their making project.			Students complete a detailed case study on Postmodern photography . Students use the conceptual framework – Artist- Artwork- World- Audience to develop a strong understanding of his artist practice. Students complete a series of extended response analysis in the structure of the HSC paper to develop their writing skills and refine their analysis skills.				Assessment Task 2 Due – Case Study - Weighting 30%		Students complete a critical reflection of their artmaking practice using the frames in their portfolio	
Outcomes	M - M1, M2, M3, M4, CHS – CH1, CH2			M - M1, M2, M3, M4, M5 CHS - CH3, CH4				Assessment Outcomes - CH2, CH4, CH5		CHS - CH2,CH3	
Art Movements and Art Forms	Photography Portfolio										
<i>Life Skills Unit of Work</i>	Still Life										
<i>Life Skills Assessment</i>	Case Study										
<i>Life Skills Outcomes</i>											
Assessment Task Name, Weighting, Number, Outcomes	Assessment Task 2, 30% Outcomes: Case Study: CH2, CH4, CH5										
Reporting Outcomes	M1, M2, M5, CH2, CH4										

Unit of Work	Wet Photography									
Description	<p>The Concept: This module provides an introduction to the practice and techniques of wet photography. Wet photography is photography that requires a light-sensitive environment and involves the manipulation of photographic film, papers and chemicals. The module also offers students the opportunity to explore, in critical and historical investigations, advances in the field that affect the nature of photographic practice and interpretations of the world. The module is well suited to students who have had limited prior experience of this field.</p>									
TERM 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Syllabus Component	Making									
	Students complete a sun picture and chemogram.	Students complete a series of photograms.	Students create a pin hole camera and use the dark room to complete and develop a series of pin hole camera pictures.					Assessment Task 3 Due Body of Work – Weighting 40%	Students complete a reflection in the portfolio.	
Syllabus Component	Critical and Historical Studies									
	Students learn about the mandatory Work Health and Safety procedure for the dark room.	Students learn about artist Man Ray, the rayograph and his practice. They use the Frames and Conceptual Framework to provide their own interpretations of imagery.								
Outcomes	M - M1, M3, M6 CHS - CH4, CH5	M - M1, M2, M3, M4, M5, M6 CHS - CH2, CH3					Assessment Outcomes - M1, M2, M3, M4, M5, M6			
Art Movements and Art Forms	Photographic Portfolio									
<i>Life Skills Unit of Work</i>										
<i>Life Skills Assessment</i>	Body of Work									
<i>Life Skills Outcomes</i>										
Assessment Task Name, Weighting, Number, Outcomes	Assessment Task 3, 40% Outcomes M1, M2, M3, M4, M5, M6 Body of Work = 20%									
Reporting Outcomes	M1, M5, M6, CH1, CH2									



PHYSICS

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	Go kart Depth Study	First hand investigation – Ray model of light	Preliminary examination
SYLLABUS OUTCOMES	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 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
PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7	Skills in Working Scientifically	60	30	20	10
PH11-8, PH11-9, PH11-10, PH11-11	Knowledge and understanding	40	10	10	20
TOTAL MARK		100%	40	30	30

Outcome	Description
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
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

Scope and Sequence- 2024

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>					See next page	
	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>Life Skills skill outcomes: SCLS6-1-7</p> <p>Life Skills content outcomes: SCLS6-8</p>						
	Assessment Task Name, Weighting, Number, Outcomes	<p><u>Task name:</u> Go kart depth study</p> <p><u>Knowledge Outcomes:</u> PH11-8, PH11-9</p> <p><u>Skills Outcomes:</u> PH11-1,3,4,5,6,7</p> <p>Task <u>weighting:</u> 40%</p>			<p><u>Task name:</u> Preliminary Examination</p> <p><u>Knowledge Outcomes:</u> PH11-8,PH11-9,PH11-10,PH11-11</p> <p><u>Skills Outcomes:</u> PH11-1, PH11-2, PH11-3-7</p> <p>Task <u>weighting:</u></p>			
	Reporting Outcomes	Reporting outcomes semester 1: PH11-3, PH11-6, PH11-8, PH11-9						

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	<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"> € PH11-9 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 	<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"> € PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles 		
	Subject				
	<i>Life Skills Unit of Work</i>	Forces and motion ,Balanced and unbalanced forces	Forces and motion, Opposition forces		
	<i>Life Skills Outcomes</i>	<p>Life Skills skill outcomes: SCLS6-1-7</p> <p>Life Skills content outcomes: SCLS6-9</p>	<p>Life Skills skill outcomes: SCLS6-1-7</p> <p>Life Skills content outcomes: SCLS6-10</p>		
	Assessment	<p><u>Task name:</u> Go kart depth study</p> <p><u>Knowledge Outcomes:</u> PH11-8, PH11-9</p> <p><u>Skills Outcomes:</u> PH11-1,3,4,5,6,7</p> <p>Task <u>weighting:</u> 40%</p>	<p><u>Task name:</u> Preliminary Examination</p> <p><u>Knowledge Outcomes:</u> PH11-8,PH11-9,PH11-10,PH11-11</p> <p><u>Skills Outcomes:</u> PH11-1, PH11-2, PH11-3-7</p> <p>Task <u>weighting:</u> 30%</p>	<p><u>Task name:</u> Ray Model of Light FHI</p> <p><u>Knowledge Outcomes:</u> PH11-10</p> <p><u>Skills Outcomes:</u> PH 11-3-6</p> <p>Task <u>weighting:</u> 30%</p>	<p><u>Task name:</u> Preliminary Examination</p> <p><u>Knowledge Outcomes:</u> PH11-8,PH11-9,PH11-10,PH11-11</p> <p><u>Skills Outcomes:</u> PH11-1, PH11-2, PH11-3-7</p> <p>Task <u>weighting:</u> 30%</p>
	Reporting Outcomes	Reporting outcomes semester 1: PH11-3,PH11-6, PH11-8,PH11-9	Reporting outcomes semester 2: PH11-3, PH11-6, PH11-10, PH11-11		

	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	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>	<u>Life Skills skill outcomes:</u> SCLS6-1-7 <u>Life Skills content outcomes:</u> SCLS6-12									
	Assessment Task Name, Weighting, Number, Outcomes	<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> 30%</p>									
	Reporting Outcomes	<u>Reporting outcomes semester 2:</u> <u>Reporting outcomes semester 2:</u> PH11-3, PH11-6, PH11-10, PH11-11									



SPORT, LIFESTYLE & RECREATION

<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
	Module	Fitness	Games & Sports Applications I	Outdoor Recreation
	Task Type	Fitness assessment task	Games Application assessment task	Outdoor Recreation Written Reflection
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
SYLLABUS OUTCOMES		1.3, 2.2, 3.3, 4.1	1.1, 1.3, 4.4	1.3, 3.6, 4.1
Knowledge and understanding of course content	50%	20%		30%
Skills in critical thinking, research, analysis, communicating and movement	50%	10%	35%	5%
TOTAL MARK	100%	30%	35%	35%

Objectives	Course Outcomes
A student develops:	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

Scope and Sequence- 2024

Course:		SLR			Year:		11SLR			Stage:		Stage 6	
Term 1		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											

		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	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	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 Written Reflection assessment task Weighting: 35% Outcomes: 1.3, 3.6, 4.1									
	Reporting Outcomes	1.3, 3.6, 4.1									



SOCIETY & CULTURE

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
COMPONENTS	DATE DUE	Term 1, Week 6	Term 2, Week 8	Term 3, Week 7	
	IN CLASS OR TAKE HOME	In Class Take Home	In Class Take Home	In Class Take Home	
P1, P2, P3, P4, P5	Knowledge and understanding of course content	50	20%	20%	10%
P6, P7, P8	Application and evaluation of social and cultural research methods	30	5%	5%	20%
P9, P10	Communication of information, ideas and issues in appropriate forms	20	5%	5%	10%
TOTAL		100	30	30	40

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

Scope and Sequence- 2024

Course:	Society and Culture	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	Unit of Work	Social and Cultural World						Personal and Social Identity					
	Description	The focus of this study is the interactions occurring between persons and within and between groups, both in the contemporary world and in societies across time.						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, P3, P4, P6,				P7, P9, P10		P1, P2, P3, P5, P8					
	Subject Specific i.e. Area of Study	The nature of the social and cultural world				Focus Study		My personal and social identity			Nature v nurture Socialisation		
	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>Culture in the Community</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	
Term 2	Unit of Work	Social and Cultural World & 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		P2, P5, P7, P8					P4, P9, P10		
	Subject Specific i.e. Area of Study	Nature v nurture Socialisation		Focus study		Social and Cultural Research			Process of research (<i>Personal Interest</i>)		
	<i>Life Skills Unit of Work</i>	<i>Culture in the Community</i>		<i>Research Skills</i>					<i>Culture in the Community</i>		
	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]									
	Reporting Outcomes	P2, P4, P7, P10									
	<i>Life Skills Outcomes</i>	<i>SCLS1; SCLS4; SCLS5; SCLS6</i>									
	<i>Life Skills Assessment Task Name, weighting, outcomes</i>	Formal Assessment Task Name: Topic Test Weighting: 30% Task: 2 Due: Term 2, Week 8 Outcomes: SCLS5; SCLS6									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit of Work	Intercultural Communication									
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	P8, P10	P1, P2, P3, P7			P8, P9, P10	P2, P3, P5				
Subject Specific i.e. Area of Study	Personal Interest	The nature of Communication	Focus Study		Personal Interest	Theories	Social Control	Preliminary Examinations		
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: SCLS8; SCLS9									



VISUAL ARTS

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	Body of Work and Extended Response	Body of Work and VAPD research	Yearly Examination and Body of Work
COMPONENTS		DATE DUE	Term 1 Week 9	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
P1, P2, P3, P4, P5, P6 LS: VALS 1, VALS 2, VALS 4, VALS 5, VALS 6, VALS 9	ARTMAKING	50%	10%	20%	20%
P7, P8, P9, P10 LS: VALS 3, VALS 7, VALS 8	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.

Scope and Sequence- 2024

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, P.9	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, P.9 Body of Work = 10% Extended Response = 20%				
Reporting Outcomes	P.1, P.2, P.3, P.5, P.8, P.9				

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														
	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					