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Junee High School Year 11

Assessment Schedule and Scope & Sequence Document 2020

**Update due to the impact of
Covid-19**



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To Dream. To Create. To Succeed.

Junee High School

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UPDATE DUE TO THE IMPACT OF COVID-19

This booklet contains updated information about learning content, outcomes, assessment tasks and dates.

Please discard the previous version and use this booklet as the latest version.

NESA have given schools authority to make changes to teaching programs and assessments, supporting schools to develop teaching & learning programs for students as they progressively return to face-to-face learning at school. Programs do not need to address all outcomes or all content of the syllabus.

We have endeavoured to still have excellent assessment opportunities in conjunction with managing the changing circumstances of 2020 assessment.

Students still need to complete assessments and submit them by the new due dates. They can liaise with their teacher if there are any issues or questions.

INFORMATION FOR STUDENTS AND PARENTS/CAREGIVERS

The following material is provided for the information of senior students at June High School and their parents/caregivers regarding School-based Assessment. It is not definitive and reference should be made to school policy documents for further details.

The information is provided in a question/answer format to highlight the areas and issues about which students and their parents/caregivers should be aware.

What is meant by assessment?

Assessment is the measurement of actual student performance in various tasks. It is not a measure of their potential performance or an estimate of their general ability.

What must I do to have satisfactorily studied a course?

NSW Education Standards Authority (NESA) expects students to have:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school¹;
- (c) achieved some or all of the course outcomes; and/or
- (d) completed all assessment tasks. However, if you fail to seriously attempt assessment tasks worth 50% or more of the final assessment mark, you will be awarded a zero for that course.

Where a candidate has failed to satisfactorily study a course, the Principal will:

- (a) apply a 'N' (Non-completion) determination and advise NESA accordingly. Courses which were not satisfactorily completed will not be printed on HSC or Result Notices. This may result in a student being ineligible for the award of a Higher School Certificate.
- (b) advise the candidate of the submission and the right of appeal.

How much warning will I be given for an assessment task?

A minimum of two (2) weeks' notification should be provided prior to any assessment task being given. This document may be regarded by a teacher of any course as sufficient notice of the due dates and the nature of upcoming assessment tasks. The published dates in this book should not be altered by a teacher without your being given sufficient notice of the change. A change of date for a task may be allowed after reference has been made to the overall Assessment

This clause will apply to any students who **continually hand in class work late, truant or who are absent without justification**, as determined by the NSW Department of Education and Communities.

Schedule Summary, the School Calendar and consultation with the relevant Head Teacher. Use a diary to map these tasks on your term overview sheets

How do I submit assessment tasks?

It is the responsibility of students to submit work for assessment directly to the teacher and ensure that receipt is noted. Assessments should be submitted before roll call on the day it is due.

What happens if I feel I cannot submit an assessment task on time and have a valid reason?

If you feel you have a valid reason for the late submission of an assessment task, then you must approach your teacher, where possible at least two (2) full school days prior to the due date, giving your reasons in writing using the '**Student Appeal Request Form**'. Your parent or caregiver must sign this note. A time extension may be granted in legitimate cases.

What will happen if an assessment task is submitted late?

If you feel you have a legitimate reason for the late submission of an assessment task, then you should approach your teacher, where possible, at least two [2] full school days prior to the due date, giving your reasons in writing, using the '**Student Appeal Form**'. Your parent or caregiver must sign this note. Time extensions may be granted in legitimate cases.

What happens if I fail to attempt or submit an assessment task?

If you have a valid reason for a non-attempt, you need to give your reasons in writing, using the '**Student Appeal/ Request Form**' and you may be given the same or a substitute task at a later date. Where this is not feasible, an estimate may be given after discussion with the Deputy Principal and/or Head Teacher.

If you do not have a valid reason, you will be awarded a zero for that task. A 'Non-Completion of a Record of School Achievement Course – Official Warning' letter will be issued.

What are valid reasons?

Valid reasons may include explanations such as: school sporting activities, excursions, sickness, or family crises. It is up to the students to prove that they had a valid reason for the non-attempt or non-submission of an assessment task. The legitimacy of the reason given will be determined by the Head Teacher in consultation with the class teacher on the basis of fairness to all students in the group.

What if I am absent when an assessment task is notified?

It is your responsibility to ask your teacher about any assessment tasks which may have been notified in your absence. This needs to be done during the first day of your return to school after an absence. It is your responsibility to refer to the schedule provided.

What happens if I know I am going to be absent for an assessment task?

If you know you will be absent, you should notify your teachers at least two full school days prior to the due date, giving your reasons in writing using the '**Student Appeal Request Form**'. If you are attending a school-based activity which will take you out of class, you should as a matter of courtesy consult with your class teacher to make alternate arrangements for the assessment task.² Your parent or caregiver must sign this note. Time extensions may be granted in legitimate cases.

What happens if I am unable to sit for an examination?

If you are going to be absent from an examination (Midcourse or Final Preliminary Examinations) you must notify your class teacher and the Head Teacher of that subject, to make arrangements to sit for the examination(s) at a later date.

² It is likely that a scheduled assessment task will take precedence over most other school activities.

In rare cases, the Principal and Head Teacher may discuss the circumstances and you may be able to sit for the examinations before the due date.

If you are ill, it is necessary to contact the school immediately. A Medical Certificate may be required to cover an absence from an examination. You must complete the 'Student Appeal Form' as soon as you return to school after your absence. This form is available from Head Teachers and the Deputy Principal.

If you are ill prior to or during the HSC examination period you must obtain a Medical Certificate and contact the school to obtain a NESA 'Illness and Misadventure' Appeal Form.

Will my parents or caregiver be informed of any non-attempt?

Yes they will. Any such communication, including official warnings given to you, will be maintained as records.

Will my general behaviour throughout the year be taken into account for assessment purposes?

Yes, if it affects your studies or the studies of other students. Your behaviour would affect your ability to meet the Board requirement that "students apply themselves with diligence and sustained effort."

Are there specific behaviours which will affect my assessment?

Yes, any of the following actions will incur a zero mark for any assessment task:

- (a) cheating during an assessment task;
- (b) copying from another student and claiming that work as your own;
- (c) presenting an assignment which is clearly not your own work, which includes work completed by another individual on your behalf;
- (d) allowing other students to copy your work;
- (e) copying material with no due acknowledgement;
- (f) disrupting an assessment task; and/or
- (g) Truancy or absence from an assessment task without providing a satisfactory explanation.

It is the responsibility of students to ensure the integrity of all task work (i.e. that the student is the sole author and that their work is also not being used by others). We take the issue of plagiarism very seriously at Junee High School. Any student who is discovered to have plagiarised the work of another may be made to resubmit the assessment task and will be penalised a percentage of their grade, dependent on the amount of the assessment that is plagiarised. The penalty will be determined by the class teacher and Head Teacher in Charge; at Executive Meetings, Head Teachers will discuss issues that arise in order to exercise due consistency across faculties.

What if I don't make a serious attempt at an assessment task?

A non-serious attempt will lead to a student being awarded a zero for that task. Non-serious attempts may result from the attempt being as poor as to be considered non-serious or as a result of the use of derogatory remarks, obscene language, insufficient evidence of the student's own work, etc. The Head Teacher, in consultation with the teacher involved, will determine if the attempt is non-serious. Consideration will be given to the potential and ability of the student in such determinations.

Can I leave an examination or set assessment task prior to the time set for its completion?

No, except with the supervisor's permission in legitimate emergencies.

Am I entitled to a review of my final assessment?

Yes, the school has review procedures to examine legitimate cases. You should first approach the relevant Head Teacher. If that is not satisfactory then you should see the Deputy Principal. If the matter is still not resolved then a panel comprising the Principal, a Deputy Principal, the relevant Head Teacher and the Year Adviser will examine the matter and come to a final decision. This procedure applies to all courses including Frameworks courses.

When may I lodge an appeal against a final HSC assessment?

You have three (3) days from the time you are notified of your final assessment rank in which to lodge a formal, written appeal, using the 'Student Appeal Form'. No appeals will be considered after this date. A 'Student Appeal Form' is available from Head Teachers and the Deputy Principal.

Am I entitled to a re-assessment of an individual assessment task?

Yes, if you have concerns about the mark/grade/position gained in an assessment task you should initially discuss these concerns with the class teacher when the work is returned then, if necessary, with the Head Teacher. This must be done within two full school days after results have been received. If illness has affected your performance during the task, you must inform your class teacher (and, in the case of examinations, the supervising teacher) immediately. A medical certificate may be required. In all cases, you should give your reasons in writing using the '**Student Appeal Request Form**'. If the teacher, in consultation with the Head Teacher, feels there is just cause for re-assessment, then it may take place. The results of any such re-assessment are final and will not be considered just cause for the re-assessment of other students.

Will I be warned if my certificate is at risk?

Yes, you will be warned in writing. Your parents or caregiver will be advised and you will be required to provide a written acknowledgement of the warning.

What happens if a teacher/faculty wishes to vary the assessment requirements given to you?

This is allowable, as occasionally a task may need to be rescheduled or reset. However, the new date must be negotiated with the students in that course before it is changed.

What feedback will I be given on my performance?

For each task you will be told your assessment and your ranking in that task. You will be informed of your progressive ranking through the school reports.

Where can I check the schedule of assessment tasks and/or seek advice?

This booklet sets out the schedule of assessment tasks for all subjects and the relevant features of the school's policy for Preliminary Higher School Certificate Assessment. You should retain it and refer to it if any questions or problems arise. Teachers, Head Teachers, the School Counsellor, the Deputy Principal and the Principal should all be able to provide additional advice. A copy of this document is able to be accessed on the school's intranet.

Student Appeal/ Request Form

Student's Name: _____ Year: _____
 Subject: _____ Class Teacher Name: _____
 Task: _____ Original Due Date: ____/____/____

Category:

- ☐ Appeal due to illness, absence or misadventure
☐ Appeal in relation to the final assessment and/or course rank
☐ Request for extension of time

Reason for Appeal/ Request:

- ☐ Illness/ injury ☐ Bereavement ☐ Misadventure ☐ Work placement
☐ School representation ☐ Excursion ☐ Approved leave ☐ Other (specify)

State details to support your case or attach statement

Medical Certificate is attached: Yes ☐ No ☐

Additional information attached: Yes ☐ No ☐

I declare that the information I have provided is true and accurate

If I am completing an assessment task before the scheduled date I will not discuss or divulge any information relating to the assessment task prior to the scheduled time and date

If I am completing the assessment task after the scheduled date, I will not seek to gain information from other students.

_____/____/____ _____ _____ _____
 Signature of student Date Signature of Parent/ Caregiver Date

Head Teacher Recommendation:

Reason for decision:

- ☐ Complete a substitute task
☐ Estimate to be given
☐ No marks to be awarded
☐ Sit or submit the task without penalty
☐ Task to be submitted with penalty
☐ Extension granted

New Due Date: ____/____/____

_____/____/____ _____ _____ _____
 Signature of Head Teacher Date Signature of Principal Date

- ☐ Parent contact & copies to student file and parent
☐ Recorded on Sentral and NESA Schools Online

Copies of this form are available with Head Teachers and at the office

Agriculture Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	Unit: Overview <i>Outcomes: P1.1 ,P1.2 ,P2.3</i> This component is focused on the interactive nature of agricultural production. The factors that influence agriculture and that are in turn influenced by agriculture are studied. The concepts raised in the overview are integrated throughout the course.	
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	7	Unit: Farm case study <i>Outcomes: P1.1 ,P1.2, P2.3, P3.1, P5.1</i> This component involves the study of farm production systems by investigating and visiting a selected farm or farms.	
	8		
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	11	Unit: Plant Production <i>Outcomes: P2.1 ,P3.1, P4.1, P5.1</i> This component focuses on production and management of plants for commercial purposes. Plants in agricultural systems cannot be studied without analysing their interactions with resources (such as soils, climate, farm structures) and microbes/pests that exist in most farm environments.	Task 1
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3	9		Task 2
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	8	Unit: Animal Production <i>Outcomes: P2.2, P3.1, P4.1, P5.1</i> This component is focused on the production and management of animals for commercial purposes. Animals in agricultural systems cannot be studied without analysing their interactions with plants, climate, resources and microbes/pests that exist in most farm environments.	Task 3
	9		
	10		

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

Agriculture Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Plant Trial/Pest Research	Animal Production	Yearly Exam	
Timing	Term 2, Week 4	Term 3, Week 4	Term 3, Week 9	
Outcomes assessed	P2.1, P4.1	P2.2, P3.1	P1.1,P1.2,P2.1,P2.2, P2.3. P4.1. P5.1	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge, understanding and skills required to manage agricultural production systems		20	20	40
Skills in effective research, experimentation and communication	20			20
Total %	30%	30%	40%	100%

Outcomes

A student:

P1.1 describes the complex, dynamic and interactive nature of agricultural production systems

P1.2 describes the factors that influence agricultural systems

P2.1 describes the biological and physical resources and applies the processes that cause changes in plant production systems

P2.2 describes the biological and physical resources and applies the processes that cause changes in animal production systems

P2.3 describes the farm as a basic unit of production

P3.1 explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements

P4.1 applies the principles and procedures of experimental design and agricultural research

4.2 Investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

Biology Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	Module 1: Cells and the Basis of Life <i>Outcomes: BIO11/12-2,4,8</i> Students examine the structure and function of organisms at both the cellular and tissue levels in order to describe how they facilitate the efficient provision and removal of materials to and from all cells in organisms. Students are introduced to the study of microbiology and the tools that scientists use in this field. These tools will be used throughout the course to assist in making predictions and solving problems of a multidisciplinary nature.	
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	9	Module 2: Organisation of Living Things <i>Outcomes: BIO11/12-4,6,7,9</i> Students examine the relationship between the transport systems of multicellular organisms that range in complexity and allow the organism to exchange nutrients, gases and wastes between the internal and external environments. The interrelatedness of these transport systems is critical in maintaining health and in solving problems related to sustainability in agriculture and ecology.	Task 1
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2	1		
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	6	Module 3: Biological Diversity <i>Outcomes: BIO11/12-1,2,6, 7, BIO11-10</i> In this module, students learn about the Theory of Evolution by Natural Selection and the effect of various selective pressures. Students will investigate adaptations of organisms that increase the organism's ability to survive in their environment.	Task 2
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	11		
3	1		
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	5	Module 4: Ecosystem Dynamics <i>Outcomes: BIO11/12-1,2,3,4,5</i> Students will engage in the study of past ecosystems and create models of possible future ecosystems so that human impact on biodiversity can be minimised. The study of ecosystem dynamics integrates a range of data that can be used to predict environmental change into the future.	Task 3
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Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

Biology Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Planning and Performing a Practical Investigation	Depth Study	Yearly Examination	
Timing	Term 1, Week 8	Term 2, Week 9	Term 3, Week 9	
Outcomes assessed	BIO11/12-2,3,5,6	BIO11/12-1,2,6,7,10	BIO11/12-8,9,10,11	
Components				Weighting %
Knowledge & understanding		10	30	40
Working Scientifically	30	30		60
Total %	30%	40%	30%	100%

Outcomes

A student:

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 organisms

BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species

BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

Business Studies Scope and Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	Module 1: Nature of Business <i>Outcomes: P1, P2, P6, P7, P8</i> The focus of this topic is the role and nature of business in a changing business environment.	
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	8	Module 2: Business Management <i>Outcomes: P2, P4, P5, P6, P7, P8, P9, P10</i> The focus of this topic is the nature and responsibilities of management in the business environment.	Task 1
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3	1	Module 3: Business Planning <i>Outcomes: P1, P3, P4, P6, P7, P8, P9, P10</i> The focus of this topic is the nature and responsibilities of management in the business environment.	
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			Task 3

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

Business Studies Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Scenario evaluation	Business report Online response to Contemporary issues	Examination	
Timing	Term 1, Week 6	Term 2, Week 5 8	Term 3, Week 9	
Outcomes assessed	P1, P2, P4, P8	P2, P6, P7, P8, P9 P4, P5, P7, P8, P9	P1, P2, P3, P5, P6, P9, P10	
Components				Weighting %
Knowledge & understanding	15	5	20	40
Stimulus based skills	10		10	20
Inquiry and research		20		20
Communication of information, ideas and issues in appropriate forms	5	10	5	20
Total %	30%	35%	35%	100%

Outcomes:

A student:

- P1 discusses the nature of business, its role in society and types of business structure
- P2 explains the internal and external influences on businesses
- P3 describes the factors contributing to the success or failure of small to medium enterprises
- P4 assesses the processes and interdependence of key business functions
- P5 examines the application of management theories and strategies
- P6 analyses the responsibilities of business to internal and external stakeholders
- P7 plans and conducts investigations into contemporary business issues
- P8 evaluates information for actual and hypothetical business situations
- P9 communicates business information and issues in appropriate formats
- P10 applies mathematical concepts appropriately in business situations

Community and Family Studies Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<p>Resource Management <i>Outcomes: P1.1, 1.2, 3.2, 4.1, 4.2, 5.1, 6.1</i></p> <p>This module emphasises the fundamental importance of the skill of resource management, which is the use of resources to satisfy needs in order to achieve wellbeing. The concepts of wellbeing, needs and wants, resources, values, goal setting, communication, decision making and personal management explored in this module form the basis of study throughout the course. Students apply the knowledge, understanding and skills developed in this module, to practical situations in a variety of personal, family and community contexts.</p>	<p>Task 1</p>
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2	1	<p>Individuals and Groups <i>Outcomes: P1.2, 2.1, 2.3, 3.2, 4.1, 4.2, 6.2</i></p> <p>This module explores the role that individuals and groups play in meeting the specific needs of individuals, families and communities. Students explore the importance of building positive interpersonal relationships in order to promote a sense of belonging among individuals, families and social groups. This Preliminary module also provides students with the opportunity to examine the nature of groups and why they form. Students explore the various roles individuals adopt within groups in order to establish an environment where goal achievement is enhanced and the wellbeing of individuals and groups is promoted. In doing so, they examine power bases and the nature of leadership and explore their significance as a determinant of group effectiveness</p>	
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3	1	<p>Families and Communities <i>Outcomes: P1.1, 1.2, 2.2, 2.4, 3.1, 3.2, 4.1, 4.2, 6.1</i></p> <p>This module provides students with an insight into family structures and communities and the roles individuals adopt within each. The module requires students to examine how constant change challenges families and communities, and that both informal and formal support available can assist them to manage the change effectively. The module recognises socialisation as a lifelong process that is influenced by both the family and other groups within the community. This module presents students with a range of introductory research experiences such as constructing a questionnaire and conducting a literature review.</p>	<p>Task 2</p> <p>Task 3</p>
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Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

Community and Family Studies Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Practical Investigation Evaluation	Depth Study	Final Examination	
Timing	Term 1, Week 6	Term 3, Week 6	Term 3, Week 9	
Outcomes assessed	P1.1, 1.2, 4.1, 4.2	P1.1, 1.2, 3.2, 4.2, 6.1	ALL	
Components				Weighting %
Knowledge & understanding	10	10	20	40
Skills in critical thinking, research methodology, analysing and communicating	25	25	10	60
Total %	35%	35%	30%	100%

Outcomes:

A student:

P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals

P1.2 proposes effective solutions to resource problems

P2.1 accounts for the roles and relationships that individuals adopt within groups

P2.2 describes the role of the family and other groups in the socialisation of individuals

P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement

P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning

P3.1 explains the changing nature of families and communities in contemporary society

P3.2 analyses the significance of gender in defining roles and relationships

P4.1 utilises research methodology appropriate to the study of social issues

P4.2 presents information in written, oral and graphic form

P5.1 applies management processes to maximise the efficient use of resources

P6.1 distinguishes those actions that enhance wellbeing

P6.2 uses critical thinking skills to enhance decision making

7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society

7.2 develops a sense of responsibility for the wellbeing of themselves and others

7.3 appreciates the value of resource management in response to change

English Advanced Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	Common Module: Reading to Write <i>Outcomes: EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8, EA11-9</i> Students will explore critical and creative texts that represent a spectrum of imagined worlds. Dystopic texts may challenge the degree of acceptance of science and technology, and provoke controversy and debate about possibilities and the ramifications for humanity. These texts present a dynamic range of concerns, styles and textual forms. These texts may reflect changing contexts and values. They may experiment with aspects of time and challenge and disrupt traditional perspectives on human form, morality, behaviour and power.	
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	11		Task 1
2	1	Module A: Narratives that Shape Our World <i>Outcomes: EA11-2, EA11-3, EA11-6, EA11-8, EA11-9</i> Stories and storytelling play a powerful role in reflecting the ideas, attitudes and values of a given context. Narratives have power in their ability to connect experiences, and expose, affirm or question cultural beliefs and practices. Students will explore how stories have the power to influence the way that individuals and societies understand themselves, and how these stories can challenge cultural structures for new audiences.	
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	10		Task 2
3	1	Module B: Critical Study of Literature <i>Outcomes: EA11-1, EA11-3, EA11-4, EA11-5, EA11-7, EA11-8</i> Students develop analytical and critical knowledge, understanding and appreciation of a literary text. Students have opportunities to appreciate and express views about the aesthetic and imaginative aspects of a text by composing creative and critical texts of their own.	
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	10		Task 3

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

English Advanced Assessment Schedule

<i>Task number</i>	<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	
<i>Nature of task</i>	Imaginative composition and reflection	Multi-modal presentation	Yearly Examination	
<i>Timing</i>	Term 1, Week 11	Term 2, Week 9	Term 3, Week 9	
<i>Outcomes assessed</i>	EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8, EA11-9	EA11-2, EA11-3, EA11-6, EA11-8, EA11-9	EA11-1, EA11-3, EA11-4, EA11-5, EA11-7, EA11-8	
Total %	30%	40%	30%	100%

Outcomes

A student:

EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA11-6 investigates and evaluates the relationships between texts

EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning

EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

English Standard Scope and Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	Common Module: Reading to Write <i>Outcomes: EN11-1, EN11-3, EN11-5, EN11-9</i> 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. 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.	
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			Task 1
2	1	Module A: Contemporary Possibilities <i>Outcomes: EN11-2, EN11-4, EN11-7, EN11-8</i> 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.	
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			Task 2
3	1	Module B: Close Study of Text <i>Outcomes: EN11-2, EN11-4, EN11-8</i> In this module, students develop an informed understanding, knowledge and appreciation of a substantial literary text. Through their development of considered personal responses to the text in its entirety, students explore and analyse the particular ideas and characteristics of the text and understand the ways in which these characteristics establish its distinctive qualities.	
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			Task 3

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

English Standard Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Creative Composition	Multi-Modal Presentation	Examination	
Timing	Term 1, Week 11	Term 2, Week 9	Term 3, Week 9	
Outcomes assessed	EN11-1, EN11-3, EN11-5, EN11-9	EN11-2, EN11-4, EN11-7, EN11-8	EN11-2, EN11-4, EN11-8	
Total %	30%	40%	30%	100%

Outcomes:

A student:

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

Industrial Technology Timber Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	Module/Unit: 11.1 Wall Clock & Folio "Time For Timber" <i>Outcomes: P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P5.1, P5.2</i> <i>Students are to design and construct a clock made predominantly from timber. Students must document the development of their project through the means of a design portfolio. This portfolio must be structured as they are in HSC course.</i> Practical Project: <i>Timber Wall Clock</i>	
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2	1	Module/Unit: 11.2 Industry Study "Hows it all work" <i>Outcomes: P1.2, P2.1, P3.2, P4.2, P5.1, P5.2, P6.</i> <i>Students complete a series of activities relating to industry content.</i>	
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3	1	Module/Unit: 11.3 Household Project "Bedside Table" <i>Outcomes: P1.2, P2.1, P3.2, P4.2, P5.1, P5.2, P6.1</i> <i>Students will construct a bedside table. Students follow a set of plans and attempt to enhance and hone their skills in hand and power tool manipulation.</i>	Task 2
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	10		Task 3
			Task 4

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

Industrial Technology Timber Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Task	Wall Clock & Folio	Industry Study	Bedside Table and Folio	
Timing	Term 1, Week 9	Term 3, Week 1	Term 3, Week 10	
Outcomes assessed	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P5.1, P5.2	P1.2, P2.1, P3.2, P4.2, P5.1, P5.2, P6	P1.2, P2.1, P3.2, P4.2, P5.1, P5.2, P6.1	
Components				Weighting %
Knowledge and understanding of course content	10	20	10	40
Knowledge and skills in the management, communication and production of projects	30		30	60
Total %	40%	20%	40%	100%

Outcomes

A student:

P1.1 describes the organisation and management of an individual business within the focus area industry

P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies

P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques

P2.2 works effectively in team situations

P3.1 sketches, produces and interprets drawings in the production of projects

P3.2 applies research and problem-solving skills

P3.3 demonstrates appropriate design principles in the production of projects

P4.1 demonstrates a range of practical skills in the production of projects

P4.2 demonstrates competency in using relevant equipment, machinery and processes

P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects

P5.1 uses communication and information processing skills

P5.2 uses appropriate documentation techniques related to the management of projects

P6.1 identifies the characteristics of quality manufactured products

P6.2 identifies and explains the principles of quality and quality control

P7.1 identifies the impact of one related industry on the social and physical environment

P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

Legal Studies Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	Part 1 - The Legal System <i>Outcomes: P1, P2, P3, P4, P5, P6, P7</i> Principal focus: Students develop an understanding of the nature and functions of law through the examination of the law-making processes and institutions. Themes and challenges to be incorporated throughout this topic: <ul style="list-style-type: none"> · the need for law in the operation of society · the importance of the rule of law for society · the relationship between different legal institutions and jurisdictions · the development of law as a reflection of society · influences on the Australian legal system. 	
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	11		Task 1
2	1	Part II: The individual and the law <i>Outcomes: P1, P3, P4, P6, P7, P8</i> Principal focus: Students investigate the way in which the law impacts on individuals by referring to legal and non-legal institutions, laws and media reports. Themes and challenges to be incorporated throughout this topic: <ul style="list-style-type: none"> · relationship between justice, law and society · relationship between rights and responsibilities · balancing the rights of individuals with the needs of the state · role of the law in regulating technology · effectiveness of legal mechanisms for achieving justice for individuals and society. 	
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3	1	Part III: Law in practice <i>Outcomes: P1, P2, P3, P4, P5, P6, P7, P8, P9, P10</i> Principal focus: students investigate contemporary issues that illustrate how the law operates in practice. Themes and challenges to be incorporated throughout this topic: <ul style="list-style-type: none"> · the relationship between justice, law and society · the development and reform of law as a reflection of society · the importance of the rule of law · the responsiveness of the legal system in dealing with issues · the effectiveness of legal and non-legal mechanisms in achieving justice for individuals and society. 	
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Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

Legal Studies Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Research Task	Case Study	Examination	
Timing	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9	
Outcomes assessed	P1, P2, P3, P4, P5, P6, P7	P1, P3, P4, P6, P7, P8	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Components				Weighting %
Knowledge and understanding of content	10	10	10	30%
Analysis and evaluation	5	10	10	25%
Inquiry and research	10	10		20%
Communication of information, issues and ideas	5	10	10	25%
Total %	30%	40%	30%	100%

Outcomes:

A student:

- P1. identifies and applies legal concepts and terminology
- P2. describes the key features of Australian and international law
- P3. describes the operation of domestic and international legal systems
- P4. discusses the effectiveness of the legal system in addressing issues
- P5. describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- P6. explains the nature of the interrelationship between the legal system and society
- P7. evaluates the effectiveness of the law in achieving justice
- P8. locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
- P9. communicates legal information using well-structured responses

Mathematics Standard Scope and Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	Topic: Algebra	
	2	Subtopic: Formula and Equations (<i>MS-A1</i>)	
	3	Outcomes: <i>MS11-1,6,9,10</i>	
		The principal focus of this subtopic is to provide a solid foundation in algebraic skills	
	4	Topic: Measurement	
	5	Subtopic: Applications of Measurement (<i>MS-M1.1,MS-M1.2</i>)	
	6	Outcomes: <i>MS11-3,4,9,10</i>	
	7	The principal focus of this subtopic is to develop an awareness of the inherent error in measurements and to become competent in solving practical problems involving	
	8	perimeter, area, volume and capacity.	
	9	Topic: Algebra	
	10	Subtopic: Linear Relationships (<i>MS-A2</i>)	Task 1
	11	Outcomes: <i>MS11-1,2,6,9,10</i>	
2	1	Topic: Statistical Analysis	
	2	Subtopic: Data Analysis (<i>MS-S1</i>)	
	3	Outcomes: <i>MS11-2,7,9,10</i>	
	4	The principal focus of this subtopic is planning and management of data collection, classification and representation of data, calculation of summary statistics for single	
	5	datasets and their use in the interpretation of data.	
	6	Topic: Financial Mathematics	
	7	Subtopic: Money Matters (<i>MS-F1</i>)	
	8	Outcomes: <i>MS11-2,5,6,9,10</i>	
	9	The principal focus of this subtopic is to calculate and graph simple interest, manage	
	10	earnings, wages and taxation, and develop an appropriate budget for a given situation.	
3	1	Students develop an ability to justify various types of financial decisions which will	Task 2
	2	affect their life now and into the future.	
	3	Topic: Measurement	
	4	Subtopic: Working with Time (<i>MS-M2</i>)	
		Outcomes: <i>MS11-3,9,10</i>	
	5	Topic: Measurement	
	6	Subtopic: Applications of Measurement (<i>MS-M1.3</i>)	
		Outcomes: <i>MS11-3,9,10</i>	
	7	Topic: Statistical Analysis	
	8	Subtopic: Relative Frequency and Probability (<i>MS-S2</i>)	
		Outcomes: <i>MS-2-8,9,10</i>	
	9	The principal focus of this subtopic is to draw conclusions related to the chance that an	Task 3
	10	event will occur.	

Mathematics Standard Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Summary Sheet Topic Test	Financial Data Analysis Investigation Task	Yearly Examination	
Timing	Term 1, Week 10	Term 3, Week 2	Term 3, Week 9	
Outcomes assessed	INS11/12-2,5,6,12	INS11/12-1,4,5,7,13	INS11/12-6,7,14	
Components				Weighting %
Understanding, Fluency and Communicating	15	15	20	50%
Problem Solving, Reasoning and Justification	15	15	20	50%
Total %	30%	30%	40%	100%

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes

Outcomes:

A student:

MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems

MS11-2 represents information in symbolic, graphical and tabular form

MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units

MS11-4 performs calculations in relation to two-dimensional and three-dimensional figures

MS11-5 models relevant financial situations using appropriate tools

MS11-6 makes predictions about everyday situations based on simple mathematical models

MS11-7 develops and carries out simple statistical processes to answer questions posed

MS11-8 solves probability problems involving multistage events

MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts

MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Modern History Scope and Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	Investigating Modern History - The Nature of Modern History <i>Outcomes: MH11-6, MH11-7, MH11-9, MH11-10</i> Students develop an understanding of the nature of modern history through an investigation of relevant methods and issues. The Historical concepts and skills content is to be integrated as appropriate.	Task 1
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2	1	Investigating Modern History - Case Studies <i>Outcomes: MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9</i> Students investigate aspects of the history of the modern world using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.	Task 2
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	6	Historical Investigation - Student-developed inquiry <i>Outcomes: MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9, MH11-10</i> The historical investigation is designed to provide opportunities for all students to further develop relevant investigative, research and presentation skills that are the core of the historical inquiry process.	
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3	1	The Shaping of the Modern World <i>Outcomes: MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9</i> Students investigate forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity. The Historical concepts and skills content is to be integrated as appropriate.	Task 3
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Please note: The units of work are subject to change during the year. Students and parents will be notified of changes

Modern History Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Source Analysis	Historical Investigation	Examination	
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9	
Outcomes assessed	MH11-6, MH11-7, MH11-10	MH11-6, MH11-7, MH11-8, MH11-9	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-9	
Components				Weighting %
Knowledge & understanding of course content	15	5	20	40%
Historical skills in the analysis of sources & interpretations	5	5	10	20%
Historical inquiry & research	10	10		20%
Communication of historical understanding in appropriate forms	5	5	10	20%
Total %	35%	25%	40%	100%

Outcomes:

A student:

MH11-1 describes the nature of continuity and change in the modern world

MH11-2 proposes ideas about the varying causes and effects of events and developments

MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past

MH11-4 accounts for the different perspectives of individuals and groups

MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world

MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH11-7 discusses and evaluates differing interpretations and representations of the past

MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

MH11-10 discusses contemporary methods and issues involved in the investigation of modern history

Music Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<p>Australian Music <i>Outcomes: P1, P2, P5, P6, P7, P8, P9, P10, P11</i></p> <p>Through a range of performance, aural, composition and appreciation experiences, students explore the use of the concepts in Australian Music, focusing heavily on the traditional and contemporary music of Aboriginal and Torres Strait Islander peoples.</p>	
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	11		Task 1
2	1	<p>Methods of Notating Music <i>Outcomes: P3, P5, P7, P8, P10, P11</i></p> <p>Students explore the historical development and use of various methods of notating music, including graphic notation, neumes, traditional notation, guitar tablature and rock charts before composing and publishing their own work.</p>	
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	10		Task 2
3	1	<p>Music for radio, film, television and multimedia <i>Outcomes: P4, P7, P9, P10, P11</i></p> <p>As part of this unit, students explore the use and manipulation of the concepts in various works composed by John Williams.</p>	
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	10		Task 3

Music Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Performance and Viva Voco	Composition Portfolio	Examination	
Timing	Term 1, Week 10	Term 2, Week 8	Term 3, Week 9	
Outcomes assessed	P1, P2, P5, P6, P7, P8, P9, P10, P11	P3, P5, P7, P8, P10, P11	P4, P7, P9, P10, P11	
Components				Weighting %
Performance	10		15	25%
Composition		25		25%
Musicology	25			25%
Aural			25	25%
Total %	35%	25%	40%	100%

Outcomes:

A student:

P1 performs music that is characteristic of the topics studied

P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied

P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied

P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles

P5 comments on and constructively discusses performances and compositions

P6 observes and discusses concepts of music in works representative of the topics studied

P7 understands the capabilities of performing media, explores and uses current technologies as appropriate to the

topics studied

P8 identifies, recognises, experiments with and discusses the use of technology in music

P9 performs as a means of self-expression and communication

P10 demonstrates a willingness to participate in performance, composition, musicology and aural activities

P11 demonstrates a willingness to accept and use constructive criticism

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

PDHPE Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<p>Better Health for Individuals <i>Outcomes: P1,2,3,4,5,6,15,16</i></p> <p>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.</p>	<p>Task 1</p>
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2	1	<p>The Body in Motion <i>Outcomes: P7,8,9,10,11,16,17</i></p> <p>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.</p>	<p>Task 2</p>
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3	1	<p>First Aid <i>Outcomes: P6,12,15,16</i></p> <p>In this 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. Students also explore the ethical arguments associated with the delivery of first aid.</p>	<p>Task 3</p>
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	6	<p>Fitness Choices <i>Outcomes: P5,6,10,15,16,17</i></p> <p>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.</p>	
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Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

PDHPE Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Research and Presentation	Practical Application and Analysis	Final Examination	
Timing	Term 1, Week 7	Term 2, Week 8	Term 3, Week 9	
Outcomes assessed	1,2,3,4,5,6,15,16	7,8,9,10,11,16,17	ALL	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40%
Skills in critical thinking, research, analysing and communicating	20	20	20	60%
Total %	30%	30%	40%	100%

Outcomes:

A student:

- P1 identifies and examines why individuals give different meanings to health
- P2 explains how a range of health behaviours affect an individual's health
- P3 describes how an individual's health is determined by a range of factors
- P4 evaluates aspects of health over which individuals can exert some control
- P5 describes factors that contribute to effective health promotion
- P6 proposes actions that can improve and maintain an individual's health
- P7 explains how body systems influence the way the body moves
- P8 describes the components of physical fitness and explains how they are monitored
- P9 describes biomechanical factors that influence the efficiency of the body in motion
- P10 plans for participation in physical activity to satisfy a range of individual needs
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (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)
- 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

Physics Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	Module 1: Kinematics <i>Outcomes: PH11/12-2,3,4,5,6,8</i> 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.	Task 1
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2	1	Module 2: Dynamics <i>Outcomes: PH11/12-1,2,4,6,9</i> This module develops the key concept that forces are always produced in pairs that act on different objects and add to zero. By applying Newton's laws directly to simple systems, and, where appropriate, the law of conservation of momentum and law of conservation of mechanical energy, students examine the effects of forces.	Task 2
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3	1	Module 3: Waves and Thermodynamics <i>Outcomes: PH11/12-3,4,6,7,10</i> In this module, students will explore the behaviour of wave motion and examine the characteristics of wavelength, frequency, period, velocity and amplitude, and further their understanding of the properties of waves. They are then able to demonstrate how waves can be reflected, refracted, diffracted and superposed to develop an understanding that not all waves require a medium for their propagation.	Task 3
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Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

Task 2 move to week 7

Commented [DF1]: Moved from week 6

Physics Assessment Schedule (Amended 05/05)

Task number	Task 1	Task 2	Task 3	
Nature of task	Planning and Performing a Practical Task	Depth Study: Presentation	Final Examination	
Timing	Term 1, Week 6	Term 2, Week 7	Term 3, Week 9	
Outcomes assessed	11-1,2,3,6,7,8	11-1,5,6,7,8	ALL	
Components				Weighting %
Knowledge & understanding	0	10	30	40%
Working Scientifically	30	30	0	60%
Total %	30%	40%	30%	100%

Commented [DF2]: Moved from week 6

Commented [DF3]: Adjusted

Outcomes:

A student:

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

Society and Culture Scope and Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	Module 1: Social and Cultural World <i>Outcomes: P1, P3,P6, P9</i> 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.	
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2	1	Module 2: Personal and Social Identity <i>Outcomes: P1, P2, P3, P5, P8, P10</i> 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.	Task 1
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3	1	Module 3: Intercultural Communication <i>Outcomes: P1, P3, P4, P7,P8, P9</i> 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.	Task 2
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Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

Society and Culture Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Concepts and research methods	Research and presentation	Cross cultural comparison report	
Timing	Term 1, Week 8	Term 2, Week 10	Term 3, Week 7	
Outcomes assessed	P1, P3, P6, P10	P2, P4, P6, P8, P9, P10	P3, P5, P6, P7, P10	
Components				Weighting %
Knowledge & understanding	15	10	25	50%
Application and evaluation of social and cultural research methods	10	20		30%
Communication of information, ideas and issues in appropriate forms	5	10	5	20%
Total %	30%	40%	30%	100%

Outcomes:

P1 identifies and applies social and cultural concepts

P2 describes personal, social and cultural identity

P3 identifies and describes relationships and interactions within and between social and cultural groups

P4 identifies the features of social and cultural literacy and how it develops

P5 explains continuity and change and their implications for societies and cultures

P6 differentiates between social and cultural research methods

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

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

VET Construction Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	Cluster 1: Apply OHS requirements, policies and procedures in the construction industry. <i>Unit Competencies: CPCCOHS2001A</i> Students learn how to be safe and responsible when working in an industrial environment, as well as comply with mandatory Australian standard safe work practices.	
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	7	Cluster 2: White Card	
	8	A White Card is a mandatory work card required in Australia to order to work on a construction site. It is gained by completing a face-to-face or online government mandated course through a registered training organisation.	
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	11		Cluster 2 Comp
2	1	Cluster 3: Handle carpentry material, Use carpentry tools and equipment. <i>Unit Competencies: CPCCCA2011A, CPCCCA2002B</i> Students will learn to use some tools and equipment relevant to the carpentry industry and apply them in a practical setting.	
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	10		Cluster 3 Comp
3	1	Cluster 4: Apply basic levelling procedures. <i>Unit Competencies: CPCCCM2006B</i> Students will measure, form and take readings using various levelling devices. The skills learned will be used in a practical project.	
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	10		Cluster 4 Comp

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

VET Construction Assessment Schedule

<i>Task number</i>	Cluster 1 Unit Competencies	Cluster 2 Unit Competencies	Cluster 3 Unit Competencies	Cluster 4 Unit Competencies
Nature of Task	Apply OHS requirements, policies and procedures in the construction industry.	White card	Handle carpentry material, Use carpentry tools and equipment.	Apply basic levelling procedures.
Timing	Term 1, Week 6	Term 1, Week 11	Term 2, Week 10	Term 3, Week 10
Unit Competencies	CPCCOHS2001A	White Card	CPCCCA2011A, CPCCCA2002B	CPCCCM2006B

Unit Competencies

A student:

CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

CPCCCA2011A - Handle carpentry materials

CPCCCA2002B - Use carpentry tools and equipment

CPCCCM2006B - Apply basic levelling procedures

VET Sports Coaching Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	Cluster 1: Work Health and Safety <i>Unit Competencies: SISXWHS101</i> In this cluster students will complete the Mandatory Modules of online training. They will then develop plans to host an interschool football game in which a complete risk assessment will be conducted.	
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	7	Cluster 2 Industry Knowledge <i>Unit Competencies: SISXIND211</i> In this cluster students will prepare and present information on the different sectors of the Sports and Recreation Industry.	
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2	1	Cluster 3 Planning Daily Work <i>Unit Competencies: BSBWOR202A</i> In this cluster students will develop and review a weekly and yearly plan demonstrating knowledge of time management	
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3	1	Cluster 4 Coaching Knowledge and ICT's <i>Unit Competencies: SISSSCO101, ICPDMT263, ICTICT203</i> In this cluster students will complete the Community Coaching General Principles course. They will then research the rules, policies and regulations of a chosen sport and develop 2-30 minute coaching sessions for a group of 20 participants. Students will then deliver one of these sessions and complete a self evaluation.	
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Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

VET Sports Coaching Assessment Schedule

Task number	Cluster 1 Unit Competencies	Cluster 2 Unit Competencies	Cluster 3 Unit Competencies	Cluster 4 Unit Competencies
Nature of task	Follow work health and safety policies	Develop and update sport, fitness and recreation industry knowledge	Organise and complete daily work activities	Develop knowledge of coaching practices to create and deliver a 30 minute coaching session to 20 participants
Timing	Term 1, Week 6	Term 1, Week 11	Term 2, Week 10	Term 3, Week 10
Unit Competencies	SISXWHS101	BSBWOR202A	BSBWOR202A	SISSSCO101, ICPDMT263, ICTICT203

Unit Competencies:

A student:

SISXWHS101 Follow work health and safety policies

SISXIND211 Develop and update sport, fitness and recreational industry knowledge

SISXCAI101A Provide equipment for activities

SISXCAI102A Assist in preparing and conducting sport and recreation sessions

SISSSCO101 Develop and update knowledge of coaching practices

SISSSCO202 Coach beginner or novice participants to develop fundamental motor skills

BSBWOR202A Organise and complete daily work activities

ICTICT203 Operate application software packages

ICPDMT263 Assess and use the internet

2020 Year 11 ASSESSMENT SCHEDULE SUMMARY

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM ONE						Business Studies CAFS Physics VET Construction Vet Sports Coaching	PDHPE	Biology Modern History Society & Culture	Legal Studies IT Timber	Maths Std	English Adv English Std VET Construction Vet Sports Coaching
TERM TWO				Agriculture	Mid-Course Examination (non-assessable tasks)		Physics	Business Studies Legal Studies Modern History Music PDHPE	Biology English Adv English Std	Society & Culture VET Construction Vet Sports Coaching	
TERM THREE	IT Timber	Maths Std		Agriculture		CAFS	Society & Culture		Yearly examination	IT Timber VET Construction Vet Sports Coaching	

