



Junee High School Year 11

Assessment Schedule and Scope & Sequence Booklet 2021



- Phone: (02) 6924 1666
- Fax: (02) 6924 1798
- Email: junee-h.school@det.nsw.edu.au
- Website: <https://junee-h.schools.nsw.gov.au>

To Dream. To Create. To Succeed.

Junee High School
52 Lydia Street
Junee NSW 2663

In this book...

INFORMATION FOR STUDENTS AND PARENTS/CAREGIVERS.....	3
Student Appeal Form.....	7
Agriculture Scope & Sequence.....	8
Agriculture Assessment Schedule	9
Ancient History Scope & Sequence.....	11
Ancient History Assessment Schedule.....	12
Biology Scope & Sequence	13
Biology Assessment Schedule.....	14
Business Studies Scope & Sequence	15
Business Studies Assessment Schedule.....	15
Chemistry Scope & Sequence.....	17
Chemistry Assessment Schedule	18
Community & Family Studies Scope & Sequence	19
Community & Family Studies Assessment Schedule.....	20
English: Advanced Scope & Sequence	21
English: Advanced Assessment Schedule	22
English: Standard Scope and Sequence	23
English: Standard Assessment Schedule.....	24
Legal Studies Scope & Sequence.....	25
Legal Studies Assessment Schedule	26
Mathematics: Standard Scope & Sequence.....	27
Mathematics: Standard Assessment Schedule	28
Music 1 Scope & Sequence.....	29
Music 1 Assessment Schedule	30
PDHPE Scope & Sequence.....	31
PDHPE Assessment Schedule.....	32
VET Metals & Engineering Scope & Sequence	33
VET Metals & Engineering Assessment Schedule.....	34
VET Sport Coaching Scope & Sequence	35
VET Sport Coaching Assessment Schedule.....	36
Notes.....	39
2021 Preliminary HSC ASSESSMENT SCHEDULE SUMMARY	Error! Bookmark not defined.
.....	41

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 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 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.

¹ 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.

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 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 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. 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;

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

- (d) allowing other students to copy your work;
- (e) copying material with no due acknowledgement;
- (f) disrupting³ 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 June 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 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.

³ Dependent on the nature of the disruption, only one warning may be given.

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 Form

Category (please tick one)

☐ Appeal due to illness, accident or misadventure

☐ Appeal in relation to the final assessment and/or course rank

☐ Request for extension of time

Student's Name: _____

Course: _____ Task Number: _____

Nature of Assessment Task: _____

Due Date: ____/____/____ Class Teacher Name: _____

Reason for Appeal/ Request: (state details to support your case (or attach statement))

Medical Certificate is attached: Yes ☐ No ☐

Additional information attached: Yes ☐ No ☐

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

Head Teacher Recommendation:

- 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

Reason for decision:

New Due Date: ____/____/____

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

Copies of this form are available from Head Teachers and the Administration Office

Agriculture Scope & Sequence

TERM	WEEK	Topic/Unit of work	
1	1	Module : Overview	
	2	Outcomes: P1.1, P1.2, P2.3	
	3	Unit Description-	
	4	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.	
	5		
	6	Module Farm Case Study	
	7	Outcomes: P1.1, P1.2, P2.3, P5.1	
	8	Unit Description-	
	9	This component involves the study of farm production systems by investigating and visiting a selected farm or farms.	
	10		
2	1	Module : Plant Production Systems	
	2	Outcomes:	
	3	P2.1 ,P3.1, P4.1, P5.1	
	4	Unit Description-	Task 1
	5	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.	
	6		
	7		
	8		
	9		
	10		
3	1	Module : Animal Production	
	2	Outcomes:	
	3	P2.2, P3.1, P4.1, P5.1	
	4	Unit Description-	Task 2
	5	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.	
	6		
	7		Yearly Exam
	8		

	9		
	10		

Agriculture Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Farm Case Study Report	Plant/ Animal Production	Yearly Exam	
Timing	Week 4, Term2	Week 4, term3	Week 7, term3	
Outcomes assessed	P1.1, P1.2, P2.3, P3.1, P5.1	P2.1, P3.1, P4.1, P5.1 P2.2	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

P5.1 investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

Ancient History Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<p style="text-align: center;">Investigating Ancient History</p> <p style="text-align: center;"><i>Outcomes: AH11-3, AH11-5, AH11-6, AH11-7, AH11-10</i></p> <p>Students are introduced to the nature of ancient history before examining two case studies in depth: A3 Deir el Medina and B1 Ancient Australia</p>	
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
2	1		
	2		
	3		
	4		
	5		
	6	<p style="text-align: center;">Historical Investigation</p> <p style="text-align: center;"><i>Outcomes: AH11-4, AH11-6, AH11-7, AH11-8, AH11-9</i></p> <p>Following the viewing of a popular film, students are tasked with investigating and presenting research on an area of related interest</p>	Task 1
	7		
	8		
	9		
	10		Task 2
3	1	<p style="text-align: center;">Features of Ancient Societies</p> <p>Students compare power and image in Ancient Egypt and Ancient Rome</p> <p style="text-align: center;"><i>Outcomes: AH11-1, AH11-2, AH11-5, AH11-6, AH11-7</i></p>	
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		Task 3
	11		

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

Ancient History Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Source Analysis	Historical Investigation	Final examination	
Timing	Term 2, Week 5	Term 2, Week 10	Term 3, Week 9	
Outcomes assessed	AH11-3, AH11-5, AH11-6, AH11-7, AH11-10	AH11-4, AH11-6, AH11-7, AH11-8, AH11-9	AH11-1, AH11-2, AH11-5, AH11-6, AH11-7	
Components				Weighting %
Knowledge and understanding of course content	15		25	40
Historical skills in the analysis and evaluation of sources and interpretation	10	5	5	20
Historical inquiry and research		20		20
Communication of historical understanding in appropriate forms	5	10	5	20
Total %	30	35	35	100

Outcomes

A student:

AH11-1 describes the nature of continuity and change in the ancient world

AH11-2 proposes ideas about the varying causes and effects of events and developments

AH11-3 analyses the role of historical features, individuals and groups in shaping the past

AH11-4 accounts for the different perspectives of individuals and groups

AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world

AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

AH11-7 discusses and evaluates differing interpretations and representations of the past

AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history

Biology Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	Module 1: Cells and the Basis of Life Outcomes: BIO11/12-2,4,8 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.	
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9	Module 2: Organisation of Living Things Outcomes: BIO11/12-4,6,7,9	Task 1
	10		
2	1	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.	
	2		
	3		
	4		
	5		
	6	Module 3: Biological Diversity Outcomes: BIO11/12-1,2,6, 7, BIO11-10	Task 2
	7		
	8		
	9		
	10		
	11		
3	1	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.	
	2		
	3		
	4	Module 4: Ecosystem Dynamics Outcomes: BIO11/12-1,2,3,4,5 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
	5		
	6		
	7		
	8		
	9		
	10		

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 8	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 & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	Module 1: Nature of Business (P1, P2, P6, P7, P8) The focus of this topic is the role and nature of business in a changing business environment.	
	2		
	3		
	4		
	5		
	6		Media file
	7		
	8		
	9		
	10		
2	1	Module 2: Business Management (P2, P4, P5, P6, P7, P8, P9, P10) The focus of this topic is the nature and responsibilities of management in the business environment.	
	2		
	3		
	4		
	5		
	6		Business report
	7		
	8		
	9		
	10		
3	1	Module 3: Business Planning (P1, P3, P4, P6, P7, P8, P9, P10) The focus of this topic is the nature and responsibilities of management in the business environment.	
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		Examination
	10		

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

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

Outcomes

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

Chemistry Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment	
1	1	Module 1: Properties and Structure of Matter Outcomes: CH11-2,3,4,7,8 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. Students use knowledge obtained from the study of the periodic table to examine trends and patterns that exist between chemical elements and atoms in order to discover that fundamental particles, and their role in the structure of an atom, give all chemicals their properties.		
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9	Module 2: Introduction to Quantitative Chemistry Outcomes: CH11-2,4,6,9 Students are introduced to the quantitative nature of chemistry. 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. 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.		Practical Investigation
	10			
2	1	Students study how chemicals react, the changes in matter and energy that take place during these reactions, and how these chemical reactions and changes relate to the chemicals that are used in everyday life.		
	2			
	3			
	4			
	5			
	6	Module 3: Reactive Chemistry Outcomes: CH11-2,3,4,10 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.		Depth Study
	7			
	8			
	9			
	10			
3	1			
	2			
	3	Module 4: Drivers of Reactions Outcomes: CH11-1,5,6,7,11 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.		Final Examination
	4			
	5			
	6			
	7			
	8			
	9			
	10			

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

Chemistry Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of Task	Planning & Performing a Practical Task	Depth Study Presentation	Yearly Examination	
Timing	Term 1, Week 10	Term 2, Week 8	Term 3, Week 9	
Outcomes assessed	CH11/12-2,3,4,7,8	CH11/12-1,5,6,7,9	CH11-8,9,10,11	
Components				Weighting %
Knowledge & understanding		10%	30%	40%
Working Scientifically	30%	30%		60%
Total %	30%	40%		100

Outcomes

A student:

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

Community & Family Studies Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	Resource Management Outcomes: P1.1, 1.2, 3.2, 4.1, 4.2, 5.1, 6.1	
	2		
	3		
	4	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.	Task 1
	5		
	6		
	7		
	8		
	9	Individuals and Groups Outcomes: P1.2, 2.1, 2.3, 3.2, 4.1, 4.2, 6.2	
	10		
2	1	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	
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
3	1	Families and Communities Outcomes: P1.1, 1.2, 2.2, 2.4, 3.1, 3.2, 4.1, 4.2, 6.1	
	2		
	3	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.	Task 2
	4		
	5		
	6		
	7		
	8		
	9		
	10		
			Task 3

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

Community & Family Studies Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Practical Investigation Evaluation	Depth Study	Final Examination	
Timing	Term 4, Week 6	Term 3, Week 6	Term 3, Week 9	
Outcomes assessed	P1.1, 1.2, 4.1, 4.2	P1.2, 2.2, 2.4, 3.1, 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	<p>Common Module: Reading to Write (EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8, EA11-9)</p> <p>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.</p>	
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
			Imaginative composition and reflection
2	1	<p>Module A: Narratives that Shape Our World (EA11-2, EA11-3, EA11-6, EA11-8, EA11-9)</p> <p>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.</p>	
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
			Multi-modal presentation
3	1	<p>Module B: Critical Study of Literature (EA11-1, EA11-3, EA11-4, EA11-5, EA11-7, EA11-8)</p> <p>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.</p>	
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
			Yearly Examination

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

Task number	Task 1	Task 2	Task 3	
Nature of task	Imaginative composition and reflection	Multi-modal presentation	Yearly Examination	
Timing	Term 1, Week 11	Term 2, Week 9	JHS Examination Period	
Outcomes assessed	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	
Components				Weighting %
Knowledge & understanding	30	40	30	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

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

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

English: Standard Scope and Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<p>Common Module: Reading to Write EN11-1, EN11-3, EN11-5, EN11-9</p> <p>In this module, students undertake the intensive and close reading of quality texts from a variety of modes and media. In doing so, they further develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey complex ideas, relationships, endeavours and scenarios. Through the study of texts, students develop insights into the world around them, deepen their understanding of themselves and the lives of others and enhance their enjoyment of reading.</p>	
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		Creative Writing Composition
2	1	<p>Module A: Contemporary Possibilities EN11-2, EN11-4, EN11-7, EN11-8</p> <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.</p>	
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		Multi-Modal Presentation
	10		
3	1	<p>Module B Close Study of Text EN11-2, EN11-4, EN11-8</p> <p>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</p>	
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		Examination
	10		

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 10	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, EN11-6, EN11-8	
Components				Weighting %
Knowledge and understanding	30	40	30	
Total %	30	40	30	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:

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

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

Legal Studies Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	Part 1 - The Legal System P1, P2, P3, P4, P5, P6, P7 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 	Research Task Report
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
2	1	Part II: The individual and the law P1, P3, P4, P6, P7, P8 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. 	Case Study
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
3	1	Part III: Law in practice P1, P2, P3, P4, P5, P6, P7, P8, P9, P10 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. 	Examination
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		

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	
Analysis and evaluation	5	10	10	
Inquiry and research	10	10		
Communication of information, issues and ideas	5	10	10	
Total %	30	40	30	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:

P1 - P1. identifies and applies legal concepts and terminology

P2. describes the key features of Australian and international law

P3. describes the operation of domestic and international legal systems

P4. discusses the effectiveness of the legal system in addressing issues

P5. describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change

P6. explains the nature of the interrelationship between the legal system and society

P7. evaluates the effectiveness of the law in achieving justice

P8. locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents

P9. communicates legal information using well-structured responses

P10. accounts for differing perspectives and interpretations of legal information and issues

Mathematics: Standard Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment	
1	1	Formulae and Equations (A1) Outcomes: MS11-1, MS11-6, MS11-9, MS11-10 The principal focus of this subtopic is to provide a solid foundation in algebraic skills, including finding solutions to a variety of equations in work-related and everyday contexts.		
	2			
	3			
	4			
	5	Applications of Measurement (M1.1, M1.3) Outcomes: MS11-3, MS11-4, MS11-9, MS11-10 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 energy and mass.		
	6			
	7			
	8	Linear Relationships (A2) Outcomes: MS11-1, MS11-2, MS11-6, MS11-9, MS11-10 The principal focus of this subtopic is the graphing and interpretation of practical linear and direct variation relationships.		
	9			
	10			
2	1	Earning and Managing Money (F1.2) Outcomes: MS11-2, MS11-5, MS11-6, MS11-9, MS11-10 Financial Mathematics involves the application of knowledge, skills and understanding of numbers to earning, spending, investing, saving and borrowing money.		
	2			
	3	Budgeting and Household Expenses (F1.3) Outcomes: MS11-2, MS11-5, MS11-6, MS11-9, MS11-10 Students develop an ability to justify various types of financial decisions which will affect their life now and into the future.		
	4			
	5	Interest and Depreciation (F1.1) Outcomes: MS11-2, MS11-5, MS11-6, MS11-9, MS11-10 The principal focus of this subtopic is to calculate and graph simple interest, manage earnings, wages and taxation, and develop an appropriate budget for a given situation.		
	6			
	7	Data Analysis (S1.1) Outcomes: MS11-2, MS11-7, MS11-9, MS11-10 The principal focus of this subtopic is planning and management of data collection, classification and representation of data		
	8			
	9			
	10			
3	1	Data Analysis (S1.1) Outcomes: MS11-2, MS11-7, MS11-9, MS11-10 The principal focus of this subtopic is calculation of summary statistics for single datasets and their use in the interpretation of data.		
	2			
	3	Applications of Measurement (M1.2) Outcomes: MS11-3, MS11-4, MS11-9, MS11-10 The principal focus of this subtopic is to develop an awareness of measurements and to become competent in solving practical problems involving perimeter, area, volume and capacity.		
	4			
	5			
	6	Working with Time (M2) Outcomes: MS11-3, MS11-4, MS11-9, MS11-10 The principal focus of this subtopic is to understand concepts related to locations on Earth’s surface and calculation of time differences.		
	7			
	8			
	9	<i>Revision and Assessment</i>		Task 3 (Final Exam)
	10			
4	1	Probability (S2) Outcomes: MA11-8, MS11-9, MS11-10 The principal focus of this subtopic is to draw conclusions related to the chance that an event will occur.		
	2			
	3			

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

Mathematics: Standard Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Topic Test with Formula Sheet (Topics A1, A2)	Financial Data Analysis Investigation Task (Topics F1.1, F1.2, F1.3)	Final Examination (Topics: F1.1, F1.2, A1, A2, S1, S2, M1, M2)	
Timing	Term 1, Week 10	Term 2, Week 5	Term 3, Week 9	
Outcomes assessed	MS11-1, MS11-2, MS11-2, MS11-4, MS11-6, MS11-9, MS11-10	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
Components				Weighting %
Understanding, Fluency and Communicating	20	15	15	50%
Problem Solving, Reasoning and Justification	10	25	15	50%
Total %	30%	40%	30%	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

Music 1 Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	Australian Music Outcomes: P1, P2, P5, P6, P7, P8, P9, P10, P11 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.	Task 1
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
2	1	Methods of Notating Music Outcomes: P3, P5, P7, P8, P10, P11 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.	Task 2
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
3	1	Music for radio, film, television and multimedia Outcomes: P4, P7, P9, P10, P11 As part of this unit, students explore the use and manipulation of the concepts in various works composed by John Williams.	Task 3
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		

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

Music 1 Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Performance and Viva Voce	Composition portfolio	Final examination	
Timing	Term 1, Week 9	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

PDHPE Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	Better Health for Individuals Outcomes: P1,2,3,4,5,6,15,16 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.	Task 1
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
2	1	The Body in Motion Outcomes: P7,8,9,10,11,16,17 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.	Task 2
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
3	1	First Aid Outcomes: P6,12,15,16 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.	Task 3
	2		
	3		
	4		
	5		
	6	Fitness Choices Outcomes: P5,6,10,15,16,17 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.	
	7		
	8		
	9		
	10		

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	2,3,4,5,6,15,16	7,8,9,16,17	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

VET Metals & Engineering Scope & Sequence

Term	Week	Topic/Unit of Work
1	1	<p>Prerequisite (HSC Unit Only)</p> <ul style="list-style-type: none"> Manufacturing, engineering and related services industries induction <p>Cluster 1 -Working Safely</p> <ul style="list-style-type: none"> MEM13014A- Apply principles of occupational health and safety in the work environment MEM11011B- Undertake manual handling
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
2	1	<p>Cluster 2-Using Hand Tools</p> <ul style="list-style-type: none"> MEM18001C- Use hand tools MEM14004A- Plan to undertake a routine task
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
3	1	<p>Cluster 3-Using Power Tools</p> <ul style="list-style-type: none"> MEM18002B- Use power tools/hand held operations MEM12023A- Perform engineering measurements <p>Cluster 4-Calculating and cutting</p> <ul style="list-style-type: none"> MEM12024A- Perform computations <p>MEM05005B- Carry out mechanical cutting</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

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

VET Metals & Engineering Assessment Schedule

The Metal and Engineering Curriculum Framework course is a competency based course. To achieve an Australian Quality Framework (AQF) Certificate or Statement a student must be assessed as competent.

This means that a student's performance is judged against a prescribed standard not against the performance of other participants. Assessment of competence involves the assessment of skills and knowledge combined. This is assessed throughout a unit or by an end of unit assessment task either in class or in the workplace.

The HSC Examination is optional. Students indicate during Year 12 whether they intend to attempt the examination. The examination has no impact on a student's eligibility for AQF qualifications.

Task	Date
Unit Competency Tests and Assessments	Ongoing
Work Placement (compulsory)	Term 3, Weeks 4 or 5
Preliminary Examination	Term 3, Weeks 9/10

CODE	UNIT OF COMPETENCY	CODE	UNIT OF COMPETENCY
COMPULSORY		ELECTIVES	
MANDATORY INDUCTION	Manufacturing, engineering and related services industries induction		
MEM09002B	Interpret technical drawing	MEM05004C	Perform routine oxy acetylene welding
MEM12023A	Perform engineering measurements	MEM05005B	Carry out mechanical cutting
MEM12024A	Perform computations	MEM05012C	Perform routine manual arc welding
MEM13014A	Apply principles of WH&S in the work environment	MEM11011B	Undertake manual handling
MEM14004A	Plan to undertake a routine task	MEM07032A	Use workshop machines for basic operations
MEM15002A	Apply quality systems		
MEM15024A	Apply quality procedures		
MEM18001C	Use hand tools		
MEM18002B	Use power tools/hand held operations		
MEM16007A	Work with others in a manufacturing, engineering or related environment		

VET Sport Coaching Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<p>Cluster 1</p> <p>Units of Competence: HLTWHS001, SISXIND006</p> <p>Throughout this cluster students will be required to plan and facilitate a number of events which may include gala days, round robin tournaments or school sport. They will be required to implement effective Workplace Health and Safety measures including risk assessment plans and identifying appropriate hazard control measures to maximise participant safety.</p>	Cluster 1 Unit Competencies
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
2	1	<p>Cluster 2</p> <p>Units of Competence: SISSSCO002, SISSSCO005</p> <p>Throughout this cluster students will develop the skills and knowledge required to plan and facilitate coaching sessions, both in school and within the community. This may involve students delivering sessions to primary school students to demonstrate their competence in this area.</p>	Cluster 2 Unit Competencies
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
3	1	<p>Cluster 3C</p> <p>Units of Competence: SISXCAI009</p> <p>Throughout this cluster students will develop an understanding of strength and conditioning techniques. Students will be required to plan and implement strength and conditioning workshops that are safe and respond to participant's needs and ability levels.</p>	Cluster 3c Unit Competencies
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		

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

VET Sport Coaching Assessment Schedule

Task number	Cluster 1 Unit Competencies	Cluster 2 Unit Competencies	Cluster 3C Unit Competencies
Nature of task	Follow work health and safety policies and conduct sport, fitness, and recreation events.	Work in a community coaching role to improve coaching skills and knowledge	Instructing strength and conditioning techniques.
Timing	Term 1, Week 9	Term 2, Week 10	Term 3, Week 6
Unit Competencies	HLTWHS001 SISXIND006	SISSSCO002 SISSSCO005	SISXCAI009

Unit Competencies:

A student:

HLTWHS001: Participate in the workplace health and safety

SISXIND006: Conduct sport, fitness or recreation events

SISSSCO005: Continuously improve coaching skills and knowledge

SISSSOF002: Continuously improve officiating skills and knowledge

SISXCAI009: Instruct strength and conditioning techniques



Education
Public Schools

Wagga Wagga RTO 90333

FSK20113 Certificate II in Skills for Work and Vocational Pathways

2 units x 1 year (120 hours)

3 units x 1 year (180 hours)

Board Endorsed Course

Course Description

This board endorsed course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This course is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

Course Units of Competency

The following content is delivered in the 180 hour course and a modified pattern of delivery is available in the 120 hour course.

- FSKDIG03 Use digital technology for routine workplace tasks
- FSKLRG09 Use strategies to respond to routine workplace problems
- FSKLRG11 Use routine strategies for work-related learning
- FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work
- FSKNUM15 Estimate, measure and calculate with routine metric measurements for work
- FSKOCM07 Interact effectively with others at work
- FSKRDG10 Read and respond to routine workplace information
- FSKWTG09 Write routine workplace texts
- FSKLRG10 Use routine strategies for career planning
- FSKOCM04 Use oral communication skills to participate in workplace meetings
- FSKRDG09 Read and respond to routine standard operating procedures
- FSKWTG07 Write routine formal workplace texts
- BSBITU201 Produce simple word processed documents
- BSBWOR204 Use business technology
- BSBITU202 Create and use spreadsheets
- FNSFLT202 Develop and use a savings plan

This Certificate II in Skills for Work and Vocational Pathways represents an option for students to demonstrate key employability skills and a range of foundation skills to employers. This course is project based and projects will be determined by the school. The course provides an opportunity for students to demonstrate skills in literacy and numeracy along with communication and problem solving skills that relate directly to the workplace.

Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted

Support services may be available to meet individual student needs

Qualifications

Students who are assessed as competent in sufficient units of competency will be eligible for a FSK20113 Certificate II Skills for Work and Vocational Pathways. Students who do not achieve competency in all the units in the 180 hour course or complete the 120 hour course will be eligible for a Statement of Attainment towards FSK20113 Certificate II in Skills for work and vocational pathways.

There are foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

Competency- Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met NESA course completion criteria they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): There is NO External Assessment (optional HSC examination) for this course and the course DOES NOT contribute towards an ATAR

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs: Some small charges may be incurred to cover the cost of excursions.

Refund Arrangements: on a pro – rata basis

Delivery Arrangements: Timetabled

Exclusions: Community Services - Introduction

There is no mandatory workplace component in this course.

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

For more information on possible outcomes please visit the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Notes

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
TERM ONE					Ancient History	CAFS B/Studies	PDHPE	Biology VET Sport Coaching	Legal Studies Music	Chemistry Ancient History English Maths Std
TERM TWO				Mid-Course Examinations Agriculture	Mid-Course Examination	B/Studies		Chemistry Legal Studies PDHPE Music	English Biology	VET Sport Coaching
TERM THREE			Ancient History	English Agriculture		CAFS	Agriculture		Yearly examination English Music PDHPE	Yearly examination

