

Year 11 2023

Assessment Booklet

TEMORA HIGH SCHOOL

2023 Assessment Booklet

FROM THE PRINCIPAL

Congratulations students for selecting to continue with your studies at THS. We look forward to working with you and your family to achieve the best results possible, opening up a world of opportunities.

This booklet provides an outline of the school-based assessment program for courses offered at THS in 2023. Students and parents/carers should ensure that they understand the procedures, programs and implications of the material presented.

The information provided is designed to give you important information about your assessments and to assist you to have assessments researched, planned, studied for and submitted on time. There are important notes about illness and misadventure, as well as bibliography procedures, contained in here.

Please contact me if you have any questions about this booklet or your assessment this year.

Best wishes lan Pattingale

PURPOSE OF THE ASSESSMENT BOOKLET

This booklet outlines the THS Assessment Policy. It aims to help senior students by:

- informing them of the aims and various practical aspects of the Preliminary and HSC assessment procedures.
- informing them of certain rules they must follow and requirements they must meet and
- listing in a simple and standard fashion the assessment tasks in each course, while showing particular outcomes, components and weightings for each task.

This booklet should be read in conjunction with the information provided by the NSW Education Standards Authority (NESA) at https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment

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ELIGIBILITY

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

- a) have gained the Record of School Achievement (RoSA) or such other qualifications as the NSW Education Standards Authority (NESA) considers satisfactory;
- b) have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- c) have completed HSC: All My Own Work
- d) have demonstrated a minimum standard of literacy and numeracy
- e) have satisfactorily completed courses that comprise the pattern of study listed below
- f) sit for and make a serious attempt at the HSC examinations.

Students undertaking only Stage 6 Life Skills courses are not required to complete the *HSC*: All My Own Work program or its equivalent. Exemptions may apply to the minimum standard of literacy and numeracy.

Pattern of Study

Both the Year 11 and HSC patterns of study MUST include at least:

- Six units of Board Developed courses
- Two units of a Board Developed course in English
- Three courses of 2 or more units, and
- Four subjects

The HSC will only be awarded when 10 units of HSC courses have been satisfactorily completed as well as the completion of 12 units of Year 11 courses in previous years.

HIGHER SCHOOL CERTIFICATE CREDENTIAL

The HSC is a testamur document, issued by NESA, which states that a student has met all of the requirements and has been awarded a HSC.

Eligible students upon completing their HSC will receive the following credentials:

- The Higher School Certificate Testamur This shows that a student is eligible for the Higher School Certificate. It includes the student's name, school and date of the award. The HSC Testamur is delivered by post in January. Students are able to download their credentials via their Students Online account.
- Higher School Certificate Record of Achievement The Higher School Certificate (HSC), Record of School Achievement (RoSA) including your Year 11 (Stage 6) grades, and if applicable, Year 10 (Stage 5) grades.

Additional Information: The NESA publication, *Higher School Certificate* (HSC) Rules and Procedures guide, contains the main rules and requirements students will need to know. This document is available at

AWARD OF COMPLETION
STANDARDS
AUTHORITY

AWARD OF COMPLETION
HIGHER SCHOOL
CERTIFIC OF

Sample Student
who attended
Sample High School
has ment the requirements for the
award of a Higher School Certificate

CENTRAL OF COMPLETION

TO SECONDARY OF COMPLETI

http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students.

ASSESSMENT IN THE HIGHER SCHOOL CERTIFICATE

Assessment Mark

School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for most courses, which may include tests, written or oral assignments, practical activities, fieldwork and projects.

When the school assessment program ends, the school will add up the marks a student received for each task and apply any weightings. This **school** assessment mark is sent to NESA, where it is stored until the HSC examinations are marked. Students are not notified of the submitted school assessment marks because NESA must still moderate these marks and align them to achievement standards. Students will instead receive a report showing their rank (position in school group) in each course, based on their school assessment mark.

A student can ask to review this rank if they don't think it correctly reflects their performance, and they can **appeal** to NESA if they are unhappy with the school's response. There are specific processes and requirements for reviews and appeals. For example, a student can't appeal marks for individual tasks. Read more about the appeals process in the HSC Rules and Procedures guide.

Examination Mark

The examination mark for each course shows the student's performance in NESA's HSC examination for that course. The examination consists of a written paper and, for some courses, may include speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.

HSC Assessment and Rank Order

The Higher School Certificate mark is a 50:50 combination of a student's external examination mark and school-based assessment mark for each course. The HSC Assessment Rank is released to students via Students Online after the completion of the HSC examinations.

Performance Bands

A student's HSC mark for each course will fall within one of six performance bands, where the highest achievement is Band 6 (90-100 marks) and where the minimum standard expected is 50 marks. A performance band of E1-E4 is shown for Extension courses. Each performance band is aligned to what a student at that level of performance typically knows, understands, and can do.

Moderation

For further information on moderation visit http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC/moderation

The Australian Tertiary Admissions Rank

To receive an Australian Tertiary Admission Rank (ATAR), a student must study a minimum of 10 Board Developed units in the HSC Course.

The requirements for the Australian Tertiary Admission Rank (ATAR) are determined by the universities. The ATAR is calculated by the Universities Admissions Centre on behalf of universities in NSW and the ACT. Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry. Students should refer to the Universities Admissions Centre website at www.uac.edu.au

DISABILITY PROVISIONS

Disability provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an examination room. The provisions granted are solely determined by how the student's examination performance is affected.

If a student is entitled to disability provisions for examination periods, it is the responsibility of the student to request these provisions for any school-based assessment tasks. This can be negotiated with the Deputy Principal and the Learning and Support Teacher. For further information about disability provisions, access the *HSC disability guide for teachers and parents* at https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions

SATISFACTORY COMPLETION OF A COURSE

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

- followed the course developed by NESA
- applied him or herself with diligence and sustained effort to ALL of the set tasks and experiences provided by the course
- achieved some or all of the course outcomes

In addition to the formal assessment program, students must also sit for and make a serious attempt at the Trial HSC examinations and complete all set work and homework given by their teachers.

ATTENDANCE

If a student has an extended or unexplained absence, the student will have difficulty displaying a diligent and sustained effort. In exceptional circumstances the Principal may grant leave.

Students at risk of being deemed unsatisfactory are given written warning with sufficient time to address any problems regarding their pattern of attendance, diligence and/or sustained effort in the completion of coursework.

N-DETERMINATION WARNING - NON-COMPLETION OF A COURSE

If a student is at risk of not meeting the requirements and/or of not satisfactorily completing a course, a minimum of two warnings will be given to indicate that the student may be in danger of non-completion of a course/s. If the student does not redeem these warnings and has not done enough to complete the course, they will be given an N Determination and the student will not receive an award in that course/s.

If the subject the student has received the warnings in is English, they will be ineligible for the award of Higher School Certificate. The school will:

- a. advise the student in writing in time for the problem to be corrected and for the student to be able to redeem themselves
- b. advise the parent/carer in writing if the student is under 18 (this will usually be the same letter as set out in 'a')
- c. request from the student/parent a written acknowledgement of receipt of the warning letter

The school views this component of the HSC very seriously. Students who are not making a serious attempt at their courses will be interviewed by the Head Teacher and/or the Deputy Principal to make them aware of the requirements and consequences.

SYLLABUS USAGE

Guide for Students at Temora High School

The Preliminary and HSC syllabus are available from the NESA website:

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z

The syllabus outlines what content and information is taught as part of each course. Only content from the course syllabus will be examined in HSC exams and assessments.

Teachers will go through the different elements of the syllabus with students to ensure they understand what is in the syllabus and what is relevant to assist them with learning the course content.

Tips for Students:

- Have your own copy of the syllabus to check off dot points as you learn them to ensure you have learnt all of the course.
- Use the syllabus to help study. Go through the dot points and ensure you know the learning for each point. If you find points you are unsure of, this can be an area for study or discussion with your teacher.
- Know the syllabus areas and information. When you get a question, work out which part of the syllabus and dot points the question covers and use this information to help structure an answer to the question.
- Organise your study notes to match the order of content in the syllabus.
- Understand and study the glossary of key words. These tell you what information is required to answer
 questions. https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords

Syllabus Usage By Course

Each subject teacher will use the syllabus with you in class in different ways. Below is a summary of how the syllabus is used in each course.

Agriculture - The syllabus is handed out at the beginning of the course. It is referred to at the beginning of each topic. The syllabus is referred to in many lessons and students are encouraged to organise their notes according to the order of content within the syllabus.

Ancient History - At the start of the course in both Years 11 and 12, students are shown where to find the syllabus online. A hard copy and the course requirements are issued to each student in the course. Staff explain how to adhere to these requirements including going through the aim, objectives, outcomes, historical concepts and skills, course structure and requirements. Topics are explained for each of the four sections, looking at the scope and sequence. Throughout the year staff explain relevant syllabus pages for each new topic, examining the content focus and each content dot-point, helping students to understand the key words and relevant terminology.

Biology - The syllabus is handed out at the beginning of each new unit, students sign for it and a copy is posted to the top of the Google Classroom. Syllabus inquiry questions and content dot points are added to Google Slides and sequenced to match. Students are regularly referred to check and monitor the syllabus as part of their study and assessment preparation.

Business Studies - The syllabus is handed out at the beginning of the course. It is referred to at the beginning of each topic and as part of learning activities throughout the course.

Chemistry - A copy of the syllabus is handed out to all students at the beginning of course. It is in the form of a booklet that contains assessment, and scope and sequence information. Syllabus points are frequently noted during lesson activities. Students are shown a blank program scaffold that has a syllabus point and inquiry questions that feature at the beginning of each chemistry topic. This assists student to understand how they are progressing through syllabus outcomes.

Community and Family Studies - With each new unit of work, a copy of the relevant part of the syllabus is copied and given to the students. Teaching staff explain to students how the dot points apply to the subject matter and how these dot points may be examined in the HSC. In each of the dot points, teachers explain/identify the verbs that describe the depths of the possible assessment. The students then place these dot points into their work booklets and study notes.

Construction (VET) - A syllabus is provided to every Preliminary and HSC student as a booklet (hard copy) at the start of the course. Students are also explicitly shown where to access the syllabus document online for future use and a copy is placed on Google Classroom for easy access. Particular attention is given to the outcomes and key content areas. Key points from the syllabus are referred to throughout the courses, as well as during each assessment task, to inform and guide teaching and learning.

Dance - The syllabus is included in the course booklet, which is issued to students at the start of the course. The booklet, including the syllabus, is reviewed in class learning activities. Students are also shown where the syllabus can be accessed on the NESA website.

Design and Technology - A syllabus is provided to every Preliminary and HSC student as a booklet (hard copy) at the start of the course. Students are also explicitly shown where to access the syllabus document online for future use and a copy is placed on Google Classroom for easy access. Particular attention is given to the outcomes and key content areas. Key points from the syllabus are referred to throughout the courses, as well as during each assessment task, to inform and guide teaching and learning.

Drama - This content for this course is made readily available to students via the content guidebook distributed to students. This guidebook contains necessary information regarding upcoming units to be studied, with clear links to outcomes and direct information from the syllabus used. Students are shown how to access the Stage 6 Drama Syllabus on the NESA website.

English — All Courses - At the start of the course in both Year 11 and Year 12, students are shown where to find the syllabus online. A hard copy and the course requirements are issued to each student in the course. Staff explain how to adhere to these requirements including highlighting what texts and text types students will study and going over the scope and sequence. Topics are explained for each of the four sections, looking at the scope and sequence. Throughout the year, as each new topic begins, staff hand out a module description (rubric) for each new topic, go through it with students, highlight and do various class activities that help students become familiar with the key words and phrases in these documents and when/where they will need to use them.

Exploring Early Childhood - The syllabus is issued to the students at the beginning of the course. A copy of each module syllabus is also in the front of each booklet.

Food Technology - A syllabus is provided to every Preliminary and HSC student as a booklet (hard copy) at the start of the course. Students are also explicitly shown where to access the syllabus document online for future use and a copy is placed on Google Classroom for easy access. Particular attention is given to the outcomes and key content areas. Key points from the syllabus are referred to throughout the courses, as well as during each assessment task, to inform and guide teaching and learning.

Geography - The syllabus is handed out at the beginning of the course. It is referred to at the beginning of each topic and as part of learning activities throughout the course.

Hospitality (VET) - A syllabus is provided to every Preliminary and HSC student as a booklet (hard copy) at the start of the course. Students are also explicitly shown where to access the syllabus document online for future use and a copy is placed on Google Classroom for easy access. Particular attention is given to the outcomes and key content areas. Key points from the syllabus are referred to throughout the courses, as well as during each assessment task, to inform and guide teaching and learning.

Industrial Technology - A syllabus is provided to every Preliminary and HSC student as a booklet (hard copy) at the start of the course. Students are also explicitly shown where to access the syllabus document online for future use and a copy is placed on Google Classroom for easy access. Particular attention is given to the outcomes and key

content areas. Key points from the syllabus are referred to throughout the courses, as well as during each assessment task, to inform and guide teaching and learning.

Investigating Science - A copy of the syllabus outcomes and dot points for the HSC Investigating Science Course is given to students at the beginning of the course. Students are shown the location of the NESA syllabus document and other NESA resources are identified at this time. Throughout the course, syllabus points are referenced and identified as a part of learning activities. Students are able to know and identify course knowledge and skills as they progress through learning activities.

Legal Studies - The syllabus is handed out at the beginning of the course. It is referred to at the beginning of each topic and as part of learning activities throughout the course.

Mathematics – All Courses - The syllabus in all mathematics courses is given out at the beginning of the course. Students are shown where the syllabus can be accessed online. Key points from the syllabus are referred to while teaching each chapter/unit of work, to assist students with learning and understanding of the course requirements.

Modern History - At the start of the course in both Years 11 and 12, students are shown where to find the syllabus online. A hard copy and the course requirements are issued to each student in the course. Staff explain how to adhere to these requirements including going through the aim, objectives, outcomes, historical concepts and skills, course structure and requirements. Topics are explained for each of the four sections, looking at the scope and sequence. Throughout the year staff explain relevant syllabus pages for each new topic, examining the content focus and each content dot-point, helping students to understand the key words and relevant terminology.

Music - The Music syllabus is provided to every Preliminary and HSC student as a booklet (hard copy) at the start of the course. Students are also explicitly shown where to access the syllabus document online for future use and a copy is placed on Google Classroom for easy access. Particular attention is given to the outcomes and key content areas. Key points from the syllabus are referred to throughout the course, as well as during each assessment task, to inform and guide teaching and learning.

PDHPE - With each new unit of work, a copy of the relevant part of the syllabus is distributed to students. Teaching staff explain to students how the dot points from the "Students learn to" apply to the subject matter and how these dot points may be examined in the HSC. In each of the dot points, teachers explain/identify the verbs that describe the depths of the possible assessment. The students then place these dot points into their work booklets and study notes.

Physics - All components of syllabus are outlined at beginning of course, especially reference to skills content and working scientifically area of the syllabus. As each module is started, the module syllabus is handed to each student, including the outline context of the module. As each inquiry question is started, reference is made to syllabus and students learning progress.

Primary Industries (VET) - A syllabus is provided to every Preliminary and HSC student as a booklet (hard copy) at the start of the course. Students are also explicitly shown where to access the syllabus document online for future use and a copy is placed on Google Classroom for easy access. Particular attention is given to the outcomes and key content areas. Key points from the syllabus are referred to throughout the courses, as well as during each assessment task, to inform and guide teaching and learning.

Sports Coaching (VET) - The syllabus is issued at the beginning of the course. It is then referred to at the beginning of each new module.

Textiles & Design - A syllabus is provided to every Preliminary and HSC student as a booklet (hard copy) at the start of the course. Students are also explicitly shown where to access the syllabus document online for future use and a copy is placed on Google Classroom for easy access. Particular attention is given to the outcomes and key content areas. Key points from the syllabus are referred to throughout the courses, as well as during each assessment task, to inform and guide teaching and learning.

Visual Arts - The Visual Arts syllabus is provided to every HSC and Preliminary student as part of a Course Booklet. Particular attention is given to the outcomes and key content including the Practice, Conceptual Framework and the Frames. Students are shown where to find the document online and key points from the syllabus are referred to throughout the course, as well as during each assessment task, to inform teaching and learning.

Work Studies - The Work Studies syllabus is provided to every Preliminary and HSC student as a booklet (hard copy) at the start of the course. Students are also explicitly shown where to access the syllabus document online for future use and a copy is placed on Google Classroom for easy access. Particular attention is given to the outcomes and key content areas. Key points from the syllabus are referred to throughout the course, as well as during each assessment task, to inform and guide teaching and learning.

ASSESSMENT SCHEDULE

The school's responsibility

Each school in NSW has the responsibility to develop an assessment program for each course. This means that schools are required to:

- set tasks which will be used to measure student performance in each component of the course
- specify the relative value of each of these tasks
- inform the students in writing of the assessment schedule for each subject.

The assessment schedule for each subject must include;

- 1. The components and their weight for each course as specified in the NESA assessment and reporting specifications.
- 2. An indication of when each task will take place.
- 3. The weighting of each task in relation to the total number of marks for the course
- 4. A description of each type of assessment task (e.g. test, research task, speech)
- 5. Teachers will give students at least **14 days written notice** of the details of an assessment task. This notice will refer to the outcomes to be assessed, the type of task to be completed, and what the students need to do in order to demonstrate their achievement of the outcomes. Students are to do their **OWN** work (except where directed by the teacher, for example, a group project).
- 6. The assessment task will be published on the THS assessment task proforma and, in most cases, will include the marking criteria.
- 7. The assessment task will provide all details for the administration of the task.

In addition, the school will provide students with information on their cumulative rank after each assessment.

The number of assessment tasks for each subject will be:

- A maximum of four tasks for each 2-unit course (with a maximum weighting of 30% for one formal task that reflects the structure of the HSC examination).
- Number of tasks for each 1-unit course are varied—refer to individual course syllabus published by NESA.

ASSESSMENT PROCEDURE

- 1. Students should refer to the assessment schedules and calendar that are published in this booklet and make a note of each task required of them. This includes dates for the Trial HSC examinations.
- 2. Dates for the Trial HSC examinations are firmly set in place. Students unable to attend an examination must notify the school immediately.
- 3. If a student is **absent from school**, it is their responsibility to approach their teacher to determine if any tasks were notified during their absence. This includes Work Placement students must complete all work given in their absence.
- 4. If a student is absent from an assessment task, then;

- If the absence is **known in advance**, the student should notify their teacher and negotiate a date and time for the task to be completed.
- Where a legitimate illness prevents the completion of the task, the student/parent should phone the school
 and leave a message for the teacher. A **Doctor's Certificate** <u>MUST</u> be presented to the subject Head Teacher
 on the day of return to the school or Deputy Principal if more than one subject is affected. The Deputy Principal
 will determine the genuineness of the absence and make a recommendation to the teacher concerned.

Where misadventure is the cause of the absence, (e.g. family bereavement) then a **letter that fully explains the circumstances MUST** be presented to the Deputy Principal on the day of return to the school. The Deputy Principal will determine the genuineness of the absence and make a recommendation to the teacher concerned.

- An application for an extension of time should be made on the appropriate form. Applications must be made prior to the date set for the task and, if granted, the student will not be penalised.
- 5. If a task is due to be **handed in on a certain day**, then normally it would be handed in during the lesson or at the time specified by the teacher. The task is to be submitted directly to the teacher or the Head Teacher. Under no circumstance should it be left at the school office. Tasks submitted late, without a valid reason, will receive zero (0) marks and a N Warning letter will be issued.
- 6. Students completing assessments which require a performance component at a scheduled time slot must attend at their allocated time (allocated by the teacher prior to the assessment day). Late arrival without a doctor's certificate or misadventure letter will result in zero (0) marks being allocated and a N Warning letter will be issued.
- 7. Malpractice in examinations and/or assessment tasks cheating, plagiarism, copying another student's work, during an exam or task is viewed seriously by the school. The student/s will be interviewed by the Head Teacher and Deputy Principal and an appropriate penalty will be determined. A score of zero (0) may be recorded for a student in an examination or assessment task as a result of malpractice and a N Warning letter will be issued. This will also be reported to NESA.
- 8. Plagiarism this may include copying from materials (books, internet, journals, study notes, tapes etc.) without indicating this with quotation marks and acknowledgement of the author or source. It may also include collaboration with other students that goes beyond the discussion of general strategies or ideas.

Consequences of plagiarism:

- · an interview with the Deputy Principal or Principal and
- notification to parents and
- resubmission of work to demonstrate satisfactory achievement of outcomes and
- a mark of zero αnd
- the task will be considered a NON-ATTEMPT and a N Warning letter will be issued, if the student chooses not to re-submit the piece of work.

Aiding another student to plagiarise is a violation of this assessment policy.

- All students will undertake the All My Own Work Program in Year 11 and upon completion this will be verified by staff. It is expected that students will follow the protocols set out in the program in every assessment task they are required to attempt.
- 10. **Non-Serious Attempts** of a task may lead to zero (0) marks being recorded and a N Warning letter being issued. Students will be interviewed with a view to withdrawal from the course.
- 11. Use of electronic means for preparation and submission of assessment tasks if a student chooses this medium to prepare assessment tasks and/or assignments, they must ensure that appropriate backup copies and hard copies (evidence of draft work), are kept well in advance of the due date. Failure of technology (e.g. corrupt drives, computer crashed) without ample evidence of the stages of lost work, is not acceptable as a reason for late or non-submission. Work done on computer must be presented on paper unless otherwise instructed.

12. **Appeals** – if a student feels that his or her mark or rank in an assessment task is incorrect, then they should firstly approach the teacher or head teacher concerned. If the situation is not resolved satisfactorily, the student may appeal for a review of the process. To do this, a signed, detailed letter stating the matters of concern must be given to the subject Head Teacher.

FREQUENTLY ASKED QUESTIONS

What if I am absent on the day my class receives a task?

It is your responsibility to catch up on any work that is missed in class on a day that you are absent. This extends to ensuring that you ask the teacher if any assessment tasks were given out on the day of your absence.

What if I am absent on the day a task is due/or completed?

It is your responsibility to advise the school as soon as possible of your absence on the day of an assessment task. You must <u>provide a doctor's certificate if your absence was due to illness</u> AND you <u>must complete an illness/misadventure form and submit it to the Head Teacher on the day you return to school.</u>

What if I am absent because of a school representative duty?

You should advise your teacher of your absence in advance. You should submit your assessment task early or negotiate an alternate arrangement with the teacher.

What if I am absent because of work placement?

You must submit your task on or before the due date.

What happens if I submit my assessment task late?

Zero marks are awarded on all tasks that are submitted late without a valid reason and a N Warning letter will be issued.

When am I supposed to submit my assessment task?

When and how you submit your assessment task is indicated on your assessment task notification.

What happens if my teacher is absent on the date the assessment task is due?

The task will be collected and/or conducted as scheduled.

What happens if I plagiarise or cheat on an assessment task?

Zero marks will be awarded and a N Warning letter will be issued. NESA treats cheating very seriously. Students have the responsibility to not engage in behaviour which could be considered as malpractice, cheating or plagiarism.

What happens if my computer or digital storage crashes?

You will be expected to submit for assessment all draft materials produced in preparation of your assessment task. It is your responsibility to save and back up work regularly.

What if I require special provisions?

Special provisions are available for students with specific needs and are normally applied for in advance of examinations. Special provisions that can be applied for include, but are not limited to, reader and/or writer, diabetic provisions, separate supervision and/or extra time. Application for special provisions can be discussed with the Learning and Support Teacher.

For further information please read the appendices to this document or visit: http://educationstandards.nsw.edu.au/wps/portal/nesa/home

ILLNESS, ACCIDENT AND/OR MISADVENTURE

Students who are ill or have an accident or misadventure immediately prior to or during the course of an assessment have the right to appeal on the grounds of either/or:

- i) failing to complete an assessment
- ii) failing to attend an assessment
- iii) unable to do justice to themselves in an assessment task.
- iv) late submission of an assessment task

When to make a request

- If illness, accident or misadventure prevents your attendance at an assessment, your **subject teacher** must be informed immediately, or as soon as it is possible to get to a phone (a parent/carer may do this on behalf of the student).
- If illness, accident or misadventure, which might adversely affect your performance in the assessment, occurs before the assessment you should advise the subject teacher **immediately** when you enter the assessment room. Your teacher will advise the Head Teacher at the first available opportunity.
- If illness occurs during the course of the assessment, you must **immediately** notify the teacher who will also advise the Head Teacher at the first available opportunity.
- If illness or misadventure prevents you from submitting an assessment task at the designated time, you must immediately notify the teacher, or as soon as it is possible to get to a phone (a parent/carer may do this on behalf of the student). The teacher will advise the Head Teacher at the first available opportunity.

How to make a request

Submit full details of the appeal on the *THS Illness/Misadventure - Request* form, supported by medical and/or other appropriate evidence to the subject Head Teacher.

Please Note: A student absent from assessment or late submitting an assessment will receive a *zero mark* unless they have complied with these rules. In such cases, parents/carers will be notified in writing.

NB – This includes Yearly/Trial HSC Examinations.



TEMORA HIGH SCHOOL

Looking Toward the Goal

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P 02 6977 1988 F 02 6977 4197
E temora-h.school@det.nsw.edu.au
W https://temora-h.schools.nsw.gov.au/

ILLNESS/MISADVENTURE - REQUEST FORM

TUDENT	SECTION					
Student	name:			Yea	r:	Date:
Course n	ame:	Teacher	:	Alre	ady cor	mpleted the task? Yes / No
Task nan	ne and number:			Orig	inal du	e date:
The subj	ect teacher was notified o	f the illness/mi	sadventure on	(compl	ete belo	ow):
Date:		Time:			Ву:	
Reason(s	s) for appeal:	•				
What are	e you requesting? E.g. ext	ension, alterna	te date to com	nplete ta	ask, no į	penalty, resubmission, etc.
Medical	certificates or supporting	statements ha	ve been attach	ned fron	n:	
Student	signature:		Parent/C	arer sigr	nature:	
	completed form, together w	ith certificates a	nd/or statemen	ts to the	Head Te	eacher of the course
Head Teacher Decision	☐ Approved	/ Reduce Alterr	rsion - new due			Average of past assessments Accept task but zero marks Other
_	☐ Not approved	☐ Do no	ot accept task,	resubm	ission r	equired
Head Tea	cher comment, if required:					
Head Tea	cher signature //		pal/Principal sig		Studen	t signature //
EAR OFF	SLIP - To be returned to	the student				
Student			ourse:			Teacher:
Task nar	ne:					venture Appeal Decision: VED / NOT APPROVED
HT Note	s:					
HT Signa	ture:			724		Date:



HT Signature:

TEMORA HIGH SCHOOL

Looking Toward the Goal

Anzac Street, TEMORA NSW 2666
P 02 6977 1988 F 02 6977 4197
E temora-h.school@det.nsw.edu.au

W https://temora-h.schools.nsw.gov.au/

REVIEW OF ASSESSMENT TASK MARK - REQUEST FORM

A request to review an assessment task mark must be submitted to the subject Head Teacher no later than **10 school days** after the student was notified of the mark.

Student	name:	Year		Dat	e form submitted:
Course r	name:	Teac	her:		
Task nar	ne and number:	•		Dat	e informed of mark:
Reason(s) for review of mark requ	uest (detail k	pelow):		
Medical	certificates, Statutory De	claration an	d/or supportin	g stateme	nts have been attached from:
Student	signature:		Parent	t/Carer sig	nature:
and this	completed form, together w	ed form, together with certificates and/or statements to the Head		Head Teacher of the course	
CHOOL	SECTION				
sion					☐ Mark remains same
Head Teacher Decision	☐ Approved	□М	ark reviewed		☐ Mark changed to
ad Tea					
Ĭ	□ Not approved	☐ In	sufficient evide	ence or rea	nsoning
	ncher comment, if required:		ncipal/Principal	signature	Student signature
	//		/	·/	/
FAR OFF	SLIP - To be returned to	the student	 t		
Student			Course:		Teacher:
	ne:				riew of Mark/s Request Outcom APPROVED / NOT APPROVED
Task nar					ALL WOODED / HOLAIT WOODED

Date:



HT Signature:

TEMORA HIGH SCHOOL

Looking Toward the Goal

Anzac Street, TEMORA NSW 2666 P 02 6977 1988 **F** 02 6977 4197 E temora-h.school@det.nsw.edu.au W https://temora-h.schools.nsw.gov.au/

Task name and number: The subject teacher was notified of this request for an extension on (complete below): Date: Time: By: Reason(s) for extension request (detail below): Medical certificates, Statutory Declaration and/or supporting statements have been attached from Student signature: and this completed form, together with certificates and/or statements to the Head Teacher of the course CHOOL SECTION CHOOL SECTION Deputy Principal Principal signature Head Teacher comment, if required: Head Teacher signature Deputy Principal/Principal signature Student signature Deputy Principal Principal signature EAR OFF SLIP - To be returned to the student Student name: Course: Teacher: Extension Request Decision	Student name:				Yea	r:	Date:
The subject teacher was notified of this request for an extension on (complete below): Date: Time: By: Reason(s) for extension request (detail below): Medical certificates, Statutory Declaration and/or supporting statements have been attached from Student signature: and this completed form, together with certificates and/or statements to the Head Teacher of the course CHOOL SECTION Parent/Carer signature: and this completed form, together with certificates and/or statements to the Head Teacher of the course CHOOL SECTION Approved	Course name:		Teac	her:			
Reason(s) for extension request (detail below): Medical certificates, Statutory Declaration and/or supporting statements have been attached from Student signature: Parent/Carer signature: and this completed form, together with certificates and/or statements to the Head Teacher of the course CHOOL SECTION Approved Extension granted - new due date:/	Task name and n	umber:			Ori	ginal due	date:
Reason(s) for extension request (detail below): Medical certificates, Statutory Declaration and/or supporting statements have been attached from Student signature: Parent/Carer signature: Indicates and/or statements to the Head Teacher of the course CHOOL SECTION Approved Extension granted - new due date:/	The subject teach	ner was notified oj	f this reque	st for an extensio	n on (co	mplete b	elow):
Approved Extension granted - new due date:	Date:		Time:			Ву:	
Student signature: and this completed form, together with certificates and/or statements to the Head Teacher of the course CHOOL SECTION Approved Extension granted - new due date:/	Medical certificat	tes, Statutory Dec	laration an	d/or supporting s	stateme	nts have l	been attached from:
CHOOL SECTION Approved			15				
Not approved Extension not granted, insufficient evidence or reasoning				es unu/or statemer	its to the	Tieda Tea	ther of the course
Head Teacher comment, if required: Head Teacher signature Deputy Principal/Principal signature Student signature EAR OFF SLIP - To be returned to the student Student name: Course: Extension Request Decision	cher ision	Approved	☐ Ex	tension granted	- new du	ıe date:	/
Head Teacher signature Deputy Principal/Principal signature Student signature Student signature Student signature Course: Teacher: Extension Request Decision		let engaged	□ Ex	toncion not gran	tad inc	ıfficient e	vidence or reasoning
Student name: Course: Teacher: Extension Request Decision				tterision not gran	Leu, mst		viacine or reasoning
Task name: Extension Request Decision	Head Teacher com	ature		incipal/Principal się	gnature		
Task name: Extension Request Decision	Head Teacher com	ature		incipal/Principal się	gnature		signature
Tack name:	Head Teacher com	ature	Deputy Pr	incipal/Principal sig	gnature		signature
	Head Teacher com Head Teacher sign EAR OFF SLIP - To	ature	Deputy Pr	incipal/Principal sig / t	gnature	Student	signature //

Date:

BIBLIOGRAPHY GUIDELINES

A bibliography is a detailed, alphabetical list of **ALL** sources used in the research and preparation of an assignment, essay or other research topic.

You need a bibliography to:

- Acknowledge the author/s of the work/s you have used and give credit where it is due. (Plagiarism is the use
 of the work of others as one's own, without referencing its source or attributing it to its intellectual proprietor).
- Provide details on where you sourced your information.
- Allow any facts or information you have used to be checked and verified where needed.
- Determine currency of resources used by inclusion of date.

Annotated Bibliographies

- Who is the author (or authors)?
- When was the author's work published?
- How old is it? Are the ideas current or outdated?
- Where is the author from? Is the author writing about an issue in the country they work in or in another?
- What is the general focus of the author's writing?
- <u>How</u> is the author writing about the topic? For example, does the author refer to statistics or survey material? Is the writing mainly theoretical? Does it discuss a theoretical position(s) or ideas? Does it argue for particular way of working or thinking? Is it a text, which includes practical strategies? Does it discuss legislation and its impact on people?
- Why does it seem that the author wrote the text? For example is s/he trying to persuade the reader of a particular theoretical standpoint because s/he believes it is the most useful? Is the author trying to persuade the reader of a particular way of working because s/he believes it is the most useful? Is the author criticising a piece of legislation to point out the inadequacy of it?

Example A

<u>Long (1992)</u>, a lawyer based in Florida in the <u>US</u>, writes about the <u>development of Florida's child protection</u> <u>legislation</u> between 1980 and 1990. In particular she demonstrates how Florida's legislation has failed to protect children adequately and points to the need for a radical shake up of child protection policy. In order to support her arguments Long refers to child protection legislation in the <u>UK and Australia</u> which she considers to be better than the legislation in the US. Long's ultimate <u>aim is to change US child protection policy</u>.

Example B

In his critique of current social work practice, <u>Jones (1999)</u> a practicing social worker in <u>New South Wales</u>, argues that social workers usually practice a form of social work which is <u>politically weak and unhelpful</u>. He refers to <u>reallife case studies from across Australia</u> to demonstrate his arguments, pointing out how each approach failed to impact long term on the social workers' clients. Jones argues that the failure of social workers to impact on people's lives in the long term is a signal that the concept of social work itself is fundamentally flawed. He argues for a <u>complete review of social work practice</u> in Australia but also believes that this is unlikely to occur because of the entrenchment of social work in the Australian psyche.

^{*}Words <u>underlined</u> relate to terms who, what, when, where, why, how, how old.

In text citation guidelines

In order to acknowledge the author/s of the work/s you have used and give credit where it is due you must not only create a bibliography but also reference quotes and ideas within your work. One way of acknowledging this is by using in text citations.

There are two different ways to do this. However, citations should look the same for all works - books, journal articles, web-pages, etc. - in both print and electronic formats.

- 1. At the end of a sentence or phrase give the author's surname and publication date in round brackets.
- 2. If the author's name is part of the sentence, give the date, in round brackets, immediately after the author's name.

Please note: A quotation uses the exact words of an author. Enclose the quotation in single quotation marks and add the page number. If you paraphrase, still give a page number. General ideas must still be acknowledged. If two authors are part of the sentence use 'and', but if the names are in brackets you use the ampersand (&).

Freeman and Hayes (2001, p.5), say the 'goal of a catalogue is to help the user readily locate the required items', with the minimum of trouble, whether it is a specific book, or, information on a particular subject (Harvey, 2000, p. 193). Library catalogues have to be able to meet the needs of the users to assist them in retrieving, (Foskett, & Freeman, 2002. p.15) and, to be effective, the catalogue should be designed and developed to meet the specific information needs of that library's users. (Henri, 2001. pp. 25-28).

Some other points:

- If the author is unknown cite the title, in *italics*, instead of an author. The date is not in italics e.g. The Plains of Africa (2003, p. 42).
- Organisations with long names may be abbreviated after their first appearance:
 - First citation: use the full name of the organization, with its abbreviation following in brackets e.g. (Organisation for Economic Cooperation and Development (OECD) 2003, p. 26).
 - o All subsequent citations: use the abbreviation e.g. (OECD 2001, p. 412).
- Secondary source (the work of one author being cited in another author's work) e.g. (Stevens, cited in Leong 2002) or Stevens (cited in Leong 2002).

Abbreviations to note:

- Edited: ed.
- Compiled: comp.
- Revised: rev.
- Translated: trans.
- Illustrated: ill.

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BIBLIOGRAPHY SEITING OUT

One method of citing resources is as follows. Please note for hand-written bibliographies underline the title.

A bibliography is arranged in alphabetical order of the first letter of each individual entry.

Type of Text	Layout	Example
Book	Author's surname, Author's first name initial. Date of publication, <i>Title</i> . Publisher, Place of publication.	Dyer, A. 2007, <i>Space</i> . Five Mile Press, Melbourne.
	For books with one author:	Meiggs, R. 1997, <i>The Athenian Empire</i> , Clarendon Press, Oxford.
	For books with two authors:	Townsend, S. and Young, C. 2003, A World of Recipes: Vietnam, Heinemann Library, Oxford.
	For books with more than three authors:	Kenworthy, Gary. et al. 1996, Examining the Evidence: History, Archaeology and Science, Jacaranda Press, Milton, Qld.
	For books with no author but an editor:	Healey, K. (ed.) 1993, <i>Human Rights</i> , Spinney Press, Wentworth Falls, NSW.
Encyclopaedia	Title of encyclopaedia. Date. Volume. Publisher, Place of publication. Page numbers.	World Book Encyclopaedia. 2005. Vol. 18, World Book Inc., Chicago. p.728.
Periodical (magazine)	Author's surname, Author's first name initial, Date, 'Title of article', <i>Periodical</i> , Volume No., Issue No., Page numbers.	Thomas, P.C. 1990, 'The Thinking Person's Guide to Tennis', <i>Tennis Today</i> , vol. 7, no. 55, pp. 24-27.
Newspaper article (no author named)	'Title of Article'. Date. <i>Newspaper</i> , Edition date, Page numbers.	'The Hyatt Formula: Breaking the Mould'. 1988. The Australian, August 19, p. 24.

		- Anthon Anna Anna Anna Anna Anna Anna Anna An
Internet site	Author/Source, Year put on the web, Title of	Board of Studies, 1997, Guidelines for the new
	page, URL (accessed <date>)</date>	Senior English Syllabus,
Note: if no date of placement on the internet for		http://boardofstudies.com.au (accessed 12
site is given, write n.d. (i.e. no date)		September 2006)
Personal Email	Name of sender, email address of sender, subject,	Andrec, M. andrec@glyco.chem.yale.edu 'New
	date of post, date read.	England School of Bandura', 18 April, 2005, personal email 19 th April, 2005.
Book - Corporate Author	Corporate authorship occurs when, for example, a	Criminal Justice Commission 2004, Statement of
4.000	society, association, institution, firm, government	Affairs, Toowong, QLD.
	department or other corporate body is	
Audio Visual: Video Recordings	Author given:	Ash, Eve, 1988, Contraception : Ready or Not
	Author or director/producer, year of production,	(video recording) Seven Dimensions, Geelong,
	Title (format e.g. sound recording), production	Victoria.
	company, place of production.	
	No author given:	The migrant experience: Are you fair dinkum?,
	Write 'no date' instead of giving the year of	(video), no date, Film Australia, Lindfield, N.S.W.
	publication as example above.	
	Television program	Simpsons, The (video recording) 15 July 1993, Ten Television
Electronic Media (similar to audio visual items)		Farmer, E.L. 1994, 'Mao Tse-Tung', (CD ROM), New Groller Multimedia Encyclopedia
Periodical, journal or magazine articles	Note that different journals are numbered or	e.g. Young, M. 1993, 'Ecotourism', Issues, No. 23,
	dated in various ways, e.g. Vol. 7, No. 2 or Jan	pp.2-7.
	1995, or 11 March 1994 No 1968. You will	e.g. Innocent, C. 1995, 'Sick Birds Give Quarantine
	generally find these details on the front cover or	the Slip', Geo Australia, Vol, 17, No. 2, pp. 24-33.
THE REST PROPERTY AND ASSESSMENT	the contents page.	and the control of th



THS SCOPE AND SEQUENCE Year 11 Assessment Overview 2023



Week 11	VET Work Placement
Week 10	Maths Adv. Maths Ext. Maths Stand.
Week 9	Bus Studies CAFS Chemistry Food Tech Modern Hist. Physics
Week 8	English Adv English Stand. English Stud.
Week 7	Anc. History Biology Drama EEC Legal Stud. PDHPE Work Stud.
Week 6	Ind Tech. Agriculture
Week 5	
Week 4	
Week 3	
Week 2	
Week 1	
	Term 1

Week 10	/ET Work Placement
Week 9	VET Work
Week 8	Drama EEC Maths Adv. Maths Stand. PDHPE
Week 7	English Adv English Stand. English Stud. Food Tech Physics
Week 6	Biology Chemistry
Week 5	Agriculture
Week 4	
Week 3	CAFS
Week 2	Textiles
Week 1	VET Work Placement
	Z mraT

Week 10	VET Work Placement
Week 9	VET Work
Week 8	Yearly Exams
Week 7	No assessments week before exams
Week 6	English Stud. Drama
Week 5	EEC Textiles Work Stud.
Week 4	Ind Tech.
Week 3	Bus Studies
Week 2	Legal Stud Maths Ext.
Week 1	Anc. History Modern Hist. Work Stud.
	Term 3

* Classwork for all subjects – ongoing assessment



THS ASSESSMENT SCHEDULE Agriculture – Year 11 2023



	Task 1	Task 2	Task 3	
	Performing a practical task and problem solving	Planning and performing a first-hand investigation	Yearly Examination	
	Term 1, Week 6	Term 2, Week 5	Term 3, Week 8	
Component	Outcomes Assessed P1.1, P1.2, P2.1	Outcomes Assessed P2.1, P4.1	Outcomes Assessed P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1	Weighting %
Knowledge and understanding of: The physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems The impact of innovation, ethics and current issues on Australian agricultural systems	10	10	15	35
Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner Knowledge of, and skills in, decision-making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing	10	10	20	40
Skills in effective research, experimentation and communication	10	10	5	25
Total %	30	30	40	100



THS SCOPE AND SEQUENCE Agriculture – Year 11 2023



Week 11 Week 10 Week 9 Week 8 Week 7 Week 6 Week 5 Week 4 Unit title: Overview of Australian Agriculture Week 3 Week 1

Overview: 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. Syllabus outcomes: P1.1, P1.2, P2.3. Term 1

Week 6 Week 7 Week 8 Week 9 Week 10		Overview: 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. Students develop the	concept of the dynamic and interactive nature of plant enterprises by designing and developing models of plant enterprises where the interactions between their	components are highlighted. Learning about the components and interaction of plant enterprises will be enhanced by developing practical skills in growing and		
k 4 Week 5		nagement of plants for	limate, farm structure	terprises by designing	ints and interaction of		
Week 3 Week 4	ms	s on production and ma	esources (such as soils, o	active nature of plant en	ning about the compone		1 P5 1
Week 2	Unit title: Plant Production Systems	nis component focuse	eir interactions with re	he dynamic and intera	are highlighted. Lean	monitoring plants or crops.	Syllahus outcomes D2 1 D2 1 D4 1 D5 1
Week 1	Unit title: Pl	Overview: Th	E analysing the	concept of the	components	monitoring p	Syllabile out

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Anim	Unit title: Animal Production Systems	stems					Yearly	Unit title: Animal Production	nal Production
	Overview: This	Overview: This component is focused on the production and management of animals for commercial purposes.	cused on the pro	duction and mana	agement of anim	nals for commerc	ial purposes.	Examination	Examination Systems (Cont)	
3	Animals in agric	Animals in agricultural systems cannot be studied without analysing their interactions with plants, climate,	cannot be studied	d without analysin	ng their interacti	ions with plants,	climate,			
mı	resources and r	resources and microbes/pests that exist in most farm environments. Students study the concept of the dynamic	nat exist in most	farm environmen	ts. Students stud	dy the concept of	f the dynamic			
Σ	and interactive	and interactive nature of animal enterprises by developing models of animal enterprises whereby the	l enterprises by d	eveloping models	s of animal enter	rprises whereby t	the			
	interactions be	interactions between components are highlighted. Learning about the components and interactions of animal	nts are highlighte	d. Learning about	the component	ts and interaction	ns of animal			
	enterprises will	enterprises will be enhanced by developing practical skills in growing and monitoring animals.	developing pract	tical skills in grow	ing and monitor	ing animals.				
	Syllabus outcor	Syllabus outcomes: P2.2, P3.1, P4.1, P5.1	4.1, P5.1							



THS ASSESSMENT SCHEDULE Ancient History – Year 11 2023



	Task 1	Task 2	Task 3	
	Source Portfolio Annotate source analysis	Historical Investigation Research essay and oral presentation	Yearly Examination	
	Term 1, Week 7	Term 3, Week 1	Term 3, Week 8	
Component	Outcomes Assessed AH11-1, AH11-2, AH11-3, AH11-4, AH11-6, AH11-7, AH11-9	Outcomes Assessed AH11-3, AH11-5, AH11-6, AH11-8, AH11-9, AH11-10	Outcomes Assessed AH11-1, AH11-3, AH11-4, AH11-6, AH11-9	Weighting %
Knowledge and understanding of course content	5	5	30	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	10	5	5	20
Total %	35	25	40	100



THS SCOPE AND SEQUENCE Ancient History – Year 11 2023



	Week 1	Week 1 Week 2	Week 3	Week 4	Week 5	Week 5 Week 6	Week 7	Week 8	Week 9	Week 9 Week 10 Week 11	Week 11
1	Unit title: Inv	Unit title: Investigating Ancient History – The Nature of the Ancient Past and Case Studies	ent History – Th	ne Nature of the	Ancient Past a	ind Case Studie	Si		Unit title: His	Unit title: Historical Investigation	ition
; w	Overview: The	Overview: The Investigation of Ancient Sites and Sources and Case Study 1: A3 – Deir el-Medina	of Ancient Sites	and Sources an	d Case Study 1:	A3 – Deir el-M	edina		Overview: St	Overview: Student-developed inquiry	l inquiry
eri	Syllabus outco	Syllabus outcomes: AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9, AH11-10	NH11-2, AH11-3	3, AH11-4, AH11	-5, AH11-6, AH1	11-7, AH11-9, A	H11-10		Syllabus outc	Syllabus outcomes: AH11-1, AH11-2,	H11-2,
L									AH11-3, AH1	AH11-3, AH11-4, AH11-5, AH11-6, AH11-	11-6, AH11-
									7, AH11-8, AI	7, AH11-8, AH11-9, AH11-10	

	1411.4	Mind. 7	Week 3	NAISOL A	Mook	Mook	Mook 7	Mook 9	Mook	Wook 10
	Week 1	Week 2	week 5	Week 4	Week 3	Weeko	VVCCN /	Weeno		Meen to
	Unit title: Invest	tigating Ancient F	Unit title: Investigating Ancient History - The Nature of the Ancient Past and Case Studies	e of the Ancier	it Past and Case	Studies		Unit Title: Histo	Unit Title: Historical Investigation	uc
7	Overview: Prese	rvation, Conserva	Overview: Preservation, Conservation and/or Reconstruction of Ancient Sites and Case Study 2: B5- Persepolis	struction of And	cient Sites and C	ase Study 2: B5-	Persepolis	Overview: Stud	Overview: Student developed inquiry	quiry
ııı	Syllabus outcom	ies: AH11-1, AH13	Syllabus outcomes: AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9, AH11-10	4, AH11-5, AH1	1-6, AH11-7, AH	11-9, AH11-10		Syllabus Outcor	Syllabus Outcomes: AH11-1, AH11-2, AH11-3,	11-2, AH11-3,
ÐΤ	Unit Title: Histo	rical Investigation	Unit Title: Historical Investigation (1 lesson per week)	ik)				AH11-4	AH11-4, AH11-5, AH11-6, AH11-7,	5, AH11-7,
								AH11-8	AH11-8, AH11-9, AH11-10	01

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
3	Unit Title: Features of Ancient Societies	rres of Ancient S	ocieties					Yearly	Unit Title: Features of Ancient	ures of Ancient
ııı	Overview: Powe	Overview: Power and Image in Rome and Egypt	ome and Egypt					Examination	Societies (Cont)	
ЭΤ	Syllabus outcom	nes: AH11-1, AH1	1-2, AH11-3, AH	Syllabus outcomes: AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH1	11-6, AH11-7, AH11-8, AH11-9	H11-8, AH11-9				



THS ASSESSMENT SCHEDULE Biology – Year 11 2023



	Task 1	Task 2	Task 3	
	Practical Investigation	Depth Study Investigation	Yearly Examination	
	Term 1, Week 7	Term 2, Week 6	Term 3, Week 8	
Component	Outcomes	Outcomes Assessed BIO11/12-1 BIO11/12- BIO11/12-3 BIO11/12-5 BIO11-8	Outcomes Assessed BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8, BIO11-9, BIO11-10, BIO11-11	Weighting %
Skills in working scientifically	20	20	20	60
Knowledge and understanding	10	10	20	40
Total %	30	30	40	100



THS SCOPE AND SEQUENCE Biology — Year 11 2023

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/		6		

	Week 1	Week 2 Week 3 Week 4	Week 3	Week 4	Week 5	Week 6	Week 7	Week 5 Week 6 Week 7 Week 8	Week 9	Week 10	Week 11
τ	Unit title: Module 1 - Cells as the Basis of Life	dule 1 - Cells as	the Basis of	Life						Unit title: Module 2	le 2
uı	Overview: Stu	dents examine	the structure	and function	Overview: Students examine the structure and function of organisms at both the cellular and tissue levels and investigate the	both the cell	ular and tissue	levels and inve	stigate the		
ÐΤ	biochemical pi	siochemical processes of photosynthesis and respiration.	tosynthesis a	nd respiration							
	Syllabus outco	mes: BIO11/12	-1, BIO11/12-	-3, BIO11/12-4	Syllabus outcomes: BIO11/12-1, BIO11/12-3, BIO11/12-4, BIO 11/12-7, BIO11-8	31011-8					

Week 10		nvironment	ral selection.	1/12-4,	
Week 9	diversity	Overview: Students investigate the effects of the environment	on organisms, and the theory of evolution by natural selection.	Syllabus outcomes: BIO11/12-1, BIO11/12-2, BIO11/12-4,	/12-7, BIO11-10
Week 8	Unit title: Module 3 - Biological diversity	dents investigate	, and the theory of	omes: BIO11/12-1,	BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-10
Week 7	Unit title: Mo	Overview: Stu	on organisms,	Syllabus outco	BIO11/12-5, B
Week 6		ing things and		BIO11/12-7,	
Week 5		ort systems in liv		2-4, BIO11/12-6,	
Week 4	ngs (Cont)	unction of transp		11/12-3, BIO11/1	
Week 3	ion of Living Thi	e structure and f	requirements.	BIO11/12-2 BIO:	
Week 2	Jnit title: Module 2 - Organisation of Living Things (Cont)	Overview: Students examine the structure and function of transport systems in living things and	compare their nutrient and gas requirements.	syllabus outcomes: BIO11/12-1 BIO11/12-2 BIO11/12-3, BIO11/12-4, BIO11/12-6, BIO11/12-7,	
Week 1	Unit title: Mod	Overview: Stud	compare their	Syllabus outcor	BIO11-9
	7	ш	ler	L	

Week 1 Week 2	Week 2		Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9 Week 10	10
Jnit title: Module 3 - Biological diversity (Cont	ule 3 - Biological diversity	diversity	(Cont)		Unit title: Mod	Unit title: Module 4 - Ecosystem Dynamics	Dynamics	Yearly	Unit title: Module 3 -	
					Overview: Stud	Overview: Students investigate past and	ast and	Examination	Examination Biological diversity (Cont)	_
					present ecosyst	present ecosystems to determine how the	e how the			
					human impact	human impact on biodiversity can be	n be			
					minimised.					
					Syllabus outcon	Syllabus outcomes: BIO11/12-1, BIO11/12-2,	BIO11/12-2,			
					BIO11/12-3, BIC	BIO11/12-3, BIO11/12-4, BIO11/12-5,	12-5,			
					BIO11/12-6, BIC	BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9,	8, BIO11-9,			
					BIO11-10, BIO11-11	1-11				



THS ASSESSMENT SCHEDULE Business Studies – Year 11 2023



	Task 1	Task 2	Task 3	
	Case Study Business Management	Business Plan (Hypothetical Business) Business Planning	Yearly Examination	
	Term 1, Week 9	Term 3, Week 3	Term 3, Week 8	
	Outcomes Assessed P2, P4, P5, P7, P8, P9	Outcomes Assessed P3, P6, P7, P8, P9, P10	Outcomes Assessed P1, P2, P3, P4, P5, P6, P8, P9, P10	
Component				Weighting %
Knowledge and understanding of course content	5	10	25	40
Stimulus-based skills	10		10	20
Inquiry and research	5	15		20
Communication of business information, ideas and issues in appropriate forms	5	10	5	20
Total %	25	35	40	100



THS SCOPE AND SEQUENCE Business Studies – Year 11 2023



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11	Week 9	Week 10	Week 11
ī	Unit title: Core	Unit title: Core Part 1 – Nature of Business	re of Business				Unit title: Cor	Unit title: Core Part 2 – Business Management	iess Managem	ent	
, w	Overview: Unc	lerstanding the	Overview: Understanding the role and nature of business in a changing business	e of business in	a changing bus	siness	Overview: Un	Overview: Understanding the nature and responsibilities of	nature and res	ponsibilities of	
.er	environment						management	management in the business environment	environment		
L	Syllabus outco	Syllabus outcomes: P1, P2, P6, P7, P8	i, P7, P8				Syllabus outco	Syllabus outcomes: P2, P4, P5, P6, P7, P8, P9, P1	5, P6, P7, P8, P5	, P1	

Core Pai	rt 2 – Business	Week 1 Week 2 Week 3 W Juit title: Core Part 2 – Business Management (Cont	Week 4 (Cont)	Week 5	Week 6 Unit title: Core I	Week 6 Week 7 Week Unit title: Core Part 3 – Business Planning Overview: Understanding and putting in pla	8 ace th	Week 9 process of esta	Week 10 blish and
					planning a smal Syllabus outcom	planning a small to medium enterprise Syllabus outcomes: P1, P3, P4, P6, P7, P	planning a small to medium enterprise Syllabus outcomes: P1, P3, P4, P6, P7, P8, P9, P10		

Week 10	Overview of HSC Legal Studies
Week 9	Overview of H
Week 8	Yearly Examination
Week 7	Revision
Week 6	Revi
Week 5	
Week 4	(;
Week 3	s Planning (Cont
Week 2	nit title: Core Part 3 – Business Planning (Cont
Week 1	Unit title: Core
	Term 3



THS ASSESSMENT SCHEDULE Chemistry – Year 11 2023



	Task 1	Task 2	Task 3	
	Practical Task Module 2 Introduction to Quantitative Chemistry	Depth Study Practical Investigation and Report Module 3 Reactive Chemistry	Yearly Examination	
	Term 1, Week 9	Term 2, Week 6	Term 3, Week 8	
Component	Outcomes Assessed CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-5 CH11-9	Outcomes Assessed CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11-9 CH11-10	Outcomes Assessed CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-10 CH11-11	Weighting %
Skills in working scientifically	15	30	15	60
Knowledge and understanding	10	10	20	40
Total %	25	40	35	100



THS SCOPE AND SEQUENCE Chemistry – Year 11 2023



	Week 11	ry			1-9	
	Week 10	itative Chemist	of chemistry		СН11/12-6, СН1	
	Week 9	uction to Quant	ititative nature		:-2, CH11/12-4,	
A STATE OF THE PERSON NAMED IN COLUMN TWO IS NOT THE OWNER.	Week 5 Week 6 Week 7 Week 8 Week 9 Week 10	Unit title: Module 2: Introduction to Quantitative Chemistry	Overview: Examine the quantitative nature of chemistry	, (5 hrs)	Syllabus outcomes: CH11/12-2, CH11/12-4, CH11/12-6, CH11-9	
All the second s	Week 7	Unit title: M	Overview: Ex	Depth Study (5 hrs)	Syllabus outo	
	Week 6		re & bonding	8-		
	Week 5		about structur	11/12-7, CH11		
The second secon	Week 4	e of Matter	mical concepts	CH11/12-4, CH		
	Week 2 Week 3	ties & Structure	indamental che	-2, CH11/12-3,		
		Jnit title: Module 1: Properties & Structure of Matter	Overview: Investigate the fundamental chemical concepts about structure & bonding	Syllabus outcomes: CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-8		
	Week 1	Unit title: Mo	Overview: In	Syllabus outco		
		τ	ш	[er	L	

Week 7 Week 8 Week 9 Week 10		Overview: Investigate the basic reaction types in chemistry and the energy transformations that	are associated with chemical changes, such as light & heat. The rate of chemical reactions & the			1-10	
k7 Wee		s in chemistry a	ıs light & heat. 1			:H11/12-4, CH1	
	Chemistry	ic reaction type	changes, such a			2, CH11/12-3, C	
Week 6	Unit title: Module 3: Reactive Chemistry	estigate the bas	with chemical	ng the rate.	10 hrs)	Syllabus outcomes: CH11/12-2, CH11/12-3, CH11/12-4, CH11-10	
Week 5	Unit title: Mod	Overview: Inv	are associated	factors affecting the rate.	Depth Study (10 hrs)	Syllabus outco	
Week 4	tive Chemistry		chemistry				
Week 3	tion to Quantita		tative nature of		, CH11/12-4,		
Week 1 Week 2 Week 3	Unit title: Module 2: Introduction to Quantitative Chemistry		Overview: Examine the quantitative nature of chemistry	5 hrs)	Syllabus outcomes: CH11/12-2, CH11/12-4,	111-9	
Week 1	Unit title: Moc	(Cont)	Overview: Exal	Depth Study (5 hrs)	Syllabus outco	CH11/12-6, CH11-9	
		7	ш	ler	L		

-	LS.								_				7
Week 10	ule 4: Driver	ont)											
Week 9	Unit title: Module 4: Drivers	of Reactions (Cont)											
Week 8	Yearly	Examination											
Week 7	lule 4: Drivers		stigate the	factors that initiate & drive a	nathematical	lict the	a reaction &	the thermodynamic nature of	esses.	Syllabus outcomes: CH11/12-	CH11/12-6,	11-11	
Week 6	Unit title: Module 4: Drivers	of Reactions	Overview: Investigate the	factors that ini	reaction. Use mathematical	models to predict the	spontaneity of a reaction &	the thermodyr	chemical processes.	Syllabus outco	1, CH11/12-5, CH11/12-6,	CH11/12-7, CH11-11	
Week 5		ne energy	as light & heat.										
Week 4		chemistry and th	al changes, such	cting the rate.		l/12-4, CH11-10							
Week 3	hemistry (Cont)	reaction types in	ated with chemic	the factors affe،		CH11/12-3, CH11							
Week 2	Unit title: Module 3: Reactive Chemistry (Cont)	Overview: Investigate the basic reaction types in chemistry and the	transformations that are associated with chemical changes, such as light & heat.	The rate of chemical reactions & the factors affecting the rate.	.0 hrs)	Syllabus outcomes: CH11/12-2, CH11/12-3, CH11/12-4, CH11-10							
Week 1	Unit title: Mod	Overview: Inve	transformation	The rate of che	Depth Study (10 hrs)	Syllabus outcor							
					3	w.	Ter						



THS ASSESSMENT SCHEDULE Community and Family Studies (CAFS) – Year 11 2023



	Task 1	Task 2	Task 3	
	Media Analysis Resource Management	Community Task Families and Communities	Yearly Examination	
	Term 1, Week 9	Term 2, Week 3	Term 3, Week 8	
	Outcomes Assessed P1.1, P1.2, P4.2, P5.1, P6.1	Outcomes Assessed P2.4, P3.1, P3.2	Outcomes Assessed P1.1–P6.2	
Component				Weighting %
Knowledge and understanding of course content	15	15	10	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
Total %	35	35	30	100



THS SCOPE AND SEQUENCE Community and Family Studies (CAFS) — Year 11 2023



Opic: Recoll	Topic: Resource Management	ent hasises the funda	Topic: Resource Management Overview: This module emphasises the fundamental importance of the skill of resource management, which is the use of resources to satisfy needs in order to	f the skill	of resource ma	inagement, w	ich is the use of	resources to	satisfy needs in	order to
5000		hasises the funda	mental importance o	f the skill	of resource ma	nagement, w	ich is the use of	resources to	satisfy needs in	order to
erview: Th	is module empl									
ieve wellb	eing. The conce	epts of wellbeing,	achieve wellbeing. The concepts of wellbeing, needs and wants, resources, values, goal setting, communication, decision making and personal management	sources, v.	alues, goal set	ing, communi	cation, decision	making and po	ersonal manage	ment
olored in th	iis module form	ι the basis of stuc	explored in this module form the basis of study throughout the course. Students apply the knowledge, understanding and skills developed in this module, to	irse. Stude	ents apply the	cnowledge, un	derstanding and	skills develor	bed in this mode	le, to
ictical situa	itions in a varie	ty of personal, fa	practical situations in a variety of personal, family and community contexts.	contexts.						

Syllabus outcomes: P1.1 P1.2 P3.2 P4.1 P4.2 P5.1 P6.1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Topic: Families	Topic: Families and Communities	es							
71	Overview: This	module provides	students with ar	n insight into fam	ily structures an	d communities	Overview: This module provides students with an insight into family structures and communities and the roles individuals adopt within each. The module requires	iduals adopt wit	hin each. The m	odule requires
ula	students to exar	mine how constan	nt change challe	nges families and	communities, a	nd that both info	tudents to examine how constant change challenges families and communities, and that both informal and formal support available can assist them to manage	support availabl	e can assist then	to manage
∍T	the change effer	the change effectively. The module recognises socialisation as a	ile recognises so	cialisation as a lif	elong process th	nat is influenced	lifelong process that is influenced by both the family and other groups within the community. Also	y and other grou	ps within the co	mmunity. Also
	presents studen	its with a range o	f introductory re	search experienc	es such as const	ructing a questi	presents students with a range of introductory research experiences such as constructing a questionnaire and conducting a literature review.	ucting a literatur	e review.	
	Syllabus outcor	Syllabus outcomes: P1.1 P1.2 P2.2 P2.4 P3.1 P3.2 P4.1 P4.2 P6.1	.2 P2.4 P3.1 P3.	2 P4.1 P4.2 P6.1						

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Topic: Individu	Topic: Individuals and Groups						Yearly	Topic: Indiv	Topic: Individuals and
	Overview: This	Overview: This module explores the role that individuals and groups play in meeting the specific needs of	the role that ind	ividuals and grou	ps play in meetir	ng the specific ne	eds of	Examination	Groups	Groups (Cont)
	individuals, fan	individuals, families and communities. Students explore the importance of building positive interpersonal	nities. Students e	xplore the impor	tance of building	g positive interpe	rsonal			
21	relationships in	relationships in order to promote a sense of belonging among individuals, families and social groups. This	e a sense of belo	nging among indi	viduals, families	and social group	s. This			
uıs	Preliminary mo	Preliminary module also provides students with the opportunity to examine the nature of groups and why they	s students with t	he opportunity to	examine the na	iture of groups a	nd why they			
€T	form. Students	form. Students explore the various roles individuals adopt within groups in order to establish an environment	us roles individua	als adopt within g	groups in order to	o establish an en	vironment			
	where goal ach	where goal achievement is enhanced and the wellbeing of individuals and groups is promoted. In doing so, they	nced and the we	Ilbeing of individu	i sals and groups is	s promoted. In d	oing so, they			
	examine power	examine power bases and the nature of leadership and explore their significance as a determinant of group	ature of leadersh	ip and explore th	eir significance a	s a determinant	of group			
	effectiveness.									
	Syllabus outcor	Syllabus outcomes: P1.2 P2.1 P2.3 P3.2 P4.1 P4.2 P6.2	.3 P3.2 P4.1 P4.2	P6.2						1000



THS ASSESSMENT SCHEDULE Drama - Year 11 2023



	Task 1	Task 2	Task 3	
	Improvisation, Playbuilding and Acting Group Performance	Elements of Production in Performance Class Production	Theatrical Traditions and Performance Styles In Class Essay	
	Term 1 Week 7	Term 2 Week 8	Term 3 Week 6	
Component	Outcomes Assessed P1.3, P1.5, P2.1, P2.5, P3.1	Outcomes Assessed P2.2, P3.1, P3.2, P3.3, P3.2, P3.4	Outcomes Assessed P1.2, P1.4, P1.6, P2.2, P2.3, P2.4, P2.6	Weighting %
Component				vergitting /o
Critically Studying		15	15	30
Performing	10	10	10	30
Making	20	10	10	40
Total %	30	35	35	100



THS SCOPE AND SEQUENCE Drama – Year 11 2023



Week 11 Overview: Through improvisation, playbuilding and acting, students explore the elements of Drama to devise their own piece of original theatre. Students record their experiences in logbooks as reflections, critical appraisals, research, analysis, drafts, character profiles, notes, script extracts, reviews and director's notes. Week 10 Week 9 Week 8 Syllabus outcomes: P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P3.1, P3.2 Week 7 Week 6 Week 5 Week 4 Unit title: Improvisation, Playbuilding and Acting Week 3 Week 2 Week 1 Term 1

	Week 2	Week 3	Week 4	Week 5	2		5 Week 6 Week 7	Week 6 Week 7	Week 6
Unit title: Elements of Production in Performance	ents of Producti	on in Performan	Se Se						
Overview: Stude	ents apply their I	knowledge and e	xperience of the	atrical styles and	forms to analys	e the	social and c	social and cultural contexts	Overview: Students apply their knowledge and experience of theatrical styles and forms to analyse the social and cultural contexts and the effectiveness of
roductions. Stu-	udents use their	knowledge of dra	ama and theatre	to work collabo	ratively to prepar	e and	put on a p	put on a production of Rul	productions. Students use their knowledge of drama and theatre to work collaboratively to prepare and put on a production of Ruby Moon.
vllabus outcom	Svllabus outcomes: P1.3, P1.4, P1.5, P1.6, P1.7, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P3.1, P3.2	1.5. P1.6. P1.7. P	2.1. P2.2. P2.3. P	2.4. P2.5. P2.6.	P3.1, P3.2				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
8	Unit title: Theat	Jnit title: Theatrical Traditions and Performance	and Performance	ø.						
w	Overview: Stude	Overview: Students research, discuss and learn about the ways in	scuss and learn a	bout the ways in	which theatrical t	traditions and p	erformance style	traditions and performance styles inform all drama and theatre. Students study	a and theatre. Si	tudents study

A Streetcar Named Desire through theory and practical based workshops. Syllabus outcomes: P1.3, P1.4, P1.6, P2.4, P2.6, P3.1, P3.2, P3.3, P3.4

Term 3



THS ASSESSMENT SCHEDULE English Advanced – Year 11 2023



	Task 1	Task 2	Task 3	
	Common Module Reading to Write Creative and Reflection	Module A Narratives that Shape the World Multimodal presentation	Yearly Examination Mod B and Common Module	
	Term 1, Week 8	Term 2, Week 7	Term 3, Week 8	
Component	Outcomes Assessed EA11-1, EA11-4, EA11-7, EA11-8, EA11-9	Outcomes Assessed EA11-2, EA11-3, EA11-4, EA11-5, EA11-6	Outcomes	Weighting %
Knowledge and understanding of course content	20	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	50
Total %	40	30	30	100



THS SCOPE AND SEQUENCE English Advanced – Year 11 2023



Week Unit titk	Week 1 Week 2 nit title: Common Module:	Week 2 Week 3 Unit title: Common Module: Reading to Write	Week 4	Week 5	Week 6 Week 7	Week 7	Week 8	Week 9 Unit title: Mo	Week 9 Week 10 Week 11 Unit title: Module A: Narratives that	Week 11 ves that
Overvier	w: Students explo	Overview: Students explore a variety of texts including poetry and non-fiction to understand key features of texts and Shape the World	s including poet	y and non-ficti	on to understar	nd key features	of texts and	Shape the Wo	orld	
how to t	utilise these in th	how to utilise these in their own writing. They work on their writing skills focusing on analytical, creative and reflective	y work on their	writing skills fo	cusing on analy	tical, creative	and reflective			
responses.	es.									
Syllabus	outcomes: EA11	Syllabus outcomes: EA11-1, EA11-4, EA11-7, EA11-8, EA11-9	EA11-8, EA11-9							

Week 10	ule B: Critical	ure			
Week 9	Unit Title: Module B: Critical	understanding of the world and our place within it. Students focus Study of Literature			
Week 8		Students focus			
Week 7		r place within it. §			
Week 6		the world and ou			
Week 5		nderstanding of t			
Week 4	ıt)			.1-5, EA11-6	
Week 3	e the World (Cor	v speculative fict	fiction texts.	1-3, EA11-4, EA1	
Week 2	Unit title: Narratives that Shape the World (Cont)	Overview: Students explore how speculative fiction shapes our	on a novel and a series of short fiction texts.	Syllabus outcomes: EA11-2, EA11-3, EA11-4, EA11-5, EA11-6	
Week 1	Unit title: Narra	Overview: Stud	on a novel and	Syllabus outcor	
	7	u	Jer	L	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
5	Unit title: Module B: Critical Study of Literature (Cont)	e B: Critical Stu	dy of Literature	(Cont)				Yearly	Unit title: Module B: Critical	le B: Critical
· w	Overview: Students examine Shakespeare's Othello and how it has	its examine Sha	kespeare's Othe	llo and how it ha	s been valued sir	been valued since its first performance. They	rmance. They	Examination	Study of Literature (Cont)	ure (Cont)
ler	examine the central ideas, dramatic and language features, genre and character.	ral ideas, dram	atic and language	e features, genre	and character.					
	Syllabus outcomes: EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-9	s: EA11-1, EA1.	1-2, EA11-3, EA1.	1-4, EA11-5, EA11	6, EA11-9					



THS ASSESSMENT SCHEDULE English Standard – Year 11 2023



	Task 1	Task 2	Task 3	
	Creative Writing and Reflection Reading to Write	Multimodal presentation Module A: Contemporary Possibilities	Yearly Examination Mod B: Close Study of a Text and Common Module	
	Term 1, Week 8	Term 2, Week 7	Term 3, Week 8	
	Outcomes Assessed EN11-3, EN11-5, EN11-6, EN11-9	Outcomes	Outcomes	
Component	T T			Weighting %
Knowledge and understanding of course content	20	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	50
Total %	40	30	30	100



THS SCOPE AND SEQUENCE English Standard – Year 11 2023



Week 11	porary					
Week 9 Week 10 Week 11	Unit Title: Module A: Contemporary					
	Unit Title: Mo	Possibilities				
Week 8		s of texts and	and reflective			
Week 6 Week 7		and key feature	lytical, creative			
		ion to understa	ocusing on ana			
Week 5		try and non-fict	r writing skills f		-5, EN11-9	
Week 4	ite	s including poe	ey work on thei		, EN11-4, EN11	
Week 3	Reading to Wr	a variety of text	own writing. The		EN11-2, EN11-3	
Week 1 Week 2 Week 3 Week 4	Unit title: Common Module: Reading to Write	Overview: Students explore a variety of texts including poetry and non-fiction to understand key features of texts and	how to utilise these in their own writing. They work on their writing skills focusing on analytical, creative and reflective		Syllabus outcomes: EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-9	
Week 1	Unit title: Cor	Overview: Stu	how to utilise	responses.	Syllabus outco	
		T	ule	T		

Week 10					
Week 9	tudy of a Text				
Week 8	Unit Title: Module B: Close Study of a Text				
Week 7	Unit Title: Mo				
Week 6		ntation of			
Week 5		lore the represe		N11-7	
Week 4	es (Cont)	and forms to exp		N11-5, EN11-6, E	
Week 3	orary Possibiliti	riety of modes	is digital world.	111-2, EN11-3, EI	
Week 2	Unit title: Module A: Contemporary Possibilities (Cont)	Overview: Students access a variety of modes and forms to explore the representation of	ideas that can be created in this digital world.	Syllabus outcomes: EN11-1, EN11-2, EN11-3, EN11-5, EN11-6, EN11-7	
Week 1	Unit title: Mod	Overview: Stuc	ideas that can	Syllabus outcor	
	7	ш	ler	L	

Week 2	2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit title: Module B: Close Study of a Text (Cont)		of a Text (Cont)				Revision	Yearly	Unit title: Module B: Close	ule B: Close
Overview: Students examine the novel Raw for themes, characters,	_	lovel Raw for th	emes, characters	, setting and language forms	Iguage forms		Examination	Study of a Text (Cont)	(Cont)
and features. They learn how to write an in-depth critical response.	>	rite an in-depth	n critical response	4					
syllabus outcomes: EN11-1, EN11-3, EN11-4, EN11-5, EN11-8	5	, EN11-4, EN1	1-5, EN11-8						



THS ASSESSMENT SCHEDULE English Studies – Year 11 2023



	Task 1	Task 2	Task 3	
	Written Report Mandatory Module Achieving through English	Multimodal Presentation Elective K: The Big Screen	Collection of Classwork All modules	
	Term 1, Week 8	Term 2, Week 7	Term 3, Week 6	
	Outcomes Assessed ES11-1, ES11-2, ES11-5, ES11-7	Outcomes	Outcomes	Wainbain 2 2/
Component				Weighting %
Knowledge and understanding of course content	15	15	20	50
 Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively 	15	15	20	50
Total %	30	30	40	100



THS SCOPE AND SEQUENCE English Studies – Year 11 2023



Week 11 Week 10 Week 9 Week 8 Week 7 Week 6 Week 5 Unit title: Achieving through English (Mandatory Module) Week 4 Week 2 Week 1

to opportunities in schooling, training and employment. They further develop comprehension strategies and improve skills that enable them to express themselves Overview: English in education, work and community, students develop an understanding of, and practical competence in, the use of language that allows access in English confidently, effectively, appropriately and with grammatical accuracy. The skills developed in this unit assist students to access and comprehend information, ideas and language in everyday and workplace texts.

Syllabus outcomes: ES11-1, ES11-2, ES11-5, ES11-7, ES11-9

Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Modu	Unit title: Module K: The Big Screen	neen							
71	Overview: Stude	ents will develop	a deeper unders	standing of and p	roficiency in the	use of language	Overview: Students will develop a deeper understanding of and proficiency in the use of language and techniques related to films, exploring the ways in which	elated to films, e	xploring the way	s in which
uua	language is used	I in the productic	n, promotion, n	eception and criti	icism of films. Th	ney will investiga	language is used in the production, promotion, reception and criticism of films. They will investigate and research from a variety of sources the complex nature of	om a variety of s	ources the comp	lex nature of
T	meaning in visu	meaning in visual texts and how these texts are constructed.	these texts are o	constructed.						
	Syllabus outcon	nes: ES11-1, ES11	-2, ES11-5, ES11	Syllabus outcomes: ES11-1, ES11-2, ES11-5, ES11-7, ES11-8, ES11-9	6					

	Week 1	Week I Week 2 Week 3 Week 4	Week 3	Week 4	Week 5	week o	Week /	Week o	Week 3	Week 10
8	Unit title: Mod	Unit title: Module A: We are Australians – English Citizenship, Community and Cultural Identity.	ıstralians – Englis	h Citizenship, Cc	mmunity and Co	ultural Identity.				
u	Overview: Stud	Overview: Students study a range of texts in order to develop awareness of complex aspects of Australian citizenship, community and cultural identity, and to	ge of texts in orde	r to develop awa	areness of compl	ex aspects of Aus	tralian citizenshi	p, community ar	id cultural identi	ty, and to
Ter	develop langua	develop language skills appropriate to participating in discussion and decision-making about these matters.	ate to participati	ng in discussion	and decision-mak	king about these	matters.			
	Syllabus outcor	Syllabus outcomes: ES11-1, ES11-2, ES11-3, ES12-5, ES12-7, ES11-8, ES11-9	1-2, ES11-3, ES12-	-5, ES12-7, ES11-	8, ES11-9					



THS ASSESSMENT SCHEDULE Exploring Early Childhood (EEC) Stage 6 2023-24

					Weighting %	55	45	100
	Task 6	Growth and Development Research Task	Term 2 2024 Date to be confirmed	Outcomes Assessed 1.4, 1.5, 2.2, 2.3		20	20	40
2024	Task 5	Pregnancy and Childbirth In-class Examination	Term 1 2024 Date to be confirmed	Outcomes Assessed 1.1, 1.4, 2.1 5.1, 6.2		15	15	30
	Task 4	Young Children and special needs Task	Term 4 2023 Date to be confirmed	Outcomes Assessed: 1.5,2.1,2.2,2.3		20	10	30
					Weighting %	40	09	100
	Task 3	Food and Nutrition Practical and theory task	Term 3 Week 5	Outcomes Assessed: 1.5,6.2,6.3		15	20	35
2023	Task 2	Children's Literature task	Term 2 Week 9	Outcomes Assessed: 1.2,1.3,1.4,4.1		10	20	30
	Task 1	Play and the developing child Task	Term 1 Week 7	Outcomes Assessed: 1.3,1.4,2.2,4.2		15	20	35
					Component	Knowledge and understanding of course content	Skills in critical thinking, research, analysing and communicating	Total %



THS SCOPE AND SEQUENCE



Exploring Early Childhood (EEC) – Year 11 2023

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 6 Week 7	Week 8 Week 9 Week 10 Week 11	Week 9	Week 10	Week 11
τ	Unit title: Play	Unit title: Play and the developing child	oping child								
u.	Overview: def	ining play and p	olay experience	Overview: defining play and play experiences, development of play, learning through play, investigating play, issues related to play, factors that influence play, play	of play, learning	g through play,	investigating p	olay, issues relat	ed to play, fact	ors that influen	ce play, play
϶T	materials										

materials Syllabus outcomes: 1.2, 1.3, 1.4, 2,2, 2.3, 2.4, 4.1, 4.2, 5.1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9 Week 10	Week 10
7	Unit title: Children's Literature	ren's Literature								
ıı	Overview: Babi	es, Toddlers and	Overview: Babies, Toddlers and books, Pre-schoolers and books,	olers and books, t	Children in the f	irst years of scho	Children in the first years of school, Choosing picture books for children, Poetry for children, Non-	ure books for chi	Idren, Poetry for	children, Non-
ÐΤ	fiction boos for	children, Sharing	fiction boos for children, Sharing literature with children	hildren						
	Syllabus Outcon	villabus Outcomes: 1.2, 1.3, 1.4, 4.1	, 4.1							

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
3	Unit title: Food and Nutrition	and Nutrition						Yearly	Unit title: Food	Jnit title: Food and Nutrition
u.	Overview: Breas	stfeeding, Bottle	feeding, Weanin	Overview: Breastfeeding, Bottle feeding, Weaning and first foods,	Food for toddle	Food for toddlers, Food for older children	er children	Examinations	(cont)	
ÐΤ	Syllabus outcon	Syllabus outcomes: 1.3, 1.4, 1.5, 6.1, 6.2	6.1, 6.2					(No exam for		
								this course)		



THS ASSESSMENT SCHEDULE Food Technology – Year 11 2023



	Task 1	Task 2	Task 3	
	Food Availability and Selection Café Crusade and Practical Task	Food Quality Short Answer Responses and Practical Task	Yearly Examination	
	Term 1 Week 9	Term 2 Week 7	Term 3 Week 8	
	Outcomes Assessed P1.1, P1.2, P4.1, P4.2, P4.3	Outcomes Assessed P2.1, P3.2, P4.1, P4.4, P5.1	Outcomes Assessed P1.1, P1.2, P2.1, P2.2, P3.1	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, researching. Analysing and evaluating	10	10	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	10	10	10	30
Total %	30	30	40	100



THS SCOPE AND SEQUENCE Food Technology – Year 11 2023



Overview: Communities endeavour to obtain an adequate supply of food. Throughout human history, the availability of food has been determined by local and/or Week 11 Week 10 Week 9 Week 8 Week 7 Week 6 Week 5 Week 4 Unit title: Food Availability and Selection Week 3 Week 2 Week 1

external influences. Selection of food is influenced by physiological and psychological factors as well as broader social and economic factors. Syllabus outcomes: P1.1, P1.2, P4.1, P4.2 Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
7	Unit title: Food Quality	Quality								
, w	Quality food pro	oducts result fron	n safe and hygieı	Quality food products result from safe and hygienic handling of food in domestic, commercial and industrial settings. The sensory characteristics and functional	od in domestic,	commercial and	industrial setting	s. The sensory ch	aracteristics and	functional
19	properties of fo	od determine the	e most appropria	properties of food determine the most appropriate storage, preparation and presentation techniques used.	sration and press	entation techniq	nes nsed.			
L	Syllabus outcon	Syllabus outcomes: P2.1, P2.2, P3.1, P3.2, P4.3, P4.4, P5.1	3.1, P3.2, P4.3, P	4.4, P5.1						

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Week 10	ont)						
We	rition (C						
Week 9	Unit title: Nutrition (Cont)						
Week 8	Yearly	Examination				,	
Week 7		onomic and	riduals,	edge of			
Week 6		Overview: Nutrition is a significant factor contributing to the health of the individual and to the economic and	ocial future of the people of Australia. Planning diets to meet the requirements of particular individuals,	preparing foods that are nutritious and assessing the nutritional value of products requires knowledge of			
Week 5		Ith of the individ	e requirements c	value of products			
Week 4		uting to the hea	diets to meet th	3 the nutritional		24.3, P5.1	
Week 3		ant factor contrib	ıstralia. Planning	ous and assessing	aration.	72.1, P3.1, P3.2, F	
Week 2	ition	ition is a significa	the people of Au	s that are nutritic	nutrition and skills in food preparation.	Syllabus outcomes: P1.1, P1.2, P2.1, P3.1, P3.2, P4.3, P5.1	
Week 1	Unit title: Nutrition	Overview: Nutr	social future of	preparing food	nutrition and sk	Syllabus outcor	
		8	; w	ler	L		



THS ASSESSMENT SCHEDULE Industrial Technology – Year 11 2023



	Task 1	Task 2	Task 3	
	Industry Report	Folio & Project	Yearly Examination	
	Term 1, Week 6	Term 3, Week 4	Term 3, Week 8	
Component	Outcomes Assessed P1.1, P1.2, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2, P7.1, P7.2	Outcomes Assessed P1.2, P2.1, P2.2, P3.1, P3.2, P4.1, P4.2, P4.3, P6.1	Outcomes Assessed P1.1, P1.2, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2, P7.1, P7.2	Weighting %
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area	10	20	10	40
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques in the production of projects	20	20	20	60
Total %	30	40	30	100



THS SCOPE AND SEQUENCE Industrial Technology - Year 11 2023



	Week 1	Week 2	Week 3 Week 4	Week 4	Week 5	Week 5 Week 6	Week 7	Week 8	Week 7 Week 8 Week 9 Week 10	Week 10	Week 11
	Unit title: Safety	tty	Unit title: The	ory and Course	Unit title: Theory and Course Introduction based on the		Unit title: Majo	or Project - Pro	Unit title: Major Project - Project will be based on the student's	ed on the stud	ent's
	Orientation		student's industry focus	istry focus			industry focus				
T	Overview: Safety induction	ety induction	Overview: The	ory for course i	Overview: Theory for course in the preliminary section	ry section	Overview: The	major project	Overview: The major project will be based upon the student's industry	on the studen	t's industry
u J	and completio	n of Onguard	and completion of Onguard Syllabus outcomes: P3.1, P3.2, P5.1, P5.1, P5.2	mes: P3.1, P3.2	, P5.1, P5.1, P5.	.2	focus and will o	develop and co	focus and will develop and consolidate the skills and concepts required	tills and concep	ts required
ĐΤ	updates using online	online					to successfully	complete the l	to successfully complete the HSC Major work		
	subscription service.	ervice.					Syllabus outco	mes: P3.3, P4.1	Syllabus outcomes: P3.3, P4.1, P4.2, P4.3, P6.1, P6.2	.1, P6.2	
	Syllabus outcomes: IND5 1	mes: IND5 1									

Week 10	
We	
Week 9	
Week 8	
Week 7	
Week 6	Cont)
Week 5	industry focus (Coni
Week 4	on the student's
Week 3	ct will be based
Week 2	Jnit title: Major Project – Project will be based on the student
Week 1	Unit title: Majo
	Term 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9 Week 10	eek 10
8	Unit title: Majo	or Project - Projec	ct will be based o	Juit title: Major Project - Project will be based on the student's industry focus (Cont	ndustry focus ((Cont		Yearly	Unit title: Major Project -	ect -
- 11								Examination	Project will be based on the	on the
eri									student's industry focus	cns
1									(Cont)	



THS ASSESSMENT SCHEDULE Legal Studies – Year 11 2023



	Task 1	Task 2	Task 3	
	The Legal System Research Task	The Individual and the Law In class Assessment	Yearly Examination	
	Term 1 Week 7	Term 3 Week 2	Term 3 Week 8	
	Outcomes Assessed P1, P2, P3, P4	Outcomes Assessed P5, P7, P8, P9, P10	Outcomes Assessed P2, P6, P7, P8	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation		10	10	20
Inquiry research	10	10		20
Communication of legal information, ideas and issues in appropriate forms	10		10	20
Total %	30	30	40	100



THS SCOPE AND SEQUENCE Legal Studies – Year 11 2023



H			Н		- 1 - 300	0 1 111	- 1 - 100	0 1 101	0 1-100	0, 1, 1,1,	111
	Week 1	Week 2	Week 3	Week 4	Week 5	Week b	Week /	Week 8	Week 9	Week 10	Week II
	Unit title: Core	Unit title: Core Part 1 – The Legal System	egal System								
	Overview: Unc	Overview: Understanding the nature of domestic and international legal systems	nature of dome	estic and intern	ational legal sy	stems					
	Syllabus outco	Syllabus outcomes: P1, P2, P3, P4	, P4								

The second secon	Week 10	art 3 – Law in		u	arnt in Parts 1	rse	es: P7, P8, P9,		
the state of the same of the s	Week 9	Unit title: Core Part 3 – Law in	practice	Overview: Deepen	understanding learnt in Parts 1	and 2 of the course	Syllabus outcomes: P7, P8, P9,	P10	
The state of the s	Week 8		rary issue						
A STATE OF THE PARTY OF THE PAR	Week 6 Week 7 Week 8		ing a contempo						
A STATE OF THE PARTY OF THE PAR	Week 6		flict and analys						
The second secon	Week 5		Overview: Understanding the rights and responsibilities of individuals, resolving conflict and analysing a contemporary issue						
	Week 4	law	sibilities of individ						
	Week 3	ividual and the	ghts and respon	8, P9					
	Week 2	Unit title: Core Part 2 – The Individual and the law	erstanding the rig	nes: P5, P6, P7, P					
	Week 1	Unit title: Core	Overview: Und	Syllabus outcomes: P5, P6, P7, P8, P9					
					ונוג	ÐΤ			

Unit title: Core Part 3 – Law in practice (Cont) Studies Overview of HSC Legal Examination Studies	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Core	Part 3 - Law in p	vractice (Cont)					Yearly	Overview o	of HSC Legal
								Examination	Stu	dies



THS ASSESSMENT SCHEDULE Mathematics Advanced – Year 11 2023



	Task 1	Task 2	Task 3	
	Assignment Working with Functions	Class Test Trigonometry and Measures of Angles, Trigonometry Functions and Identities	Yearly Examination	
	Term 1 Week 10	Term 2 Week 8	Term 3 Week 8	
	Outcomes Assessed MA11-1, MA11-2, MA11-8, MA11-9	Outcomes Assessed MA11-3, MA11-4	Outcomes Assessed MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-9	
Component				Weighting %
Understanding, fluency and communication	10	20	20	50
Problem-solving, reasoning and justification	20	10	20	50
Total %	30	30	40	100



THS SCOPE AND SEQUENCE Mathematics Advanced – Year 11 2023



Week 10 Week 11 Unit title: Trigonometry and Measures of Angles

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Trigono	Unit title: Trigonometry and Measures of Angles	es of Angles	Unit title: Trigonometric	metric	Unit title: Probab	ility and Discrete	Unit title: Probability and Discrete Probability Distributions	utions	
	Overview: The pri	Overview: The principal focus is to solve problems	olve problems	Functions and Identities	ntities	Overview: The pr	incipal focus is to	Overview: The principal focus is to introduce the concepts of conditional probability and	epts of conditiona	probability and
	involving triangle	involving triangles using trigonometry, and to	y, and to	Overview: The principal focus is	ncipal focus is	independence an	d develop an unde	independence and develop an understanding of discrete random variables and their	te random variabl	es and their
7 1	understand and u	understand and use angular measure expressed in	expressed in	to use trigonometric identities	ric identities	uses in modelling	random processe	uses in modelling random processes involving chance.		
uJ	radians and degre	radians and degrees. This has practical and	al and	and reciprocal relationships to	itionships to	Syllabus Outcom	Syllabus Outcomes: MA11-7, MA11-8, MA11-9	-8, MA11-9		
ÐΤ	analytical applicat	analytical applications in areas including surveying,	ling surveying,	simplify expressions, to prove	ns, to prove		•			
	navigation, metec	navigation, meteorology, architecture, construction	e, construction	equivalences and to solve	to solve					
	and electronics.			equations.						
	Syllabus Outcome	Syllabus Outcomes: MA11-1, MA11-3, MA11-8,	3, MA11-8,	Syllabus Outcomes: MA11-1,	s: MA11-1,					
	MA11-9			MA11-4, MA11-8, MA11-9	MA11-9					

Week 1		Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
title: Intro	ppc	Unit title: Introduction to Differentiation	iation		Unit title: Logarit	Unit title: Logarithms and Exponentials	tials			
rview: T	ne pr	Overview: The principal focus is for students to develop an	students to devel	op an	Overview: The pr	Overview: The principal focus is for students to	students to			
erstand	ing of	understanding of the concept of a derivative as a function that	erivative as a fund	ction that	learn about Euler	learn about Euler's number e, become fluent in	me fluent in			
nes the	rate c	defines the rate of change of a given function. This concept is	η function. This co	ncept is	manipulating log	manipulating logarithms and exponentials and to	entials and to	Second Macon) vacaimilas	
forced	numer	reinforced numerically, by calculating difference quotients,	ng difference quot	ients,	use their knowled	use their knowledge, skills and understanding to	erstanding to	really Exams	Fremmary course review	ouise neview
metrica	Illy, as	geometrically, as gradients of secants and tangents, and algebraically.	ts and tangents, a	nd algebraically.	solve problems re	solve problems relating to exponentials and	tials and			
O snqr	ntcom	Syllabus Outcomes: MA11-1, MA11-5, MA11-8, MA11-9	-5, MA11-8, MA11	1-9	logarithms.					
					Syllabus Outcom	Syllabus Outcomes: MA11-6, MA11-8, MA11-9	8, MA11-9			



THS ASSESSMENT SCHEDULE Mathematics Extension 1 – Year 11 2023



	Task 1	Task 2	Task 3	
	Topic Test Further Working with Functions	Assignment Permutations and Combinations	Yearly Examination	
	Term 1 Week 10	Term 3 Week 2	Term 3 Week 8	
Component	Outcomes Assessed ME11-1, ME11-2, ME11-6, ME11-7	Outcomes Assessed ME11-6, ME11-7 ME11-5	Outcomes Assessed ME11-1, ME11-2, ME11-3, ME11-4 ME11-5, ME11-6 ME11-7	Weighting %
Understanding, fluency and communication	20	10	20	50
Problem-solving, reasoning and justification	10	20	20	50
Total %	30	30	40	100



THS SCOPE AND SEQUENCE Mathematics Extension 1 – Year 11 2023



Week 11 Overview: The principal focus is to further explore functions in a variety of contexts including: reciprocal and inverse functions, manipulating graphs of functions, and parametric Week 10 representation of functions. The study of inequalities is an application of functions and enables students to express domains and ranges as inequalities. Week 9 Week 8 Week 7 Week 6 Week 5 Week 4 Syllabus Outcomes: ME11-1, ME11-2, ME11-6, ME11-7 Week 3 Unit title: Further Working with Functions Week 2 Week 1 Term 1

Week 7 Week 8 Week 9 Week 10	Unit title: Working with Combinatorics	Overview: The principal focus is to develop students' understanding	relevance to the binomial coefficients.	They sketch the graphs of these functions to extend Students develop proficiency in ordering and counting techniques in	both restricted and unrestricted situations. The binomial expansion is	introduced, Pascal's triangle is constructed and related identities are	proved.	Syllabus Outcomes: ME11-5, ME11-6, ME11-7	
Week 4 Week 5 Week 6	Unit title: Inverse Trigonometric Functions	Overview: The principal focus is for students to	trigonometric functions.	They sketch the graphs of these functions to extend	their knowledge and understanding of the	connections between algebraic and geometrical	representations of functions.	Syllabus Outcomes: ME11-1, ME11-3, ME11-6,	ME11-7
Week 2 Week 3	Unit title: Further Trigonometric Functions	Overview: Provide a powerful tool for modelling	demand for resources, and alternating current.	Syllabus Outcomes: ME11-1, ME11-3, ME11-6,					
Week 1	Unit title: Further	Overview: Provide	demand for resour	Syllabus Outcomes	ME11-7				

Overview: The principal focus is for students to solve problemsUnit title: Rate of ChangeUnit title: PolynomialsOverview: The principal focus is for students to solve problems in volving the chain rule and differentiation of the exponential physical and understand how these concepts can be applied to the physical and natural sciences.Overview: The principal focus of this subtopic is to explore the behaviour of polynomials algebraically, including the remainder and factor theorems, and sums and products of roots.Eunction, and understand how these concepts can be applied to the physical and natural sciences.Polynomials are of fundamental importance in algebra and have many applications in higher mathematics. They are significant in many other fields of study, including the sciences, engineering, finance and and decay, two fundamental processes in the natural environment.Syllabus Outcomes: ME11-1, ME11-2, ME11-7Syllabus Outcomes: ME11-1, ME11-4, ME11-6Syllabus Outcomes: ME11-1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
oblems ential pplied to the n an abstract nential growth vironment.		Unit title: Rate of	Change			Unit title: Polyno	mials				
in the population in the population in the population in the population is not the population in the population		Overview: The pri	ncipal focus is for	students to solve	problems	Overview: The pr	incipal focus of thi	s subtopic is to ex	olore the behaviour	r of polynomials a	lgebraically,
n an abstract or noriconment.	3	involving the chair	n rule and differen	tiation of the expo	onential	including the rem	ainder and factor	theorems, and sun	ns and products of	roots.	
n an abstract nential growth vironment.	ш	function, and unde	erstand how these	concepts can be	applied to the	Polynomials are c	of fundamental imp	oortance in algebra	and have many ap	oplications in high	er mathematics.
in an abstract nential growth vironment.	ler	physical and natur	ral sciences.			They are significa	nt in many other fi	elds of study, inclu	uding the sciences,	engineering, finar	ice and
nential growth		Students develop	the ability to study	y motion problem	s in an abstract	economics.					
and decay, two fundamental processes in the natural environment. Syllabus Outcomes: ME11-1, ME11-4, ME11-7		situation. Student:	s also study the ma	athematics of exp	onential growth	Syllabus Outcom	es: ME11-1, ME11-	-2, ME11-6, ME11-	7		
Syllabus Outcomes: ME11-1, ME11-4, ME11-6, ME11-7		and decay, two ful	ndamental proces	ses in the natural	environment.						
		Syllabus Outcome	s: ME11-1, ME11-	4, ME11-6, ME11-	-7						



THS ASSESSMENT SCHEDULE Mathematics Standard – Year 11 2023



	Task 1	Task 2	Task 3	
	Class Test and Key Information Summary (KIS)	Assignment with in- class component and Key Information Summary (KIS)	Yearly Examination and Key Information Summary (KIS)	
	Term 1, Week 10	Term 2, Week 8	Term 3, Week 8	
Component	Outcomes Assessed MS11-1, MS 11-2, MS 11-5, MS11-6, MS11-9, MS 11-10	Outcomes	Outcomes Assessed MS11-1, MS11-2, MS11-3, MS11-4 MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	Weighting %
Understanding, fluency and communicating	20	10	20	50
Problem solving, reasoning and justification	10	20	20	50
Total %	30	30	40	100



THS SCOPE AND SEQUENCE Mathematics Standard – Year 11 2023



Unit title: Algel Overview: Uses solutions to cor graphical and ta	Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11	Juit title: Algebra (Exercises 1A, B, C & Chapters 3 & 8) Unit title: Financial Mathematics (Exercises 1G, H & Chapters 2 & 9)	Overview: Uses algebraic and graphical techniques to compare alternative Overview: Appropriate tools are used to model relevant financial situations	solutions to contextual problems by representing information in symbolic, Syllabus outcomes: MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	abular form	Syllabus outcomes: MS11-1, MS11-2, MS11-6, MS11-9, MS11-10
Week 1 Unit title: Alg Overview: Us solutions to c graphical and Syllabus outc	Week 2	ebra (Exercises 1.	es algebraic and g	ontextual probler	tabular form	omes: MS11-1, M
Term 1		Unit title: Algeb	Overview: Uses	solutions to con	graphical and tabular form	Syllabus outcom

Week 10		
Week 9		stions posed
Week 8		es to answer que
Week 7		atistical processe
Week 6	(ries out simple st
Week 5	Chapters 5, 7 & 10)	develops and car MS11-10
Week 4	cercises 11,1 & Ch	age events and c S11-8, MS11-9, I
Week 3	tical Analysis (E	involving multist 11-6, MS11-7, M
Week 2	Unit title: Probability and Statistical Analysis (Exercises 11,1 &	Overview: Probability problems involving multistage events and develops and carries out simple statistical processes to answer questions posed Syllabus outcomes: MS11-2, MS11-7, MS11-8, MS11-9, MS11-10
Week 1	Unit title: Prob	Overview: Prob Syllabus outcon
	7	Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
3	Unit title: Meas	Unit title: Measurement (Exercises 1D,E,F & Chapters 4, 6 & 11)	ses 1D,E,F & Cha	apters 4, 6 & 11)				Yearly	Unit title: Financial	ncial
m1	Overview: Solve	es problems invol	lving quantity me	Overview: Solves problems involving quantity measurement, including accuracy and the choice of relevant units	ding accuracy ar	nd the choice of	relevant units	Examination	Examination Mathematics cont. (Chapter	ont. (Chapter
эΤ	and performs c	alculations in rela	ation to two-dim	and performs calculations in relation to two-dimensional and three-dimensional figures	e-dimensional fi	gures			12)	
	Syllabus outcor	Syllabus outcomes: MS11-3, MS11-4, MS11-6, MS11-9, MS11-10	11-4, MS11-6, M	S11-9, MS11-10						



THS ASSESSMENT SCHEDULE Modern History – Year 11 2023



	Task 1	Task 2	Task 3	
	Source Task	Historical Investigation	Yearly Examination	
	Term 1, Week 9	Term 3, Week 1	Term 3, Week 8	
Component	Outcomes Assessed MH11-3, MH11-4, MH11-6, MH11-7, MH11-10	Outcomes Assessed MH11-2, MH11-5, MH11-8, MH11-9	Outcomes Assessed MH11-1, MH11-3, MH11-5, MH11-6, MH11-7, MH11-9	Weighting %
Knowledge and understanding of course content	5	5	30	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	10	5	5	20
Total %	35	25	40	100



THS SCOPE AND SEQUENCE Modern History – Year 11 2023



Week 11 Overview: Students investigate aspects of the history of the modern world using a range of sources. Students explore historical context, the nature of people, Week 10 Week 9 Week 8 Syllabus outcomes: MH11-1, MH11-2, MH11-4, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9, MH11-10 Week 7 Unit title: Investigating Modern History – the Nature of Modern History and Case Study 1 and 2 Week 6 ideas, movements, events and/or developments in specific time periods. Week 5 Week 4 Week 3 Week 2 Week 1 Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Investigating	stigating	Unit title: Historical Investigation	ical Investigat	ion					
7	Modern History	Modern History – the Nature	Overview: The h	istorical invest	igation is desigr	led to provide ol	Overview: The historical investigation is designed to provide opportunities for all students to develop relevant investigative,	udents to develo	op relevant inve	stigative,
, w	of Modern History and Case	tory and Case	research and pre	sentation skill	s that are the co	ore of the histori	research and presentation skills that are the core of the historical inquiry process.			
uə _.	Study 1 and 2		Syllabus outcom	es: MH11-1, N	IH11-2, MH11-3	, MH11-4, MH1	Syllabus outcomes: MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9	, MH11-8, MH1	1-9	
Т										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit Title: Shap	Unit Title: Shaping of the Modern World	rn World					Yearly	Unit Title: Shaping of the	ing of the	
	Overview: Stude	ents investigate f	orces and ideas t	hat shaped the m	nodern world th	Overview: Students investigate forces and ideas that shaped the modern world through a study of key events	key events	Examination	Modern World		
er	and developme	nts and the mear	and developments and the meaning of modernity	,							
	Syllabus outcom	nes: MH11-1, MH	111-2, MH11-3, N	1H11-4, MH11-5,	MH11-6, MH11	syllabus outcomes: MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9	1-9				



THS ASSESSMENT SCHEDULE Personal Development, Health and Physical Education (PDHPE) – Year 11 2023



	Task 1	Task 2	Task 3	
	Core 2: The Body In Motion	Core 1: Better Health For Individuals	Yearly Examination	
	Term 1, Week 7	Term 2, Week 8	Term 3, Week 8	
	Outcomes Assessed P8, P11, P16, P17	Outcomes	Outcomes Assessed P1, P3, P7, P8, P9, P11, P12, P17	
Component				Weighting %
Skills in critical thinking, research, analysing and communicating	20	20	20	60
Knowledge and understanding	10	10	20	40
Total %	30	30	40	100



THS SCOPE AND SEQUENCE

Personal Development, Health and Physical Education (PDHPE) - Year 11 2023



Week 1 W	Unit title: The Body In Motion	Overview: 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.	Syllabus outcomes: P7, P8, P9, P10, P11, P16, P17
Week 2	y In Motion	npulsory mo	r ways. Stud	: P7, P8, P9,
Week 3		dule examines	ents focus on t	P10, P11, P16,
Week 4		the scientific fo	he relationship	P17
Week 5		oundations of I	s between ana	
Week 6		numan moveme	tomy, physiolog	
Week 7		nt. In this mod	y, fitness, bion	
Week 8		ule students ex	nechanics and e	
Week 8 Week 9 Week 10 Week 11		cplore how the	efficient humar	
Week 10		body moves a	novement.	
Week 11		nd why it		
	_		111111111	-

Week 10		's and	achieve		This module		
Week 9		Overview: In this compulsory module students examine the meanings of health, the perceptions individuals have about health and the range of factors and	behaviors that influence health. Students are introduced to health promotion and investigate approaches and strategies that can assist individuals to achieve		how a wide range of factors interact to support an individual to achieve better health. This module		
Week 8		bout health and	tegies that can as		individual to achi		
Week 7		individuals have a	proaches and stra		act to support an		
Week 6		the perceptions i	d investigate app		e of factors intera		
Week 5		inings of health,	th promotion an		now a wide range	າ Australia.	
Week 4		examine the mea	troduced to heal		stand and value h	ealth Priorities ir	216
Week 3	dividuals	odule students	. Students are in		dents will unders	Core Module: H	P4, P5, P6, P15, F
Week 2	Unit title: Better Health For Individuals	nis compulsory m	influence health		After studying this module, students will understand and value	is further developed in the HSC Core Module: Health Priorities in Australia.	Syllabus outcomes: P1, P2, P3, P4, P5, P6, P15, P16
Week 1	Unit title: Bett	Overview: In the	behaviors that	better health.	After studying	is further deve	Syllabus outco
		7	ш	ſer	L		

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit title: First Aid	Aid			Unit	Unit title: Fitness Choices	ices	Yearly	Unit title: Fitness Choices	ss Choices
Overview: This	Overview: This optional module addresses the need for a well-rehearsed,	addresses the ne	ed for a well-reh	_	Overview: This optional module	al module	Examination	(Cont)	
established rou	established routine in the delivery of first aid. In this module, students	ry of first aid. In	this module, stuc		examines exercise options that are	ions that are			
engage in the ir	engage in the investigation and practical application of the major	oractical applicat	ion of the major		available to meet the varying fitness	varying fitness			
assessment and	assessment and management techniques for the types of injuries and	chniques for the	types of injuries		needs of individuals. In this module,	n this module,			
medical condition	medical conditions that require first aid attention. Students also explore	first aid attention	η. Students also e		students investigate what exercise	vhat exercise			
ethical argumer	ethical arguments associated with the delivery of first aid.	th the delivery of	f first aid.	mea	means to different people and the	ople and the			
Syllabus outcon	Syllabus outcomes: P6, P12, P15, P16	, P16		facto	factors that influence exercise	exercise			
				choi	choices. As a major focus of this	cus of this			
				pow	module, students experience a range	erience a range			
				of ex	of exercise options and evaluate the	d evaluate the			
				abilit	ability of each to meet individual	t individual			
				fitne	fitness needs.				
				Sylla	Syllabus outcomes: P5, P6, P10, P15,	5, P6, P10, P15,			
				P16,	P16, P17				



THS ASSESSMENT SCHEDULE Physics – Year 11 2023



	Task 1	Task 2	Task 3	
	Practical Investigation Kinematics	Depth Study Practical Investigation and Report Electricity and Magnetism	Yearly Examination	
	Term 1, Week 9	Term 2, Week 7	Term 3, Week 8	
Component	Outcomes	Outcomes Assessed PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH11-11	Outcomes	Weighting %
Skills in working scientifically	15	30	15	60
Knowledge and understanding	10	10	20	40
Total %	25	40	35	100



THS SCOPE AND SEQUENCE Physics – Year 11 2023

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Week 5 Week 6 Week 7 Week 8 Week 9 Week 11	Unit title: Module 2 Dynamics	Overview: Examine the forces on objects and the results	of forces in systems	Syllabus outcomes: PH11/12-2, PH11/12-4, PH11/12-6,	PH11-9
Week 6		tion	1/12-6, PH11-8		
		& analysis of motion	H11/12-5, PH1:		
Week 4		measurement &	3, PH11/12-4, P		
Week 3	atics	haracteristics, ı	2-2, PH11/12-;		
Week 2	Unit title: Module 1 Kinematics	Overview: Investigate the characteristics, measurement & analy:	Syllabus outcomes: PH11/12- 2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11-8		
Week 1	Unit title: M	Overview: In	Syllabus out		
	τ	ш	ler	L	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
7	Unit title: Mod	Unit title: Module 2: Dynamics (Cont)	(Cont)	Unit title: Modu	ule 4: Electricity & Magnetism	& Magnetism				
u				Overview: Invest	tigate the charac	cteristics & featu	Overview: Investigate the characteristics & features of charges & associated fields. Introduction to applications of	associated fields.	Introduction to	applications of
ÐΤ				flowing charges	& subsequent m	& subsequent magnetic phenomena	iena			
				Syllabus outcom	es: PH11/12-3, F	рН11/12-4, РН11	nes: PH11/12-3, PH11/12-4, PH11/12-6, PH11/12-7, PH11-10	7, PH11-10		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 5 Week 6 Week 7	Week 7	Week 8	Week 9 Week 10	Week 10
	Unit title: Module 4: Electricity & Magnetism	le 4: Electricity		Unit title: Module 3: Waves & Thermodynamics	le 3: Waves & Th	ermodynamics		Yearly	Unit title: Module 3: Waves &	ile 3: Waves &
21	(Cont)			Overview: Invest	Overview: Investigate wave characteristics and behaviour.	icteristics and be	haviour.	Examination	Thermodynamics (Cont)	cs (Cont)
uli				Examine the sub	Examine the subsequent movement of energy and its modes of	ent of energy and	lits modes of			
ĐΤ				behaviour.						
				Syllabus outcom	Syllabus outcomes: PH11/12-1, PH11/12-5, PH11/12-7, PH11-	H11/12-5, PH11/	12-7, PH11-			
				11						



THS ASSESSMENT SCHEDULE Textiles & Design – Year 11 2023



	Task 1	Task 2	Task 3	
	Preliminary Textiles Project 1	Preliminary Textiles Project 2	Yearly Examination	
	Term 2 Week 2	Term 3 Week 5	Term 3 Week 8	
	Outcomes Assessed P1.1, 1.2, P2.1, 2.2, 2.3	Outcomes Assessed P2.1, 2.2, 2.3, P3.1, 3.2, P4.1	Outcomes Assessed P1.1, 1.2, P3.1, 3.2, P5.1, 5.2, 6.1	
Component				Weighting %
Knowledge and understanding of course content	20	20	10	50
Skills and knowledge in the design, manufacture and management of textiles projects	20	20	10	50
Total %	40	40	20	100



Textiles & Design - Year 11 2023 THS SCOPE AND SEQUENCE



Week 11 design. They learn about and apply the elements and principles of design to develop skills in fashion and textile design. Students learn how to communicate their Overview: This course begins with an introduction to the structure of materials, tools and techniques. Students explore what design is and in particular textile design inspiration and ideas through illustration and documentation procedures accepted by industry. Students develop Preliminary Textiles Project 1. Week 10 Week 9 Week 8 Week 7 Week 6 Week 5 Week 4 Syllabus outcomes: P1.1, 1.2, P2.1, 2.2, 2.3 Week 3 Week 2 Unit title: Design it Term 1

N	Unit t	Overv	wover	Syllab
Week 1	itle: Indus	riew: Stude	n, knitted	us outcom
Week 2	Unit title: Industry and fabrication	ents study and re	and non-woven f	Syllabus outcomes: P2.1, 2.2, 2.3, P3.1, 3.2, P4.1, P5.1, P5.2, P6.1
Week 3	on	search the Austr	abrics and the st	, P3.1, 3.2, P4.1,
Week 4		alian Textiles and	ructure of yarns.	P5.1, P5.2, P6.1
Week 5		Overview: Students study and research the Australian Textiles and Clothing Industry. They investigate the properties and performance of textiles through study of	woven, knitted and non-woven fabrics and the structure of yarns. Students begin development of Preliminary Textiles Project 2.	
Week 6		y. They investiga	levelopment of I	
Week 7		ate the propertie	reliminary Texti	
Week 8		s and performar	les Project 2.	
Week 9		ce of textiles th		
Week 10		rough study of		

Week 10

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
3	Unit title: Fibres and Yarns	s and Yarns								
uJ	Overview: Stud	ents study the m	ianufacture of ya	Overview: Students study the manufacture of yarns, and the structure of fibres including natural, regenerated, synthetics and blends. They learn to identify and	cture of fibres in	cluding natural,	regenerated, syn	thetics and blend	ls. They learn to	identify and
ЭΤ	test fibre prope	rties. Students co	omplete and sub	test fibre properties. Students complete and submit preliminary textiles project 2.	extiles project 2.					
	Syllabus outcon	Syllabus outcomes: P2.1, 2.2,2.3, P3.1, P3.2, P4.1	, P3.1, P3.2, P4.1							



THS ASSESSMENT SCHEDULE Work Studies – Year 11 2023



	Task 1	Task 2	Task 3	
	Dream Board Core Module: My Working Life	Create a Training resource Module: In the Workplace	Student Portfolio All modules	
	Term 1 Week 7	Term 3 Week 1	Term 3 Week 5	
	Outcomes Assessed 3,4,6,7,8,9	Outcomes Assessed 1,2,5,6,8	Outcomes Assessed 1,2,3,4,5,6,7,8,9	
Component				Weighting %
Knowledge and understanding	10	10	10	30
Skills	20	20	30	70
Total %	30	30	40	100



THS SCOPE AND SEQUENCE Work Studies — Year 11 2023



Week 11 Syllabus outcomes: 1. investigates a range of work environments 2. examines different types of work and skills for employment 3. analyses employment options and strategies for career management 4. assesses pathways for further education, training and life planning 5. communicates and uses technology effectively 6. applies self-management and teamwork skills 7. utilises strategies to plan, organise and solve problems 8. assesses influences on people's working lives 9. Overview: This module focuses on assisting students to take responsibility for planning and implementing their career plan and revising it as required. Week 10 Week 9 Week 8 Week 7 Week 6 Week 5 evaluates personal and social influences on individuals and groups. Week 4 Unit title: My Working Life (Core Module) Week 3 Term 1

	1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week
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k 10

Overview: This module focuses on employers, their expectations of employees and their responsibilities towards them. This module focuses on providing students Syllabus outcomes: 1. investigates a range of work environments 2. examines different types of work and skills for employment 3. analyses employment options with actual experiences in the workplace. It aims to build on prior learning in the Work Studies syllabus core and other elective modules.

Term 2

applies self-management and teamwork skills 7. utilises strategies to plan, organise and solve problems 8. assesses influences on people's working lives.

and strategies for career management 4. assesses pathways for further education, training and life planning 5. communicates and uses technology effectively 6.

Week 10 Syllabus outcomes: 1. investigates a range of work environments 2. examines different types of work and skills for employment 3. analyses employment options and strategies for career management 4. assesses pathways for further education, training and life planning 5. communicates and uses technology effectively 6. Overview: This module focuses on assisting students to incorporate work-related achievements into their job applications. This module focuses on providing applies self-management and teamwork skills 7. utilises strategies to plan, organise and solve problems 8. assesses influences on people's working lives 9. students with actual experiences in the workplace. It aims to build on prior learning in the Work Studies syllabus core and other elective modules. Week 9 Week 8 Week 7 Week 6 Unit title: Module 3: Preparing job applications + Module 10 Experiencing Work Week 5 evaluates personal and social influences on individuals and groups. Week 4 Week 3 Week 2 Week 1

Term 3



THS ASSESSMENT SCHEDULE Vocational Courses – Year 11 2023



Construction (VET) Hospitality (VET) Sports Coaching (VET)

Students who study VET Framework Courses gain credit towards the HSC and national vocational qualifications under the Australian Qualifications Framework (AQF) through the achievement of competencies. These do not all contribute to an ATAR. Only one Category B Subject can be used in the calculation of an ATAR.

Competency Based Assessment

These are activity based and practical and relate to the achievement of standards. Students are assessed as having achieved or not yet having achieved a particular competence. These will be assessed by:

- Gathering evidence about a student's performance. This is ideally completed by direct observation in the workplace or by simulation of the workplace. Evidence is also gathered by traditional assessment tools such as written tests and assignments.
- Identifying performance criteria that can be used to judge whether a student is performing to the required standard.
- Measuring that evidence against performance criteria

Various strategies may be used:

- Practical situations
- Practical exams
- Written work
- On the job training
- Assignments
- Verbal / discussion
- Case studies
- Role play
- Short answers
- Examinations
- Portfolio
- Work journal

The HSC examination is independent of the competency-based assessment and has no effect on student eligibility for AQF qualifications.

Reporting Student Progress

The individual student log book is the main tool used to record and report student progress. As well, parents will receive a competency-based report each half year. The school also provides parents with access to teachers at information sessions, parent / teacher interviews and any other arranged times.

Frequency of Assessment

These subjects may be assessed in **Half Yearly** and **Trial** examinations. The class teacher will advise students no less than 2 weeks prior to the date.

It is envisaged that students will be allowed more than one opportunity to show competency if necessary; recognising that achievement of competency is developmental and can occur at different times during the course.

Appeals

Students may challenge assessment decisions on the following grounds:

- Whether fair and reasonable opportunities have been provided to demonstrate competency
- Adequate advance notice given of assessment.

Students should discuss their grievance with the assessor in the first instance. If agreement is not reached, then the appeal may be lodged.

- The appeal will be considered by an independent person or panel appointed by the school Principal or their nominee.
- Complaints about the delivery of training, quality of instruction or the outcome of an assessment should be directed to the school Principal in the first instance.
- Where a resolution cannot be found, a formal complaint can be lodged with the Registered Training Organisation Wagga Wagga District Office.
- The appeal will be then considered by the RTO Executive Committee consisting of the District Superintendent, Chief Education Officer, District Vocational Education consultant and two nominated principal representatives.
- The RTO executive will consider the appeal on the basis of the schools assessment process only.
- If resolution cannot be found, a formal complaint can be lodged.

Recognition of Prior Learning

Some students who are studying VET courses in Year 11 and 12 may have RPL granted for skills they have previously learnt. Students seeking RPL will have their situation assessed in each module by suitably qualified staff, usually the class teacher.