



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
Ian 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:

- have gained the Record of School Achievement (RoSA) or such other qualifications as the NSW Education Standards Authority (NESA) considers satisfactory;
- have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- have completed HSC: All My Own Work
- have demonstrated a minimum standard of literacy and numeracy
- have satisfactorily completed courses that comprise the pattern of study listed below
- 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 <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>.



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 NESAs
- 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.

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 NESAs 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 NESAs 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 MUST** 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 NESAs.
 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 *and*
- 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.

9. 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 provide a doctor's certificate if your absence was due to illness AND you must complete an illness/misadventure form and submit it to the Head Teacher on the day you return to school.

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.



ILLNESS/MISADVENTURE - REQUEST FORM

STUDENT SECTION

Student name:		Year:	Date:
Course name:	Teacher:	Already completed the task? Yes / No	
Task name and number:		Original due date:	
<i>The subject teacher was notified of the illness/misadventure on (complete below):</i>			
Date:	Time:	By:	
Reason(s) for appeal:			
What are you requesting? E.g. extension, alternate date to complete task, no penalty, resubmission, etc.			
Medical certificates or supporting statements have been attached from:			
Student signature:		Parent/Carer signature:	

Hand this completed form, together with certificates and/or statements to the Head Teacher of the course

SCHOOL SECTION

Head Teacher Decision	<input type="checkbox"/> Approved	<input type="checkbox"/> Extension - new due date:/...../.....	<input type="checkbox"/> Average of past assessments
	<input type="checkbox"/> Not approved	<input type="checkbox"/> Reduced late penalty	<input type="checkbox"/> Accept task but zero marks
	<input type="checkbox"/> Alternate task	<input type="checkbox"/> Resubmission	<input type="checkbox"/> Other
	<input type="checkbox"/> Do not accept task, resubmission required		
Head Teacher comment, if required:			
Head Teacher signature/...../.....	Deputy Principal/Principal signature/...../.....	Student signature/...../.....	

TEAR OFF SLIP - To be returned to the student

Student name:	Course:	Teacher:
Task name:	Illness/Misadventure Appeal Decision: APPROVED / NOT APPROVED	
HT Notes:		
HT Signature:	Date:	



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 SECTION

Student name:	Year:	Date form submitted:
Course name:	Teacher:	
Task name and number:		Date informed of mark:
Reason(s) for review of mark request (detail below):		
Medical certificates, Statutory Declaration and/or supporting statements have been attached from:		
Student signature:	Parent/Carer signature:	

Hand this completed form, together with certificates and/or statements to the Head Teacher of the course

SCHOOL SECTION

Head Teacher Decision	<input type="checkbox"/> Approved	<input type="checkbox"/> Mark reviewed	<input type="checkbox"/> Mark remains same <input type="checkbox"/> Mark changed to
	<input type="checkbox"/> Not approved	<input type="checkbox"/> Insufficient evidence or reasoning	
Head Teacher comment, if required:			
Head Teacher signature/...../.....	Deputy Principal/Principal signature/...../.....	Student signature/...../.....	

TEAR OFF SLIP - To be returned to the student

Student name:	Course:	Teacher:
Task name:	Review of Mark/s Request Outcome: APPROVED / NOT APPROVED	
HT Notes:		
HT Signature:	Date:	



ASSESSMENT TASK EXTENSION - REQUEST FORM

STUDENT SECTION

Student name:		Year:	Date:
Course name:	Teacher:		
Task name and number:		Original due date:	
<i>The subject teacher was notified of this request for an extension on (complete below):</i>			
Date:	Time:	By:	
Reason(s) for extension request (detail below):			
Medical certificates, Statutory Declaration and/or supporting statements have been attached from:			
Student signature:		Parent/Carer signature:	

Hand this completed form, together with certificates and/or statements to the Head Teacher of the course

SCHOOL SECTION

Head Teacher Decision	<input type="checkbox"/> Approved	<input type="checkbox"/> Extension granted - new due date:/...../.....
	<input type="checkbox"/> Not approved	<input type="checkbox"/> Extension not granted, insufficient evidence or reasoning
Head Teacher comment, if required:		
Head Teacher signature/...../.....	Deputy Principal/Principal signature/...../.....	Student signature/...../.....

TEAR OFF SLIP - To be returned to the student

Student name:	Course:	Teacher:
Task name:	Extension Request Decision: APPROVED / NOT APPROVED	
HT Notes:		
HT 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?
- How 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

Long (1992), a lawyer based in Florida in the US, writes about the development of Florida's child protection legislation 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 UK and Australia which she considers to be better than the legislation in the US. Long's ultimate aim is to change US child protection policy.

Example B

In his critique of current social work practice, Jones (1999) a practicing social worker in New South Wales, argues that social workers usually practice a form of social work which is politically weak and unhelpful. He refers to real-life case studies from across Australia 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 complete review of social work practice in Australia but also believes that this is unlikely to occur because of the entrenchment of social work in the Australian psyche.

**Words underlined 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).
 - 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.

BIBLIOGRAPHY SETTING 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, <i>A World of Recipes: Vietnam</i> , Heinemann Library, Oxford.
	For books with more than three authors:	Kenworthy, Gary. et al. 1996, <i>Examining the Evidence: History, Archaeology and Science</i> , 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	<i>Title of encyclopaedia</i> . Date. Volume. Publisher, Place of publication. Page numbers.	<i>World Book Encyclopaedia</i> . 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. <i>The Australian</i> , August 19, p. 24.

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



THS SCOPE AND SEQUENCE Year 11 Assessment Overview 2023

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

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

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

* Classwork for all subjects – ongoing assessment



THS ASSESSMENT SCHEDULE Agriculture – Year 11 2023



Component	Task 1	Task 2	Task 3	Weighting %
	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	
	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	
	P1.1, P1.2, P2.1	P2.1, P4.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1	
Knowledge and understanding of: <ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<p>Unit title: Overview of Australian Agriculture 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.</p>										
Term 2	<p>Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11</p> <p>Unit title: Plant Production Systems 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 monitoring plants or crops. Syllabus outcomes: P2.1, P3.1, P4.1, P5.1</p>										
Term 3	<p>Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11</p> <p>Unit title: Animal Production Systems Overview: This component is focused on the production and management of animals for commercial purposes. Animals in agricultural systems cannot be studied without analysing their interactions with plants, climate, resources and microbes/pests that exist in most farm environments. Students study the concept of the dynamic and interactive nature of animal enterprises by developing models of animal enterprises whereby the interactions between components are highlighted. Learning about the components and interactions of animal enterprises will be enhanced by developing practical skills in growing and monitoring animals. Syllabus outcomes: P2.2, P3.1, P4.1, P5.1</p>										



THS ASSESSMENT SCHEDULE

Ancient History – Year 11 2023



Component	Task 1	Task 2	Task 3	Weighting %
	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	
	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	
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 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<p>Unit title: Investigating Ancient History – The Nature of the Ancient Past and Case Studies Overview: The Investigation of Ancient Sites and Sources and Case Study 1: A3 – Deir el-Medina Syllabus outcomes: AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9, AH11-10</p>										
									<p>Unit title: Historical Investigation Overview: Student-developed inquiry Syllabus outcomes: AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10</p>		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	<p>Unit title: Investigating Ancient History – The Nature of the Ancient Past and Case Studies Overview: Preservation, Conservation and/or Reconstruction of Ancient Sites and Case Study 2: B5- Persepolis Syllabus outcomes: AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9, AH11-10 Unit Title: Historical Investigation (1 lesson per week)</p>									
								<p>Unit Title: Historical Investigation Overview: Student developed inquiry Syllabus Outcomes: AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10</p>		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	<p>Unit Title: Features of Ancient Societies Overview: Power and Image in Rome and Egypt Syllabus outcomes: AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9</p>									
								<p>Yearly Examination</p>	<p>Unit Title: Features of Ancient Societies (Cont)</p>	



THS ASSESSMENT SCHEDULE Biology – Year 11 2023



Component	Task 1	Task 2	Task 3	Weighting %
	Practical Investigation	Depth Study Investigation	Yearly Examination	
	Term 1, Week 7	Term 2, Week 6	Term 3, Week 8	
	Outcomes Assessed BIO11/12-3 BIO11/12-4 BIO11/12-7, BIO11-9	Outcomes Assessed BIO11/12-1 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	
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



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<p>Unit title: Module 1 - Cells as the Basis of Life Overview: Students examine the structure and function of organisms at both the cellular and tissue levels and investigate the biochemical processes of photosynthesis and respiration. Syllabus outcomes: BIO11/12-1, BIO11/12-3, BIO11/12-4, BIO 11/12-7, BIO11-8</p>										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 2	<p>Unit 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, BIO11-9</p>										
	<p>Unit title: Module 3 - Biological 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, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-10</p>										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 3	<p>Unit title: Module 3 - Biological diversity (Cont)</p>										
	<p>Unit title: Module 4 - Ecosystem Dynamics Overview: Students investigate past and present ecosystems to determine how the human impact on biodiversity can be minimised. Syllabus outcomes: 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</p>										
	<p>Unit title: Module 3 - Biological diversity (Cont)</p>										
	<p>Yearly Examination</p>										



THS ASSESSMENT SCHEDULE Business Studies – Year 11 2023



Component	Task 1	Task 2	Task 3	Weighting %
	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	
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 8	Week 9	Week 10	Week 11
Term 1	<p>Unit title: Core Part 1 – Nature of Business Overview: Understanding the role and nature of business in a changing business environment Syllabus outcomes: P1, P2, P6, P7, P8</p> <p>Unit title: Core Part 2 – Business Management Overview: Understanding the nature and responsibilities of management in the business environment Syllabus outcomes: P2, P4, P5, P6, P7, P8, P9, P1</p>										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	<p>Unit title: Core Part 2 – Business Management (Cont)</p> <p>Unit title: Core Part 3 – Business Planning Overview: Understanding and putting in place the process of establish and planning a small to medium enterprise Syllabus outcomes: P1, P3, P4, P6, P7, P8, P9, P10</p>									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	<p>Unit title: Core Part 3 – Business Planning (Cont)</p> <p style="text-align: center;">Revision</p> <p style="text-align: center;">Yearly Examination</p> <p style="text-align: center;">Overview of HSC Legal Studies</p>									



THS ASSESSMENT SCHEDULE

Chemistry – Year 11 2023



Component	Task 1	Task 2	Task 3	Weighting %
	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	
	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	
Skills in working scientifically	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-5 CH11-9	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11-9 CH11-10	CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-10 CH11-11	
	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 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<p>Unit 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</p> <p>Unit title: Module 2: Introduction to Quantitative Chemistry Overview: Examine the quantitative nature of chemistry Depth Study (5 hrs) Syllabus outcomes: CH11/12-2, CH11/12-4, CH11/12-6, CH11-9</p>										
Term 2	<p>Unit title: Module 2: Introduction to Quantitative Chemistry (Cont) Overview: Examine the quantitative nature of chemistry Depth Study (5 hrs) Syllabus outcomes: CH11/12-2, CH11/12-4, CH11/12-6, CH11-9</p> <p>Unit title: Module 3: Reactive Chemistry 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 factors affecting the rate. Depth Study (10 hrs) Syllabus outcomes: CH11/12-2, CH11/12-3, CH11/12-4, CH11-10</p>										
Term 3	<p>Unit title: Module 3: Reactive Chemistry (Cont) 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 factors affecting the rate. Depth Study (10 hrs) Syllabus outcomes: CH11/12-2, CH11/12-3, CH11/12-4, CH11-10</p> <p>Unit title: Module 4: Drivers of Reactions Overview: Investigate the factors that initiate & drive a reaction. Use mathematical models to predict the spontaneity of a reaction & the thermodynamic nature of chemical processes. Syllabus outcomes: CH11/12-1, CH11/12-5, CH11/12-6, CH11/12-7, CH11-11</p> <p>Yearly Examination</p> <p>Unit title: Module 4: Drivers of Reactions (Cont)</p>										



THS ASSESSMENT SCHEDULE

Community and Family Studies (CAFS)

– Year 11 2023



Component	Task 1	Task 2	Task 3	Weighting %
	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	
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



THIS SCOPE AND SEQUENCE

Community and Family Studies (CAFS) – Year 11 2023



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<p>Topic: Resource Management</p> <p>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 achieve wellbeing. The concepts of wellbeing, needs and wants, resources, values, goal setting, communication, decision making and personal management explored in this module form the basis of study throughout the course. Students apply the knowledge, understanding and skills developed in this module, to practical situations in a variety of personal, family and community contexts.</p> <p>Syllabus outcomes: P1.1 P1.2 P3.2 P4.1 P4.2 P5.1 P6.1</p>										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p>Topic: Families and Communities</p> <p>Overview: This module provides students with an insight into family structures and communities and the roles individuals adopt within each. The module requires students to examine how constant change challenges families and communities, and that both informal and formal support available can assist them to manage the change effectively. The module recognises socialisation as a lifelong process that is influenced by both the family and other groups within the community. Also presents students with a range of introductory research experiences such as constructing a questionnaire and conducting a literature review.</p> <p>Syllabus outcomes: P1.1 P1.2 P2.2 P2.4 P3.1 P3.2 P4.1 P4.2 P6.1</p>										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p>Topic: Individuals and Groups</p> <p>Overview: This module explores the role that individuals and groups play in meeting the specific needs of individuals, families and communities. Students explore the importance of building positive interpersonal relationships in order to promote a sense of belonging among individuals, families and social groups. This Preliminary module also provides students with the opportunity to examine the nature of groups and why they form. Students explore the various roles individuals adopt within groups in order to establish an environment where goal achievement is enhanced and the wellbeing of individuals and groups is promoted. In doing so, they examine power bases and the nature of leadership and explore their significance as a determinant of group effectiveness.</p> <p>Syllabus outcomes: P1.2 P2.1 P2.3 P3.2 P4.1 P4.2 P6.2</p>										



THS ASSESSMENT SCHEDULE Drama - Year 11 2023



Component	Task 1	Task 2	Task 3	Weighting %
	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	
	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	
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 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1										
<p>Unit title: Improvisation, Playbuilding and Acting</p> <p>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.</p> <p>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</p>										

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2									
<p>Unit title: Elements of Production in Performance</p> <p>Overview: Students apply their knowledge and experience of theatrical styles and forms to analyse the social and cultural contexts and the effectiveness of productions. Students use their knowledge of drama and theatre to work collaboratively to prepare and put on a production of <i>Ruby Moon</i>.</p> <p>Syllabus 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</p>									

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3									
<p>Unit title: Theatrical Traditions and Performance</p> <p>Overview: Students research, discuss and learn about the ways in which theatrical traditions and performance styles inform all drama and theatre. Students study <i>A Streetcar Named Desire</i> through theory and practical based workshops.</p> <p>Syllabus outcomes: P1.3, P1.4, P1.6, P2.4, P2.6, P3.1, P3.2, P3.3, P3.4</p>									



THS ASSESSMENT SCHEDULE

English Advanced – Year 11 2023



Component	Task 1	Task 2	Task 3	Weighting %
	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	
	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 Assessed EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-9	
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 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
Term 1	<p>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 responses. Syllabus outcomes: EA11-1, EA11-4, EA11-7, EA11-8, EA11-9</p>											
	Unit title: Module A: Narratives that Shape the World										Week 10	Week 11

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
Term 2	<p>Unit title: Narratives that Shape the World (Cont) Overview: Students explore how speculative fiction shapes our understanding of the world and our place within it. Students focus on a novel and a series of short fiction texts. Syllabus outcomes: EA11-2, EA11-3, EA11-4, EA11-5, EA11-6</p>											
	Unit Title: Module B: Critical Study of Literature										Week 10	Week 11

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 3	<p>Unit title: Module B: Critical Study of Literature (Cont) Overview: Students examine Shakespeare's Othello and how it has been valued since its first performance. They examine the central ideas, dramatic and language features, genre and character. Syllabus outcomes: EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-9</p>										
	Unit title: Module B: Critical Study of Literature (Cont)							Yearly Examination		Week 9	Week 10



THS ASSESSMENT SCHEDULE

English Standard – Year 11 2023



Component	Task 1	Task 2	Task 3	Weighting %
	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 Assessed EN11-1, EN11-2, EN11-3, EN11-4, EN11-7	Outcomes Assessed EN11-1, EN11-3, EN11-4, EN11-5, EN11-8	
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 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
Term 1											
<p>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 responses. Syllabus outcomes: EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-9</p>											
Unit Title: Module A: Contemporary Possibilities								Week 9		Week 10	Week 11

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2									
<p>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</p>									
Unit Title: Module B: Close Study of a Text									

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3									
<p>Unit title: Module B: Close Study of a Text (Cont) Overview: Students examine the novel <i>Raw</i> for themes, characters, setting and language forms and features. They learn how to write an in-depth critical response. Syllabus outcomes: EN11-1, EN11-3, EN11-4, EN11-5, EN11-8</p>									
Revision						Yearly Examination		Unit title: Module B: Close Study of a Text (Cont)	



THS ASSESSMENT SCHEDULE

English Studies – Year 11 2023



Component	Task 1	Task 2	Task 3	Weighting %
	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 Assessed ES11-1, ES11-2, ES11-5, ES11-7, ES11-8, ES11-9	Outcomes Assessed ES11-1, ES11-3, ES11-4, ES11-6, ES11-10	
Knowledge and understanding of course content	15	15	20	50
Skills in: <ul style="list-style-type: none">• Comprehending texts• Communicating ideas• Using language accurately, appropriately and effectively	15	15	20	50
Total %	30	30	40	100



THIS SCOPE AND SEQUENCE English Studies – Year 11 2023



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<p>Unit title: Achieving through English (Mandatory Module)</p> <p>Overview: English in education, work and community, students develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment. They further develop comprehension strategies and improve skills that enable them to express themselves in English confidently, effectively, appropriately and with grammatical accuracy. The skills developed in this unit assist students to access and comprehend information, ideas and language in everyday and workplace texts.</p> <p>Syllabus outcomes: ES11-1, ES11-2, ES11-5, ES11-7, ES11-9</p>										
Term 2	<p>Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11</p> <p>Unit title: Module K: The Big Screen</p> <p>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 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 meaning in visual texts and how these texts are constructed.</p> <p>Syllabus outcomes: ES11-1, ES11-2, ES11-5, ES11-7, ES11-8, ES11-9</p>										
Term 3	<p>Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10</p> <p>Unit title: Module A: We are Australians – English Citizenship, Community and Cultural Identity.</p> <p>Overview: Students study a range of texts in order to develop awareness of complex aspects of Australian citizenship, community and cultural identity, and to develop language skills appropriate to participating in discussion and decision-making about these matters.</p> <p>Syllabus outcomes: ES11-1, ES11-2, ES11-3, ES12-5, ES12-7, ES11-8, ES11-9</p>										



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



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



THS SCOPE AND SEQUENCE

Exploring Early Childhood (EEC) – Year 11 2023



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<p>Unit title: Play and the developing child Overview: defining play and play experiences, development of play, learning through play, investigating play, issues related to play, factors that influence play, play materials Syllabus outcomes: 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 4.1, 4.2, 5.1</p>										
Term 2	<p>Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10</p> <p>Unit title: Children’s Literature Overview: Babies, Toddlers and books, Pre-schoolers and books, Children in the first years of school, Choosing picture books for children, Poetry for children, Non-fiction books for children, Sharing literature with children Syllabus Outcomes: 1.2, 1.3, 1.4, 4.1</p>										
Term 3	<p>Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10</p> <p>Unit title: Food and Nutrition Overview: Breastfeeding, Bottle feeding, Weaning and first foods, Food for toddlers, Food for older children Syllabus outcomes: 1.3, 1.4, 1.5, 6.1, 6.2</p> <p>Yearly Examinations (No exam for this course)</p> <p>Unit title: Food and Nutrition (cont)</p>										



THS ASSESSMENT SCHEDULE Food Technology – Year 11 2023



Component	Task 1	Task 2	Task 3	Weighting %
	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	
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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<p>Unit title: Food Availability and Selection Overview: Communities endeavour to obtain an adequate supply of food. Throughout human history, the availability of food has been determined by local and/or 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</p>										
Term 2	<p>Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10</p> <p>Unit title: Food Quality Quality food products result from safe and hygienic handling of food in domestic, commercial and industrial settings. The sensory characteristics and functional properties of food determine the most appropriate storage, preparation and presentation techniques used. Syllabus outcomes: P2.1, P2.2, P3.1, P3.2, P4.3, P4.4, P5.1</p>										
Term 3	<p>Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10</p> <p>Unit title: Nutrition Overview: Nutrition is a significant factor contributing to the health of the individual and to the economic and social 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 nutrition and skills in food preparation. Syllabus outcomes: P1.1, P1.2, P2.1, P3.1, P3.2, P4.3, P5.1</p>										

Yearly Examination

Unit title: Nutrition (Cont)



THS ASSESSMENT SCHEDULE

Industrial Technology – Year 11 2023



Component	Task 1	Task 2	Task 3	Weighting %
	Industry Report	Folio & Project	Yearly Examination	
	Term 1, Week 6	Term 3, Week 4	Term 3, Week 8	
	Outcomes Assessed	Outcomes Assessed	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	P1.2, P2.1, P2.2, P3.1, P3.2, P4.1, P4.2, P4.3, P6.1	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	
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 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Unit title: Safety Orientation Overview: Safety induction and completion of Ongoing updates using online subscription service. Syllabus outcomes: IND5 1	Unit title: Theory and Course Introduction based on the student's industry focus Overview: Theory for course in the preliminary section Syllabus outcomes: P3.1, P3.2, P5.1, P5.1, P5.2	Unit title: Major Project - Project will be based on the student's industry focus Overview: The major project will be based upon the student's industry focus and will develop and consolidate the skills and concepts required to successfully complete the HSC Major work Syllabus outcomes: P3.3, P4.1, P4.2, P4.3, P6.1, P6.2								

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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Unit title: Major Project - Project will be based on the student's industry focus (Cont)							Yearly Examination	Unit title: Major Project - Project will be based on the student's industry focus (Cont)	



THS ASSESSMENT SCHEDULE Legal Studies – Year 11 2023



Component	Task 1	Task 2	Task 3	Weighting %
	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	
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



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<p>Unit title: Core Part 1 – The Legal System Overview: Understanding the nature of domestic and international legal systems Syllabus outcomes: P1, P2, P3, P4</p>										
Term 2	<p>Week 1</p> <p>Unit title: Core Part 2 – The Individual and the law Overview: Understanding the rights and responsibilities of individuals, resolving conflict and analysing a contemporary issue Syllabus outcomes: P5, P6, P7, P8, P9</p>	<p>Week 2</p>	<p>Week 3</p>	<p>Week 4</p>	<p>Week 5</p>	<p>Week 6</p>	<p>Week 7</p>	<p>Week 8</p>	<p>Week 9</p> <p>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</p>	<p>Week 10</p>	<p>Week 11</p>
Term 3	<p>Unit title: Core Part 3 – Law in practice (Cont)</p>										
	<p>Week 1</p>	<p>Week 2</p>	<p>Week 3</p>	<p>Week 4</p>	<p>Week 5</p>	<p>Week 6</p>	<p>Week 7</p>	<p>Week 8</p> <p>Yearly Examination</p>	<p>Week 9</p> <p>Overview of HSC Legal Studies</p>	<p>Week 10</p>	<p>Week 11</p>



THS ASSESSMENT SCHEDULE Mathematics Advanced – Year 11 2023



Component	Task 1	Task 2	Task 3	Weighting %
	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	
Understanding, fluency and communication	10	20	20	50
Problem-solving, reasoning and justification	20	10	20	50
Total %	30	30	40	100



THS ASSESSMENT SCHEDULE

Mathematics Extension 1 – Year 11 2023



Component	Task 1	Task 2	Task 3	Weighting %
	Topic Test Further Working with Functions	Assignment Permutations and Combinations	Yearly Examination	
	Term 1 Week 10	Term 3 Week 2	Term 3 Week 8	
	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	
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 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<p>Unit title: Further Working with Functions</p> <p>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 representation of functions. The study of inequalities is an application of functions and enables students to express domains and ranges as inequalities.</p> <p>Syllabus Outcomes: ME11-1, ME11-2, ME11-6, ME11-7</p>										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	<p>Unit title: Further Trigonometric Functions</p> <p>Overview: Provide a powerful tool for modelling quantities that vary in a cyclical e.g. tides, seasons, demand for resources, and alternating current.</p> <p>Syllabus Outcomes: ME11-1, ME11-3, ME11-6, ME11-7</p> <p>Week 4 Unit title: Inverse Trigonometric Functions Overview: The principal focus is for students to determine and to work with the inverse 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</p> <p>Week 7 Unit title: Working with Combinatorics Overview: The principal focus is to develop students' understanding and proficiency with permutations and combinations and their relevance to the binomial coefficients. 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</p>									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	<p>Unit title: Rate of Change</p> <p>Overview: The principal focus is for students to solve problems involving the chain rule and differentiation of the exponential function, and understand how these concepts can be applied to the physical and natural sciences. Students develop the ability to study motion problems in an abstract situation. Students also study the mathematics of exponential growth and decay, two fundamental processes in the natural environment. Syllabus Outcomes: ME11-1, ME11-4, ME11-6, ME11-7</p> <p>Week 6 Unit title: Polynomials 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. 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 economics. Syllabus Outcomes: ME11-1, ME11-2, ME11-6, ME11-7</p>									



THS ASSESSMENT SCHEDULE

Mathematics Standard – Year 11 2023



Component	Task 1	Task 2	Task 3	Weighting %
	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	
	Outcomes Assessed MS11-1, MS 11-2, MS 11-5, MS11-6, MS11-9, MS 11-10	Outcomes Assessed MS11-2, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	Outcomes Assessed MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
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

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1										
<p>Unit title: Algebra (Exercises 1A, B, C & Chapters 3 & 8) Overview: Uses algebraic and graphical techniques to compare alternative solutions to contextual problems by representing information in symbolic, graphical and tabular form Syllabus outcomes: MS11-1, MS11-2, MS11-6, MS11-9, MS11-10</p>										
<p>Unit title: Financial Mathematics (Exercises 1G, H & Chapters 2 & 9) Overview: Appropriate tools are used to model relevant financial situations Syllabus outcomes: MS11-2, MS11-5, MS11-6, MS11-9, MS11-10</p>										

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2									
<p>Unit title: Probability and Statistical Analysis (Exercises 1I,J & Chapters 5, 7 & 10) Overview: Probability problems involving multistage events and develops and carries out simple statistical processes to answer questions posed Syllabus outcomes: MS11-2, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10</p>									

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3									
<p>Unit title: Measurement (Exercises 1D,E,F & Chapters 4, 6 & 11) Overview: Solves problems involving quantity measurement, including accuracy and the choice of relevant units and performs calculations in relation to two-dimensional and three-dimensional figures Syllabus outcomes: MS11-3, MS11-4, MS11-6, MS11-9, MS11-10</p>									
							Yearly Examination		
								Unit title: Financial Mathematics cont. (Chapter 12)	



THS ASSESSMENT SCHEDULE

Modern History – Year 11 2023



Component	Task 1	Task 2	Task 3	Weighting %
	Source Task	Historical Investigation	Yearly Examination	
	Term 1, Week 9	Term 3, Week 1	Term 3, Week 8	
	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	
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

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

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<p>Unit title: Investigating Modern History – the Nature of Modern History and Case Study 1 and 2 Overview: The historical investigation is designed to provide opportunities for all students to develop relevant investigative, research and presentation skills that are the core of the historical inquiry process. Syllabus outcomes: MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9</p>									

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<p>Unit Title: Shaping of the Modern World Overview: Students investigate forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity Syllabus outcomes: MH11-1, MH11-2, MH11-3, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9</p>										
								Yearly Examination		Unit Title: Shaping of the Modern World	



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



Component	Task 1	Task 2	Task 3	Weighting %
	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 Assessed P2, P4, P5, P6, P15, P16	Outcomes Assessed P1, P3, P7, P8, P9, P11, P12, P17	
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	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<p>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</p>										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p>Unit title: Better Health For Individuals 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 better health. After studying this module, students will understand and value how a wide range of factors interact to support an individual to achieve better health. This module is further developed in the HSC Core Module: Health Priorities in Australia. Syllabus outcomes: P1, P2, P3, P4, P5, P6, P15, P16</p>										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p>Unit title: First Aid Overview: This optional module addresses the need for a well-rehearsed, established routine in the delivery of first aid. In this module, students engage in the investigation and practical application of the major assessment and management techniques for the types of injuries and medical conditions that require first aid attention. Students also explore ethical arguments associated with the delivery of first aid. Syllabus outcomes: P6, P12, P15, P16</p>										
	<p>Unit title: Fitness Choices Overview: This optional module examines exercise options that are available to meet the varying fitness needs of individuals. In this module, students investigate what exercise means to different people and the factors that influence exercise choices. As a major focus of this module, students experience a range of exercise options and evaluate the ability of each to meet individual fitness needs. Syllabus outcomes: P5, P6, P10, P15, P16, P17</p>							Yearly Examination	<p>Unit title: Fitness Choices (Cont)</p>		



THS ASSESSMENT SCHEDULE

Physics – Year 11 2023



Component	Task 1	Task 2	Task 3	Weighting %
	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	
	Outcomes Assessed PH11/12-3 PH11/12-4 PH11/12-7 PH11-8, PH11-9	Outcomes Assessed PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH11-11	Outcomes Assessed PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8, PH11-9, PH11-10, PH11-11	
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



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<p>Unit title: Module 1 Kinematics Overview: Investigate the characteristics, measurement & analysis of motion Syllabus outcomes: PH11/12- 2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11-8</p>										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p>Unit title: Module 2: Dynamics (Cont) Overview: Investigate the characteristics & features of charges & associated fields. Introduction to applications of flowing charges & subsequent magnetic phenomena Syllabus outcomes: PH11/12-3, PH11/12-4, PH11/12-6, PH11/12-7, PH11-10</p>										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p>Unit title: Module 4: Electricity & Magnetism (Cont) Overview: Investigate wave characteristics and behaviour. Examine the subsequent movement of energy and its modes of behaviour. Syllabus outcomes: PH11/12-1, PH11/12-5, PH11/12-7, PH11-11</p>										
	<p>Unit title: Module 3: Waves & Thermodynamics Overview: Investigate wave characteristics and behaviour. Examine the subsequent movement of energy and its modes of behaviour. Syllabus outcomes: PH11/12-1, PH11/12-5, PH11/12-7, PH11-11</p>										
	<p>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</p>										
	<p>Unit title: Module 3: Waves & Thermodynamics (Cont) Yearly Examination</p>										



THS ASSESSMENT SCHEDULE Textiles & Design – Year 11 2023



Component	Task 1	Task 2	Task 3	Weighting %
	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	
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



THS SCOPE AND SEQUENCE

Textiles & Design - Year 11 2023



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<p>Unit title: Design it</p> <p>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. 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 design inspiration and ideas through illustration and documentation procedures accepted by industry. Students develop Preliminary Textiles Project 1.</p> <p>Syllabus outcomes: P1.1, 1.2, P2.1, 2.2, 2.3</p>										
Term 2	<p>Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11</p> <p>Unit title: Industry and fabrication</p> <p>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.</p> <p>Syllabus outcomes: P2.1, 2.2, 2.3, P3.1, 3.2, P4.1, P5.1, P5.2, P6.1</p>										
Term 3	<p>Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11</p> <p>Unit title: Fibres and Yarns</p> <p>Overview: Students study the manufacture of yarns, and the structure of fibres including natural, regenerated, synthetics and blends. They learn to identify and test fibre properties. Students complete and submit preliminary textiles project 2.</p> <p>Syllabus outcomes: P2.1, 2.2,2.3, P3.1, P3.2, P4.1</p>										



THS ASSESSMENT SCHEDULE Work Studies – Year 11 2023



Component	Task 1	Task 2	Task 3	Weighting %
	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	
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 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<p>Unit title: My Working Life (Core Module)</p> <p>Overview: This module focuses on assisting students to take responsibility for planning and implementing their career plan and revising it as required. 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. evaluates personal and social influences on individuals and groups.</p>										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	<p>Unit title: Module 2: In the workplace + Module 10 Experiencing Work</p> <p>Overview: This module focuses on employers, their expectations of employees and their responsibilities towards them. This module focuses on providing students with actual experiences in the workplace. It aims to build on prior learning in the Work Studies syllabus core and other elective modules. 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.</p>									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	<p>Unit title: Module 3: Preparing job applications + Module 10 Experiencing Work</p> <p>Overview: This module focuses on assisting students to incorporate work-related achievements into their job applications. This module focuses on providing students with actual experiences in the workplace. It aims to build on prior learning in the Work Studies syllabus core and other elective modules. 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. evaluates personal and social influences on individuals and groups.</p>									



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.