



Year 11 2024

Assessment Booklet and Senior Student Expectations

TEMORA HIGH SCHOOL

2024 Student Information



At Temora High School, we acknowledge that our school sits on **Wiradyuri land**. The **Wiradyuri people** have spoken **Wiradyuri language**, practiced **Wiradyuri culture** and lived and celebrated on this land for time immemorial. We acknowledge and respect the way they have and continue to nurture, sustain and care for the people, plants, animals and country. We are grateful for the guidance provided to our students and staff by our **Wiradyuri Elders**, both past and present. We strive to follow **Yindyamarra** at our school by going slowly, politely, respectfully, along the right path.

Introduction

At Temora High School, our core behaviour values are **Respect, Responsibility and Relationships**. These values should be reflected in everything that we do – in the classroom, in the playground and in our interactions with others.

This booklet is designed to provide important information and reminders about day-to-day routines that will help you navigate the school year. Inside, you will find copies of the **posters** that you might see around the school. These are important reminders for all students about our expected behaviours, how to ensure you are ready to learn, what to do if you need support with something and key people who can provide that support.

Remember, we are here to help you succeed in your learning and experience personal growth and success. A new school year comes with many opportunities and we hope you embrace each and every one of them.

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OUR RESPONSIBILITIES



All	Staff	Students	Parents/Carers
<ul style="list-style-type: none"> Advocate for our school. Build and maintain rapport with all members of the school community. Use manners and appropriate language. Arrive to classes and meetings on time. Own your behaviour (restorative approach) – acknowledge, apologise reflect, and improve. Demonstrate school pride. Celebrate success. Celebrate diversity. Respect other's boundaries Report bullying. Report anti-social behaviour. 	<p>Teaching Staff</p> <ul style="list-style-type: none"> Know students and how they learn. Know the content and how to teach it. Plan for and implement effective teaching and learning. Create and maintain supportive and safe learning environments. Assess, provide feedback and report on student learning. Engage in professional learning. Engage professionally with colleagues, parents/carers and the community. <p>Non-Teaching Staff</p> <ul style="list-style-type: none"> Engage in professional learning. Provide assistance with: <ul style="list-style-type: none"> school routines, classroom activities, operating and maintaining classroom and office equipment, issue learning materials with the support of the classroom teacher, the care and management of students with disabilities and additional learning and support needs, administration. 	<ul style="list-style-type: none"> Attend school every day. Wear correct uniform. Be in the right place, at the right time. Devices off and locked away in bags during the day. Complete set tasks in a timely manner and attempt extension activities. Accept and use feedback effectively to improve work. Be organised – enter the classroom prepared to learn with required equipment and prepare proactively for learning. Persevere – attempt challenging situations willingly and use initiative to try different strategies to overcome challenges. Build positive relationships – speak respectfully and listen when others are speaking. Show empathy to teacher and students. Respect learning environment – use equipment for the correct and intended purpose and contribute actively to a safe learning environment. Be self-directed – ask questions for clarification where necessary and reflect meaningfully on your learning. Work collaboratively – take turns when contributing and show leadership in group situations. 	<ul style="list-style-type: none"> Work in partnership with the school to support your child to behave positively and respectfully. When resolving issues about your child's behaviour, communicate with school staff and the school community respectfully and collaboratively as consistent with the School Community Charter Understand the education goals and aspirations of your child (academic, social, wellbeing or beyond). Find ways to reinforce learning at home by engaging with your child's interests and what they are learning at school. Work together with educators and staff to support your child's development, for example attending student-parent/carer-teacher opportunities) Respectfully share compliments, feedback or suggestions through the school or other channels of feedback (Parent/Carer Forums – once per term, Week 9).

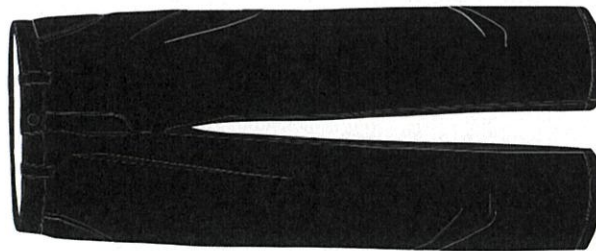
RESPECT
RESPONSIBILITY
RELATIONSHIPS

OUR ROUTINES



CLASSROOM	PLAYGROUND	PUBLIC
<ul style="list-style-type: none"> • Line up outside the classroom • Equipment out at the start of the lesson • Teacher-led check in • Hats and beanies are for the playground - no hoods anywhere. • Wait to be dismissed • Eat only at break times 	<ul style="list-style-type: none"> • Place rubbish in the bins provided • Use toilets for their intended purpose • Say please and thank you • When the warning bell rings, make sure you have eaten, gone to the toilet and filled your drink bottle up 	<ul style="list-style-type: none"> • Be respectful to other people's property • Leave the area you visit the same way you found it, or better

WEAR CORRECT UNIFORM



Plain black tailored or loose-fitting pants



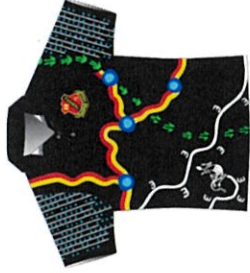
Plain black school shorts with pockets and logo



Red polo shirt 7-10



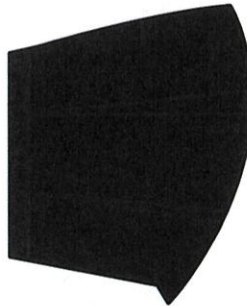
Red polar fleece/sloppy joe jumper 7-10



Aboriginal Education Team shirt - anyone



All over plain black jacket with logo, parachute jacket, no hood



Plain black straight skirt



Black polo shirt 11-12



Black polar fleece/sloppy joe jumper 11-12



Year group jumper or shirt



Footwear must meet WHS requirements

Additional Information

- Red THS Hoodie will be phased out by the end of 2026. No other hoodie may be worn to school, even as an underlayer.
- Riverina merchandise (without hoods) may be worn on Wednesdays only.
- Formal uniform for school representation consists of a white blouse/button up shirt, black tailored pants or skirt, black leather shoes, and a school blazer and school tie (loaned by the school as required)

Out of uniform?

Bring a note from home, and see a Deputy Principal before school for a uniform pass.



millers
TROPHIES &
EMBROIDERY

Millers Trophies and Embroidery is our uniform supplier
145 Hoskins St Temora 6977 1289

**RESPECT
RESPONSIBILITY
RELATIONSHIPS**



AT THS OUR DEVICES ARE

OFF + LOCKED AWAY



**Devices OFF and
LOCKED AWAY in
bags during the
school day.**



NO checking the time
NO it fell out of my pocket
NO checking on way to toilet
NO checking in hallways
NO buzzing from
notifications, etc.



Includes **speakers,
headphones, airpods.**
Smartwatches can
only be used at school
to check the time.

**Devices that are
heard or sighted
out of the pouch**



**Taken to the
front office
immediately**



**Collected by
parent/carer**

CONSEQUENCES

- 1st** Device stored at the front office, parent/carer contacted to collect device (applies to all steps below).
- 2nd** Interview with Deputy Principal, parent/carer contacted, Formal Caution to Suspend issued.
- 3rd** Suspension for continued disruption to learning.

HOW TO REPORT BULLYING AT THS



Report bullying to a trusted adult

This could be:

- Year Adviser
- Girls Adviser - Mrs Willoughby
- Boys Adviser - Mr Kemp
- Student Support Officer - Megan
- Aboriginal Education Officer - Alex
- Deputy Principal - Mrs Muller and Mr Manchur
- Principal - Mr Pattingale
- Any of your teachers
- Any staff member you are comfortable talking to
- You can also report to your parents or family who can then contact the school via phone or email: 6977 1988 or temora-h.school@det.nsw.edu.au

You can report any bullying by **speaking** face to face with a trusted adult,

writing it down and handing it to a staff member

or by sending an email or Google Classroom message.

If you have suggestions for other ways to report, we'd love to hear from you.

Every student has the right to a learning environment that is safe, inclusive and respectful.

Characteristics of Respectful Relationships

- *Take personal responsibility for behaviour and actions
- *Treat one another with dignity
- *Speak and behave courteously
- *Negotiate and resolve conflict with empathy
- *Care for self and others
- *Value the interests, ability and culture of others
- *Cooperate with others
- *Develop positive and respectful relationships and think about the effect on relationships before acting

SUPPORT



BULLYING. NO WAY!





WHO TO CONTACT

CLASSROOM TEACHER

If there is an issue related to your child's learning in class.

HEAD TEACHER

If the student is experiencing ongoing difficulties in a particular subject.



Mrs Markham
English, HSIE,
LOTE, Library



Mrs Riley
Maths, CAPA



Mrs Wiencke
Science, PDHPE



Mr Hawken
TAS



Mrs Crawford
Learning and
Support

YEAR ADVISER

If the student is experiencing general difficulties at school.



Mrs Pattingale
Year 7



Miss New
Year 8



Mrs Kemp
Year 9



Mr Kilgannon
Year 10



Miss Bruce
Year 11



Miss Voerman
Year 12

DEPUTY PRINCIPAL

If there is a behaviour/discipline or
significant wellbeing issue.



Mr Manchur
Years 7, 9, 11



Mrs Muller
Years 8, 10, 12

PRINCIPAL

If you have a very specific problem
or require special information.



Mr Pattingale

OTHER KEY CONTACTS

School Counsellor, Student Support Officer, Aboriginal Education Officer, Careers Adviser, Girls Adviser, Boys Adviser, Learning and Support Teacher, School Librarian.



STUDENT LEARNING AND WELLBEING STAFF

ABORIGINAL EDUCATION OFFICER

The AEO works with First Nations students and their families to support learning and wellbeing.



Alex

STUDENT SUPPORT OFFICER

The SSO works to support the wellbeing and mental health needs of students.



Megan

LIBRARIAN

Librarians teach students how to access and utilise information, and provide them with quality reading experiences by recommending literature that students will enjoy.



Mrs Willoughby

LEARNING AND SUPPORT TEACHER

The LaST provides support for students with additional learning and support needs.



Mrs Krause

CAREERS ADVISER

The Careers Adviser supports students to explore their education and career options, work experience and employment opportunities as well as apply for further study.



Ms Eisenhammer

SCHOOL COUNSELLOR

The School Counsellor support students by providing a psychological counselling, assessment and intervention service.



Jo



Olive

BOYS AND GIRLS ADVISERS

The Boys and Girls Advisers offer advice and support and support students to overcome personal and school issues.



Mrs Willoughby



Mr Kemp

YEAR ADVISERS

Year Advisers support the wellbeing of the students in their year group. They are usually the first point of contact for parents in relation to any issues or problems about a student.



Mrs Pattingale
Year 7



Miss New
Year 8



Mrs Kemp
Year 9



Mr Kilgannon
Year 10



Miss Bruce
Year 11



Miss Voerman
Year 12

SCHOOL INFORMATION

Aboriginal Education Team

THS has a proud and deadly Aboriginal Education Team comprising of both First Nations and non-First Nations students, staff and community members. Regular meetings are held to discuss issues relating to Aboriginal Education and for students to share their ideas. The team plans the delivery of Sorry Day lessons, reconciliation events and NAIDOC celebrations.

THS employs an Aboriginal Education Officer (AEO). The role of the AEO is to work closely with teachers to develop culturally appropriate resources and programs. The AEO promotes Aboriginal education, encourages students and supports parents.

The AEO works with teachers to assist Aboriginal students achieve their potential and keep the Aboriginal community informed of students' progress and achievements, and of things like parent meetings, school activities, new programs and other changes. The AEO provides a role model for Aboriginal students and has a positive impact on helping them achieve their potential.



Assessment

At the beginning of each school year, students are provided with a Student Information and Assessment Booklet. This booklet contains important information about when each course has scheduled assessment tasks. The booklet also contains the Temora High School Assessment and Exams Procedures Years 7-12.

Assessment tasks may take the form of in-class or at-home assessments. Tasks need to be handed in and completed at the time/date specified by the teacher. Students will receive at least two weeks written notification of an assessment task.

Attendance

Every day counts. Students must attend school every day. Attendance is a key part of student success at school and in future education, training and work. Commitment to learning is lifelong. Parents and carers are to ensure students who are enrolled at THS attend every day the school is open for instruction including school sports days, swimming carnivals, excursions, wellbeing days and similar events.

THS and the Department of Education have high expectations for attendance. It is expected that **all students attend school more than 90% of the time**. An absent rate of 10% equals 20 days absent per year or one day per fortnight.

Days missed = years lost

A day here and there doesn't seem like much, but...

When your child misses just...

they miss weeks per year

and years over their school life

1 day per fortnight = **4** weeks = **Over 1** year missed

1 day per week = **8** weeks = **Over 2.5** years missed

Students are only to be absent from school if they:	What needs to be done:
Are sick or have an infectious disease, e.g. flu	Provide the school with a medical certificate if absent two or more days or if the student has had more than 10 sick days in one year.
Have an unavoidable medical appointment	Schedule appointment outside school hours. If only for part day, students must attend the remainder of the school day.
Are required to attend a recognised religious holiday	Communicate this to the school in advance.
Have exceptional or urgent family circumstances e.g. attending a funeral.	Provide a note to the school as soon as possible.

Bell Times

The school day commences with Home Group at 8.50am. Students should not arrive at school before 8.20am. Lessons conclude at 3.20pm on Monday, Tuesday, Thursday and Friday. Lessons conclude at 2:35pm on Wednesday.

Students who do not travel home via bus may leave school grounds at the conclusion of the last lesson. Students who travel by bus must wait on school grounds. Buses arrive to collect students from 3:30pm. Please see section titled **Bus Travel** for information about buses.

On Wednesdays, the school will offer organised activities from 2.35pm-3.30pm for students waiting for bus travel. Any student may stay at school to participate if they choose. A supervised study/homework session and a physical activity will be offered.

All students in Years 7 to 10 will participate in sport every Wednesday. Years 11 and 12 students have mandatory Failsafe each Wednesday, unless attending other scheduled lessons.

	MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
Breakfast Club	Optional 8:20-8:50am everyday				
Period 0	8.50am - 9.15am Home Group Assembly MPU	8.50am - 9.15am Home Group + TRP	8.50am - 9.00am Home Group	8.50am - 9.15am Home Group + TRP	8.50am - 9.15am Home Group + TRP
Period 1	9.15am - 10.15am	9.15am - 10.15am	9.00am - 10.00am	9.15am - 10.15am	9.15am - 10.15am
Quick break	10.15am-10.20am	10.15am-10.20am	10.00am-10.05am	10.15am-10.20am	10.15am-10.20am
Period 2	10.20am - 11.20am	10.20am - 11.20am	10.05am - 11.05am	10.20am - 11.20am	10.20am - 11.20am
Recess	11.20am - 11.50am	11.20am - 11.50am	11.05am - 11.35am	11.20am - 11.50am	11.20am - 11.50am
Period 3	11.50am - 12.50pm	11.50am - 12.50pm	11.35am – 1.05pm Sport	11.50am - 12.50pm	11.50am - 12.50pm
Period 4	12.50pm - 1.50pm	12.50pm - 1.50pm		12.50pm - 1.50pm	12.50pm - 1.50pm
Lunch	1.50pm - 2.20pm	1.50pm - 2.20pm	1.05pm – 1.35pm	1.50pm - 2.20pm	1.50pm - 2.20pm
Period 5	2.20pm - 3.20pm	2.20pm - 3.20pm	1.35pm – 2.35pm	2.20pm - 3.20pm	2.20pm - 3.20pm

Breakfast Club

A Breakfast Club operates at THS and is run by the Student Support Officer and volunteers. This service operates from the **canteen** from **8:20am every morning**. Breakfast Club aims to ensure that all students have the opportunity to start the day with a nutritional breakfast.

Celebrating Students

THS prides itself on the opportunities it provides for our students and the way it continually recognises, encourages and rewards positive behaviour, achievement and growth.

We always want to hear about our students' good deeds and achievements in sport, community and leadership. We invite students and parents/carers to please tell us if you have reached a high level in sport, how you are helping in the community and any leadership positions you hold or leadership teams you are part of. We all work together to make our town a great place to live and grow. We will recognize these successes with our school community via special assemblies, on our Facebook page and in our newsletter.

Celebration Assemblies

At Celebration Assemblies we recognise student achievement and learning growth across all KLA's as well as celebrating excellent attendance. We regularly invite and show our appreciation to community members who have supported our school in various ways. At our Celebration Assemblies we wish to not only celebrate what our students do at school but also recognise the great things they do in our community.



School Representation Certificates are awarded to students who represent the school at any level, whether through playing or officiating.

Presentation Day

At our Annual Presentation Day we recognise many students for a great variety of outstanding achievements and we look forward to this very special celebration each year.

Merit Awards

Class Merits are awarded to students for a range of criteria including excellence in class, improvement, honesty, effort, above and beyond, consideration for others, empathy and understanding, initiative, resilience and perseverance. Staff enter merits into Sentral, then they are distributed to students during home group or assembly.

Equipment Requirements

Please see stationery requirements for all students Years 7-12 at the back of this booklet.

Students should be ready to learn by coming to school every day with:

- Blue, black and red pens
- 30cm ruler
- HB pencils
- Glue stick
- Coloured pencils and/or textas
- Scissors
- Set of highlighters (at least 4 different colours)
- Scientific Calculator
- Equipment for TAS subjects (e.g., safety glasses, apron, container, etc.)
- Student diary
- Books for each subject
- Backpack, including recess, lunch (or money to purchase food when the canteen is open) and a water bottle
- Yondr pouch

All students require a scientific calculator and this must be brought to each mathematics lesson. Calculators can be purchased from the Administration Office (\$30), together with safety glasses (\$2) and aprons (\$10) required for technology subjects.

Extra-Curricular Activities

Students can participate in many different and additional activities offered by the school. It is required that students approach the coordinator of these activities when advised via daily student notices, or by asking the Administration Office for assistance. For sporting representation students must see Miss Bruce.

To participate in extra-curricular excursions, including sport, creative and performing arts, and high-performance and gifted education opportunities, students must: have satisfactory attendance; regularly wear school uniform; participate in classroom activities; complete assessment tasks; and behave appropriately in the classroom and playground.

Camps and excursions may include:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Year 7 Orientation Camp 3 days Week 6 approx. Year 11 Life Ready Camp 3 days Week 2 or 3 approx. Year 12 UoW Discovery Day 2 days Week 3 or 4 approx. 	<ul style="list-style-type: none"> Years 9-12 PASS/PDHPE/ Sports Coaching Sporting Event Trip 2 days Timing depending on scheduling of games 	<ul style="list-style-type: none"> Year 9 Adventure Camp 3 days Week 1 or 2 approx. Year 12 Senior Sneak 1 day Week 10 Years 9-11 Darwin Safari (every 3 years) 2 weeks Term 3 holidays First offered to Years 9-11 Year 12 ineligible except for 2024 	<ul style="list-style-type: none"> Year 8 Day Excursion 1 day Week 6, 7, or 8 Year 10 Day Excursion 1 day Week 6, 7, or 8

Library

Hours of Operation: Monday to Friday, 8:40am-3.30pm

Services

- Borrowing - students may borrow up to three books for a period of two weeks. These loans are renewed if the books are required for a longer period of time.
- Photocopying and printing are available to all students in the Library.
- Senior students use the library for private study periods.
- Facilities for students who study via Aurora College and other distance education centres.
- Computers/Laptops are available for students to access information using the internet, complete assessment tasks and print work.
- Video-conference access may be booked for meetings or class groups.



Mobile Phones and Digital Devices - Off + Locked Away

Temora High School is a phone free space. The school uses a Yondr pouch system to help students manage their mobile phones and smart devices to reduce student temptation to use a device during school hours. Students are provided one Yondr pouch on their enrolment at THS. Additional Yondr pouches are \$20.

The Yondr Program utilises a simple, secure pouch that stores a phone. Every student will secure their phone in a personally assigned Yondr pouch when they arrive at school. Smart watches can only be used to tell the time and are not to be connected to a phone or network. All other accessories are not to come to school unless notified (for example, headphones for online testing).

Students will maintain possession of their phones and will not use them until their pouches are opened at the end of the school day.

Students are required to bring their Yondr pouch to and from school each day and are responsible for their pouch at all times. Even if they do not bring a phone to school, or own a phone, the Yondr pouch should remain in their school bag at all times. This includes in class, study periods, in hallways between classes and at recess and lunch. It is the student's responsibility to ensure that any mobile device is stored securely away in a Yondr pouch during the school day.

Parent/carers support and co-operation are essential. Students should not be contacted on their personal device during school hours. Urgent messages can be delivered to the student via the Administration Office.

Temora High School is not public land therefore, students are not allowed to take photos/movies or any digital content on site unless it is part of a program of learning and under direct teacher supervision. A copy of the full Temora High School Digital Devices Procedure is available from the school upon request.

Playground Areas

There are many areas of the school where students may move freely during recess and lunch, as they are supervised by teachers. Should a student need assistance, they should approach the teacher on duty. Before school, students are expected to be in the quad or oval areas.

All other areas are considered out of bounds, unless:

- a student is going to the Administration Office
- a student is going to the Library
- a student is moving to an out of bounds area with written permission from a teacher: e.g. the agriculture teacher provides a note for an agriculture student to attend to duties in the ag plot
- a student is leaving the school ground with permission (school pass)

Areas

Oval – Physical activity permitted, no tackle football, games must be played safely

COLA – Basketball and handball only, out of bounds before school

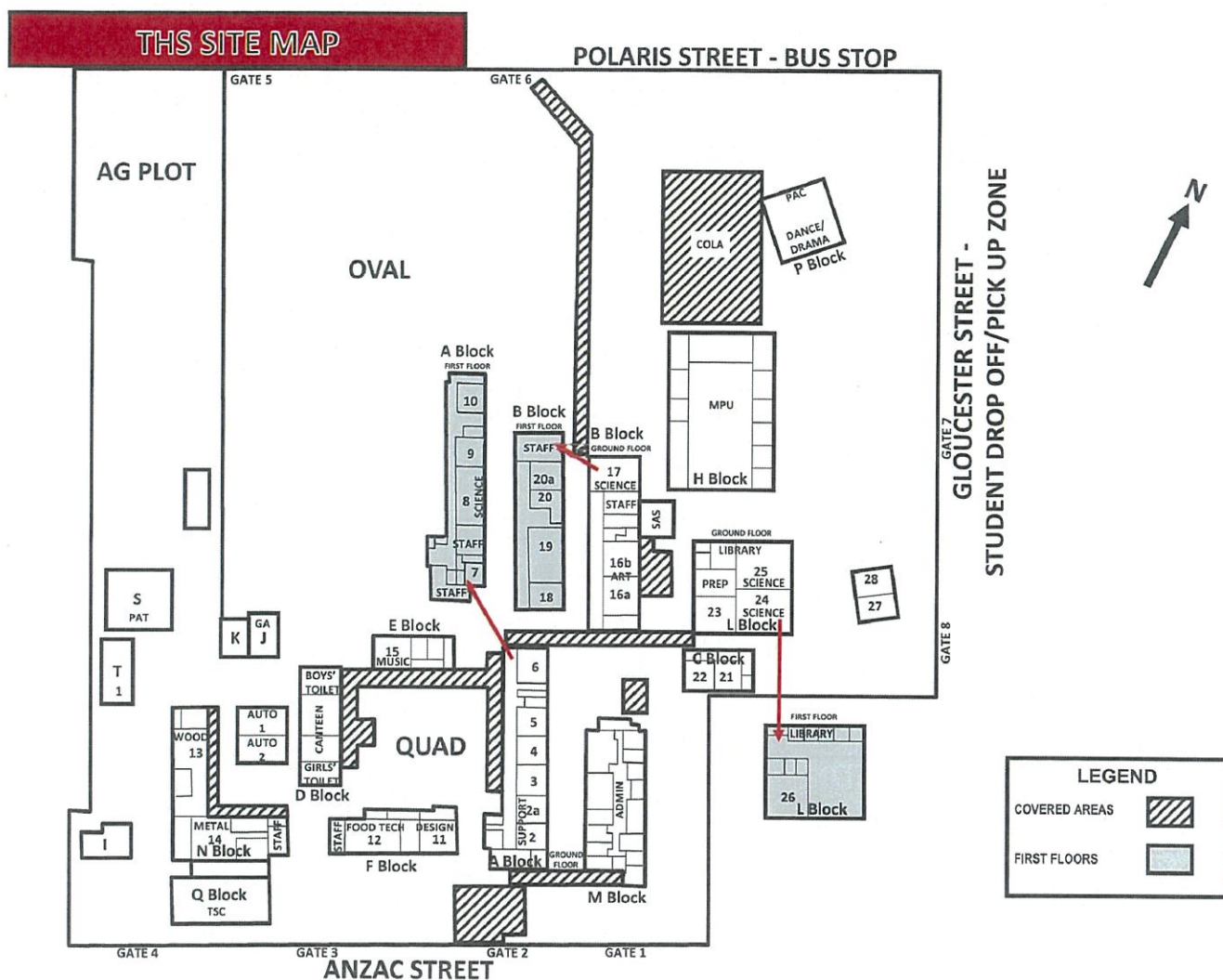
Quadrangle - Passive area, handball permitted

Outside PAC – Years 11 and 12 only

MPU – Out of bounds unless there is an organised activity

Library – Open most breaks, check with library staff

Brabarium – Passive area



Sport

THS has a proud tradition of sporting involvement and achievement. Knockout competitions are open to all students in a wide range of sports from soccer, netball, cricket, basketball, triathlon, volleyball, and many more.

Sport is held every Wednesday. Sport is a compulsory part of the school curriculum for all students in Years 7 to 10. Students are allocated sports on a rotational basis on those sports days when school sports carnivals do not occur.

The sporting houses and their colours at THS are:

Tiger Moth Surname A-F Colour - Yellow	Spitfire Surname G-M Colour - Green	Wirraway Surname N-Z Colour - Blue
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There are two sports carnivals during the school year as well as the running of the Cross Country. Students are encouraged to participate. Successful participants can qualify at these carnivals to proceed to zone, regional and state representation. Attendance at sports carnivals is compulsory.

Student Representative Council (SRC)

The SRC is made up of a group of students elected by their peers who work hard to improve school life for everyone. Students vote for their chosen SRC representative each year. Four students from Years 7-11 are elected to the student body in Term 1 each year. Five students from Year 11 are elected during Term 4 to be the Executive for the upcoming year. A school induction ceremony is held after the elections in Term One. Parents/Carers, family and friends are invited to the ceremony.

The SRC meets regularly to discuss matters of concern to the student body and to plan events. The SRC plays an important role in addressing student needs and promoting positive change within the school. Students develop a range of skills including leadership, organisation, communication and negotiation.



Student Wellbeing

Student resilience and wellbeing are essential for both academic and social development, and are optimised by safe, supportive and respectful learning environments. This responsibility is shared with the whole community. In 2024, THS will be implementing **The Resilience Project** – see below for further information.

At THS we have a **Student Support Officer** who works with staff and students to enhance the wellbeing and learning outcomes of students. Our SSO supports the implementation of the school's whole-of-school approach to wellbeing, helping students develop social and emotional skills through targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships. Our SSO has a pivotal role in working collaboratively with external and other government agencies in their support of students and their families.

Students participate in **Wellbeing Days** throughout the year. Programs for all students will focus on activities to create and maintain a safe learning environment (e.g. anti-bullying, anti-racism, promotion of a healthy lifestyle, online safety). Attendance at Wellbeing Days is compulsory.

The **Learning Support Team (LST)** is an integral component of our student support structure, which aims to offer support and guidance to all students in all facets - educational, emotional and social. If students need assistance they can seek support from their Year Adviser as well as the many other supports available to students at school including the School Counsellor, Girls and Boys Adviser, mentors, etc.

The LST is made up of members of staff. The team meets regularly to plan programs for the whole school, small groups and individuals. Families and staff members are able to refer concerns about the academic progress or wellbeing of students to this team.

The wellbeing and resilience of students and staff are the focus of the student support programs at THS. The school's welfare and discipline procedures aim to promote responsible behaviour, quality learning and self-discipline. The staff at THS recognise that students have different abilities, family and cultural backgrounds, goals and needs. The co-operation of parents and caregivers, working with the teaching and support staff, will improve student outcomes. Families are encouraged to participate in all aspects of their child's school life.

The Resilience Project (TRP)



In 2024, our Community of Schools will be implementing The Resilience Project (Temora Public School implemented the program in 2023). Through presentations, student curriculum, teacher resources and digital content, The Resilience Project's Education Program supports mental health in the classroom, staffroom and family home. TRP has been proven to have impact and influence positive change, which was indicated through independent evaluations by both The University of Adelaide and The University of Melbourne.

Students will participate in three 20-minute TRP lessons each week. The lessons will be delivered by the Home Group teacher, and students will work through TRP activities in their personal workbook. Teachers have, and will continue to, receive professional learning in the delivery of TRP.

Uniform

Wearing school uniform creates a sense of belonging for students and creates a positive identity for the school community. School uniform also contributes to the personal safety of students by allowing easier recognition of students inside the school and in the community. At THS, we expect students to wear uniform during school hours, while travelling to and from school, and when participating in school activities out of school hours. Parents/carers are asked to cooperate with the school in its efforts to have all students wearing the correct school uniform. The THS P&C endorses the THS uniform.

If parents and carers have any financial difficulties purchasing the correct uniform, please contact the Principal or Deputy Principal to discuss any assistance the school may provide; confidentiality is assured.

Junior Uniform	Senior Uniform
<ul style="list-style-type: none"> • Bottom: Plain black THS shorts, or pants/skirt • Shirt: Red polo shirt (with embroidered THS logo), Aboriginal Education Team shirt • Jumper: Red polar fleece, red sloppy joe, THS hoodie* (phased out 2026, the only acceptable hoodie to be worn at school), black THS jacket (all with embroidered THS logo), year-group jersey (Year 10 only), Riverina grey striped jacket • Undershirt: Red/black • Headwear: Wide brimmed hats, caps, beanies (no offensive or inappropriate logos/slogans) • Shoes: Meet WHS requirements, enclosed leather 	<ul style="list-style-type: none"> • Bottom: Plain black THS shorts, or pants/skirt • Shirt: Black polo shirt (with embroidered THS logo), Aboriginal Education Team shirt • Jumper: Black polar fleece, black sloppy joe, THS hoodie* (phased out 2026, the only acceptable hoodie to be worn at school), black THS jacket embroidered (all with embroidered THS logo), year-group jersey, Riverina grey striped jacket • Undershirt: Black/white • Headwear: Wide brimmed hats, caps, beanies (no offensive or inappropriate logos/slogans) • Shoes: Meet WHS requirements, enclosed leather
Formal uniform: White blouse/buttoned up shirt, black tailored pants/skirt, black leather shoes, THS blazer and tie (loaned from Administration Office)	
<i>* Hoods must remain down at all times at school. All drawstrings must be removed from hoodies. The Aboriginal Flag may be embroidered on school shirts – right hand side upper sleeve.</i>	

Out of Uniform

It is understandable that there will be times when the uniform is not available. During such rare times, the student should be dressed in a manner which is appropriate to a classroom. Parents/carers are asked to provide a note to cover these rare occasions and the student must see a Deputy Principal before Home Group and receive a uniform pass. Continued non-compliance with wearing the correct uniform may prohibit students from representing the school on non-compulsory excursions and extra-curricular activities, e.g. sporting representation.

Out of School Uniform Days

THS will occasionally hold out of school uniform days to raise money for charities and projects and/or during excursions. On these occasions, students must dress appropriately. This means:

- clothing must appropriately cover the body – e.g. no bare midriffs, excessively short shorts/skirts. Singlets are not permitted.
- clothing must not have any offensive words or pictures or advertise or name items that are illegal at school, such as alcohol or tobacco.
- if an out of school uniform day falls on a sport or PE day, students must wear appropriate clothing that allows them to participate in physical activity, including footwear.
- **compliant footwear must be worn as a requirement of the Department of Education**

Workplace Health & Safety – Acceptable Footwear

The Department of Education states in the publication *School Uniforms in the New South Wales Government School (2004)*, that under the Workplace Health & Safety Act, schools must ensure that students are not exposed to health or safety risks while they are on Departmental premises. The school has a duty to require students to wear appropriate footwear to avoid injury.

The DoE policy Chemical safety in Schools (1999) clearly states, 'It is mandatory that students carrying out practical activities using chemicals or equipment in school wear enclosed leather footwear'. The following is to be worn each day by students at school and on school excursions (unless otherwise notified).

If a student does not have the correct footwear, they must have a written note from their parent/carer and see the Deputy Principal before Home Group and receive a uniform pass. Students will be unable to participate in some specialist subjects if not wearing the correct footwear.

Acceptable shoes and boots (boots for VET Hospitality and VET Construction Pathways)



Non-acceptable shoes



Safety Glasses

It is mandatory to wear safety glasses on entering any Industrial Arts Workshop and during any Science practical lessons. Safety glasses are available for purchase from the Administration Office.



For Students - What to do if...

I am late to school	If you arrive late, please report to the Administration Office for a Late Slip. You should have a signed and dated note from your parent/carer explaining why you are late. Go straight from the office to class and give the Late Slip to your class teacher.
I am late for class	If you are delayed in a previous class by a teacher, ask for a note with a reason for your lateness. Give the note to your next teacher as soon as you get there. Unexplained lateness may result in disciplinary action.
I feel sick at school	You should have a note from a teacher in order to attend sick bay if it is during class time. You then report to the Administration Office where you will be given First Aid and/or, if necessary, your parent/carer will be contacted.
I lose my timetable	Ask the Administration Office staff to print another timetable. It might be a good idea to take a photo (at home) of your timetable and view before or after school.
I am lost	Any member of staff is able to help you or seek assistance from the Administration Office.
I need to leave the school grounds	Bring a note from your parent/carer explaining why you need to leave early. Collect your Leave Early Slip from the Administration Office and keep it with you until you need it, then show the slip to your class teacher who will allow you to leave class. You must leave via the Administration Office. If your parent or caregiver needs to pick you up unexpectedly, they need to report to the Administration Office and you will be sent for.
I have lost something at school	Check to see if it was handed in at the Administration Office. Avoid bringing large sums of money or valuables to school – you bring these things at your own risk.
I am not in correct uniform	Bring a note from home explaining why. Have the note signed by a Deputy Principal before 8:50am. Financial assistance may be available for uniform purchases. Please see the Administration Office for more information.
I am having trouble with another student	Speak to your Year Adviser, Girls Adviser or Boys Adviser. Also, any member of staff will be able to help you.
I want to go to the toilet during class	We encourage you to go to the toilet during break times. Your teacher will give you a note and allow you to go if it is an emergency only. The Administration Office toilets are available during lesson time.
I would like to get a locker to store my things	Lockers are available to students at THS. Students should see Administration staff for further information about rental, bond fees and keys/security requirements.

For Parents/Carers - General Information

Access to students and staff	All school visitors are required to present themselves at the Administration Office before contacting either students or staff members. A messenger will be sent to bring the student or the staff member to the visitor.
Communication between home and school	Communication between home and school is an important part of your child's education. When necessary, please contact the Administration Office so that your questions can be directed to the right person.
Change of details	If you have had any change of details, such as address, phone number (including mobile number), email address or living arrangements, please make sure you notify us as soon as possible and complete a Change of Details Form available from the Administration Office. Please also notify us if there is a change to your nominated emergency contact phone numbers.
Early leave pass	If you need to collect your child early from school, the procedure is to send a note explaining the time and reason the student needs to be collected into the Administration Office in the morning. An early leave pass is generated from this note which the student uses to leave class at the required time. If an unexpected appointment arises during the day, please phone ahead, giving as much notice as possible so your child can be notified of your intention to pick them up. Calling into the Administration Office unannounced creates a situation where you may need to wait for the student to be located and for someone to be available to collect them.
Home Group/Roll marking	The roll is marked during Home Group each morning (8.50am) as well as during each period throughout the day. Important information is communicated to students during Home Group and it is therefore essential that students listen carefully to these daily messages. Students who are late for school must report to the Administration Office and submit a note from a parent/carer to explain why they are late.
Illegal items	Any items which are illegal are not to be brought to school (this includes cigarettes, e-cigarettes, alcohol, drugs, firecrackers, explosive items and weapons). Possession, handling or sale of such items at school can result in suspension from school and/or police involvement. Please refer to the NSW Department of Education's Student Behaviour Procedures K-12.
Mobile phones and digital devices	See information earlier in this booklet regarding THS's 'Off and Locked Away' procedure.
School website and Facebook page	www.temora-h.schools.nsw.gov.au The school website is a source of information regarding school matters. You may also wish to follow school news on our Facebook page – search Temora High School.

Sick at school	If your child becomes sick during the school day, it is our expectation that your child will report to the Administration Office for assessment and, at times, treatment. If your child needs to be picked up, we will notify you by phone.
Student newsletter	The student-oriented publication is written, photographed, printed and collated by the media studies classes. It is published on a regular basis during each term. It contains lots of photographs and items of interest to the student community and it aims to cover as many of the activities in which THS students are involved as possible.
Supervision of students	Parents/carers are advised that staff are on duty to supervise students from 8.20am each day. Students are then under the supervision of classroom teachers until classes are dismissed and/or the last school bus departs at approximately 3.35pm.
Textbooks	Students may be loaned textbooks. These are the property of the school and should be returned promptly when asked for by their teachers. If students lose or damage a textbook or equipment, you will be asked to pay for its replacement.
THS Newsletter	The THS newsletter is published regularly and is emailed home to each family. The newsletter contains items of interest to parents/carers, including a school calendar of coming events, Principal's Report, news from P&C as well as details of student-based activities. The newsletter often contains information of value from external organisations such as TAFE, sporting clubs and community groups.

Behaviour code for students

NSW public schools

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

education.nsw.gov.au





Back to School Stationery Requirements 2024

Everyday stationery items include: Blue, black and red pens, 30cm ruler, HB pencils, glue stick, coloured pencils and/or textas, set of highlighters (at least 4 different colours), Scientific Calculator (available from Administration Office \$30.00), student diary.

Year 7	Year 8	Years 9 and 10	Years 11 and 12
<p>English - 192 page A4 exercise book</p> <p>History/Geography (students study one per semester.) They will need a 48 page A4 exercise book for each subject. Geometry set (also used for Mathematics) - 360-degree protractor recommended. They will also require a display folder to put worksheets provided in class</p> <p>Korean - 192 page A4 exercise book, apron, dish cloth, tea towel, container, leather enclosed shoes..</p> <p>History/Geography (students study one per semester.) They will need a 48 page A4 exercise book for each subject. Geometry set (also used for Mathematics) - 360-degree protractor recommended. They will also require a display folder to put worksheets provided in class</p> <p>Industrial Technology (Timber, Metal) - WHS personal safety glasses, personal protective overalls, Leather enclosed shoes.</p> <p>Korean - 192 page A4 exercise book</p> <p>Mathematics - 192 page grid book, geometric equipment (compass, ruler and protractor), Scientific Calculator (available from Administration Office \$30.00)</p> <p>Music - 96 page Music exercise book</p> <p>PDHPE - Teacher provided booklets</p> <p>Science - 160 page A4 exercise book</p> <p>Support Unit - 8 x 128 page A4 exercise books, A3 Visual Art Diary</p> <p>Technology - A4 96 page exercise book, apron (towel, dishcloth, container, old work shirt or similar, WHS personal safety glasses, leather enclosed shoes.</p> <p>Visual Art - A4 Visual Art Diary</p>	<p>Agriculture - No requirements, books supplied</p> <p>Dance - 192 page A4 exercise book</p> <p>Digital Media - 128 page A4 spiral bound notebook</p> <p>Drama - A4 192 page A4 exercise book</p> <p>English - 192 page A4 exercise book,</p> <p>Food Technology - 192 page A4 exercise book, apron, dish cloth, tea towel, container, leather enclosed shoes..</p> <p>History/Geography (students study one per semester.) They will need a 48 page A4 exercise book for each subject. Geometry set (also used for Mathematics) - 360-degree protractor recommended. They will also require a display folder to put worksheets provided in class</p> <p>Industrial Technology (Timber, Metal) - WHS personal safety glasses, personal protective overalls, Leather enclosed shoes.</p> <p>Korean - 192 page A4 exercise book</p> <p>Mathematics - 192 page grid book, geometric equipment (compass, ruler and protractor), Scientific Calculator (available from Administration Office \$30.00)</p> <p>Music - 96 Page Music Exercise Book</p> <p>PDHPE - Teacher provided booklets</p> <p>PDM - Digital Learning</p> <p>Science - 160 page A4 exercise book</p> <p>STEM - A4 96 page exercise book, WHS personal safety glasses, Leather enclosed shoes.</p> <p>Support Unit - 128 page A4 exercise book for each subject, mainstream subject requirements</p> <p>Technology - A4 96 page exercise book, apron (available from Administration Office \$10.00), tea towel, dishcloth, container, old work shirt or similar, WHS personal safety glasses, leather enclosed shoes.</p> <p>Visual Arts - A4 Visual Art Diary</p>	<p>Agriculture - No requirements, books supplied</p> <p>Child Studies - 192 exercise A4 book</p> <p>Commerce - 192 page A4 book and 2 ring folder or display folder (for two years)</p> <p>Dance - 192 page A4 exercise book</p> <p>Drama - 2 x 192 page A4 exercise books</p> <p>English - 192 page A4 exercise book,</p> <p>Food Technology - 192 page A4 exercise book, apron, dish cloth, tea towel, container, leather enclosed shoes.</p> <p>History/Geography (students study one per semester.) They will need a 48 page A4 exercise book for each subject. Geometry set (also used for Mathematics) - 360-degree protractor recommended. They will also require a display folder to put worksheets provided in class</p> <p>Industrial Technology (Timber, Metal and Automotive) - A4 192 page exercise book, WHS personal safety glasses, personal protective overalls, Leather enclosed shoes.</p> <p>Mathematics - 192 page grid book, geometric equipment (compass, ruler and protractor), Scientific Calculator (available from Administration Office \$30.00)</p> <p>Media Studies - 128 page A4 spiral bound notebook</p> <p>Music - 192 page music book with manuscript lines</p> <p>PASS - Teacher provided booklets</p> <p>PDHPE - Teacher provided booklets</p> <p>PDM - Digital Learning</p> <p>Science - 160 page A4 exercise book</p> <p>STEM - A4 192 page exercise book, WHS personal safety glasses, personal protective overalls, Leather enclosed shoes.</p> <p>Support Unit - 128 page A4 exercise book for each subject, mainstream subject requirements</p> <p>Textiles and Design - 128 page A4 exercise book, A4 visual art diary</p> <p>Visual Arts - A3 Visual Art Diary</p>	<p>Agriculture - No requirements, books supplied</p> <p>Ancient/Modern History - A4 loose leaf folder, folder dividers</p> <p>Business Studies - A4 loose leaf papers, A4 folder dividers and 3 ring A4 folder (only one folder required if taking other HSE subjects such as Legal Studies and Geography)</p> <p>CARS - 192 page book A4 loose leaf folder, dividers</p> <p>Dance - 192 page A4 book; loose leaf folder, dividers</p> <p>Drama - 192 page A4 exercise book, 2 x A4 art journals</p> <p>English - A4 loose leaf folder, folder dividers</p> <p>Exploring Early Childhood - 192 page book A4 loose leaf folder, dividers</p> <p>Food Technology - 192 page A4 exercise book, apron, dish cloth, tea towel, container, leather enclosed shoes.</p> <p>Geography - A4 loose leaf papers, A4 folder dividers and 3 ring A4 folder (only one folder required if taking other HSE subjects such as Legal Studies and Geography).</p> <p>Geometry set - 360-degree protractor recommended</p> <p>Hospitality - A4 192 page exercise book, black button up shirt, long black pants, black leather shoes.</p> <p>Industrial Technology - WHS personal safety glasses, personal protective overalls, leather enclosed shoes.</p> <p>Legal Studies - A4 loose leaf papers, A4 folder dividers and 3 ring A4 folder (only one folder required if taking other HSE subjects such as Legal Studies and Geography)</p> <p>Mathematics - 192 page grid book, geometric equipment (compass, ruler and protractor), Scientific Calculator (available from Administration Office \$30.00)</p> <p>PDHPE - 128 page exercise book</p> <p>Sciences - Binder note book</p> <p>SLR - A4 loose leaf folder, dividers</p> <p>Support Unit - 128 page A4 exercise book for each subject, mainstream subject requirements</p> <p>VET Construction, Metals and Primary Industries - WHS personal safety glasses, personal protective overalls.</p> <p>Visual Art - A3 Visual Art Diary, loose leaf folder with lined paper or exercise book</p> <p>Textiles and Design - A4 loose leaf folder, lined paper, dividers, A4 Visual Arts diary</p> <p>Work Studies - 128 Page A4 exercise book, A4 display folder</p>
<p>2024 School Return Dates</p> <p>Tuesday 30th and Wednesday 31st January – Staff Development Days</p> <p>Thursday 1st February 2024 – First day back for Years 7, 11 and 12 only <i>A BBQ lunch will be provided for all students.</i></p> <p>Friday 2nd February 2024 – All students return</p>			

All stationery requirements are available from Wylies Newsagency, Hoskins St Temora

School uniforms available from Millers Trophies and Embroidery, Hoskins St Temora

TEMORA HIGH SCHOOL

2024 Assessment Booklet and Senior Student Expectations

FROM THE PRINCIPAL

Message to Senior Students

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.

The information contained in here is designed to give you important information about your assessments in 2024 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. You should ensure that you understand the procedures, programs and implications of the material presented.

This booklet also outlines information about what the senior commitment involves. Make sure that you read and understand everything that is written here.

Message to Parents and Carers

This booklet provides an outline of the school-based assessment program for courses offered at THS in 2024. Students, alongside their and parents/carers, should ensure that they understand the procedures, programs and implications of the material presented.

This booklet is also designed to point out clearly what we feel is the level of student commitment needed to gain a positive HSC result. I encourage you to discuss and clarify with your child their commitment to school in order to support them through the senior years.

Please contact me if you would like to discuss your child's learning.

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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*Information about students **driving** to school is included loosely in this booklet. Students who intend to drive to and from school must return the included permission note.*

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 NESA
- applied themselves 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

A lot of work done in class may not be directly related to an assessment task. Students are reminded that classwork and assignments that are not formal assessment tasks need to be completed with just as much care and time.

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

Students must maintain an attendance rate higher than 85% for each subject.

Senior attendance will be marked in Home Group (8.50am). This will allow students to have access to all procedures/programs, notes and information. Students are **NOT allowed to leave the school premises during school hours**.

Senior students are to attend school:

- Year 11 from 8.50am until 3.25pm, each day. Year 11 students have the option to attend sport on Wednesday. Otherwise, they are in private study in the Library.
- Year 12 from 8.50am until 3.25pm each day including private study periods.
- Sport is not offered for Year 12 students unless they have special permission or are involved in representative or school team sports. They must be up to date with all course work to be allowed to participate in sport.

Students are expected to attend all school events, i.e. sporting carnivals, wellbeing days, etc. If students choose not to attend and support junior school students at events, THS may re-consider their eligibility to attend extra-curricular or school representation activities, especially if attendance is under 85%.

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 cannot satisfactorily complete their HSC if they have persistent absences from class.

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:

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

TAFE EVET REQUIREMENTS

Students studying a TAFE EVET course often rely on that course to count towards the HSC. If students are studying a course at TAFE they must be prepared to:

- Attend all TAFE lessons – attendance is monitored, and students may fail the course if they don't attend the minimum number of hours required.
- Complete the work and hand in the required assignments – TAFE informs the school of students who are not completing the course. The same rules for satisfactory completion of a course apply.
- Catch up on any work missed during the school lessons conducted while students are at TAFE.

SYLLABUS USAGE BY COURSE

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 examinations 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>

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, students are shown where to find the syllabus online. A hard copy and the course requirements are issued to each student in the course. Teachers 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, teachers 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 students 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.

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

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. Students are shown how to access the Stage 6 Drama Syllabus on the NESA website.

English (all courses) - At the start of the course, students are shown where to find the syllabus online. A hard copy and the course requirements are issued to each student in the course. Teachers 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, teachers 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 students 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.

Hospitality (VET) - A syllabus is provided to students 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.

Industrial Technology - A syllabus is provided to students 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.

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, students are shown where to find the syllabus online. A hard copy and the course requirements are issued to each student in the course. Teachers 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, teachers 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 1 - The Music syllabus is provided to students 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.

Personal Development, Health and Physical Education - With each new unit of work, a copy of the relevant part of the syllabus is distributed to students. Teachers 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 the syllabus are outlined at the beginning of the 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.

Sport 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 and Design - A syllabus is provided to students 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:

- In Year 11, a maximum of three formal assessment tasks for each 2-unit course
- In Year 12, a maximum of four formal assessment 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 Year 11 Yearly Examinations and Trial HSC Examinations.
2. Dates for the Year 11 Yearly Examinations and 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 Administration 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. **Referencing and Bibliographies:** Assessment notifications will include specific information about referencing and bibliography requirements. Students must adhere to these requirements to demonstrate academic integrity in their work. Any work that is submitted, and that is not the student's own, must be referenced appropriately. Students must also acknowledge the sources consulted to support the content of their work using either a Reference List or Bibliography, as stated on the task notification.
8. **Malpractice in examinations and/or assessment tasks** - cheating, plagiarism, copying another student's work, during an exam or task is viewed seriously by the school. The student/s will be interviewed by the Head Teacher and Deputy Principal and an appropriate penalty will be determined. A score of zero (0) may be recorded for a student in an examination or assessment task as a result of malpractice and a N Warning letter will be issued. This will also be reported to NESA.

Plagiarism 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. The use of Generative Artificial Intelligence (AI technology that creates new work or alters existing work from the vast amount of data available on the internet) is discouraged, unless specifically stated on an assessment notification. The use of this technology, without correctly sourcing, or acknowledging its use, is also an example of plagiarism.

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.

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"/> Reduced late penalty <input type="checkbox"/> Alternate task <input type="checkbox"/> Resubmission	<input type="checkbox"/> Average of past assessments <input type="checkbox"/> Accept task but zero marks <input type="checkbox"/> Other
	<input type="checkbox"/> Not approved	<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"/> Not approved	<input type="checkbox"/> Insufficient evidence or reasoning	<input type="checkbox"/> Mark changed to
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:

REFERENCE LIST AND BIBLIOGRAPHY GUIDELINES

A reference list is a list of all the items mentioned in an assessment.

A bibliography is a detailed, alphabetical list of **ALL** sources used in the research and preparation of an assignment, essay or other research topic, whether cited within your work or not.

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.
	<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.

Internet site <i>Note: if no date of placement on the internet for site is given, write n.d. (i.e. no date)</i>	Author/Source, Year put on the web, <i>Title of page, URL (accessed <date>)</i>	Board of Studies, 1997, <i>Guidelines for the new Senior English Syllabus</i> , http://boardofstudies.com.au (accessed 12 September 2006)
Personal Email	Name of sender, email address of sender, subject, date of post, date read.	Andrec, M. andrec@glyco.chem.yale.edu 'New England School of Bandura', 18 April, 2005, personal email 19 th April, 2005.
Book - Corporate Author	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.	Criminal Justice Commission 2004, <u>Statement of Affairs</u> , Toowong, QLD.
Audio Visual: Video Recordings	Author given: Author or director/producer, year of production, <i>Title</i> (format e.g. sound recording), production company, place of production.	Ash, Eve, 1988, <i>Contraception : Ready or Not</i> (video recording) Seven Dimensions, Geelong, Victoria.
	No author given: Write 'no date' instead of giving the year of publication as example above.	<i>The migrant experience: Are you fair dinkum?</i> , (video), no date, Film Australia, Lindfield, N.S.W.
	Television program	<i>Simpsons, The</i> (video recording) 15 July 1993, Ten Television.
Electronic Media (similar to audio visual items)		Farmer, E.L. 1994, 'Mao Tse-Tung', (CD ROM), <u>New Grolier Multimedia Encyclopedia</u> .
Periodical, journal or magazine articles	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.	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.

PRIVATE STUDY

Private Study periods (including Period 1 and 5) must be spent in the Library or allocated classroom as is shown on the timetable unless alternate arrangements have been made with another teacher and the Private Study teacher has been informed (for example working on a major project in a practical space).

Private Study periods provide a great opportunity to complete schoolwork, study and prepare for assessments. Students who study a subject via distance education are to use private study periods to complete course work.

Students who are not completing sufficient classwork, have less than 85% attendance, are not attending private study periods, have an N determination warning letter and/or have not been completing assessments may lose privileges, including school representation.

HOMEWORK, STUDY AND WORK

It is our expectation that all senior students will complete regular nightly homework, revision, and study. Research has shown that students who revise their work and prepare for the next lesson at home are far more effective and cope more easily with the stress of senior study.

The Atomi website can help students study or prepare for upcoming learning: www.atomi.com

School should be students' number one priority in senior study. One way that students will demonstrate this is by how much work they do at home and how often they do it.

An average of two hours homework and study per night Monday to Friday could be used as a guide.

Work and social commitments should be kept in balance. Many students work and can have time off when exams or assignments are due at school. Many students allocate social time at the weekends and do not let it interfere with study and homework during the week. Students should try to rest on weekends however, they may need to allocate further study at peak periods (before exams, major projects, multiple tasks due).

WORK ETHIC, COMMITMENT AND MOTIVATION

Senior students who are successful, commit themselves to the task they have taken on – the HSC – with the aim of getting the best results possible.

Students who show a positive work ethic ('I am here to do my best'), commitment ('I am prepared to put in the necessary effort') and motivation ('I will always do the best I can') will achieve the HSC result that they will be proud of.

A positive mindset is very powerful.

SCHOOL UNIFORM

Senior students are expected to wear full school uniform every day. Uniform will be monitored in classes and in Home Group, with issues being referred to the Deputy Principal.

Senior students are role models for the junior school students. We have a high expectation on uniform. Not wearing school uniform regularly may result in a loss of school representation privileges.

DRIVING

All students who drive need to take extreme care and be very responsible when driving, especially on school days. No school or family wants to see any injuries to students, especially during Years 11 and 12.

If you wish to drive to school at any time during the year, you must have returned the THS Driver Approval form included in this booklet to the Administration Office, signed by your parent/carer so you and your parent/carer know and accept the risks and responsibility of driving.

If you wish to travel in a car driven by another student to or from school at any time during the year you must also return the approval form. Under no circumstances are drivers allowed to have younger students with them during the school day, unless siblings, and only if they are stated on the Driver Approval Form. Only students with parental permission are allowed to travel in other students' cars.

Student drivers are to park on Gloucester Street. No student will be permitted to drive to any school activity such as a sporting event, meeting, or school excursion.

Our school takes pride in maintaining a positive image within the local community. With an increasing number of our students driving to and from school, it is important that they recognise that any careless and unsafe driving reflects poorly not just on them personally but also on the school.

Members of the school community are requested to inform the school if they are aware of any students who are driving in a reckless or dangerous manner or who are not adhering to road rules. Any reports made will be taken seriously and investigated. If student drivers have been found to put themselves and other road users at risk, appropriate sanctions will be carried out and if necessary, the police notified. Concern for our students' safety and welfare are paramount and we ask that the whole school community works together to achieve this end.

Temora High School accepts no responsibility for any damage to cars or any theft of items from cars.

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>



Provisional Licence Driver School Approval Form 2023 - 2024

Young drivers with friends in the vehicle can be a dangerous combination. Please think carefully before giving approval. Parents should ensure that their child is travelling with a driver who has: a current NSW Drivers Provisional Licence, Comprehensive Insurance and is driving a Registered Vehicle.

- Student parking is on Gloucester Street. Drivers need to ensure they adhere to speed limits especially in school zones.
- Students are allowed to drive to school at the start of the day and from school at the end of the school day.
- Students can only leave after permission is granted by parents/carers and they have signed out at the office for a valid leave reason (e.g. sickness, appointment).
- **Students cannot leave for lunch/study periods or drive other students during school hours.**

Year 12 studies begin at the start Term 4 each year and students will need to complete a new Driver Approval form at this time.

Mr Ian Pattingale
Principal

Student Name:

I give permission for my child to:

- | | |
|---|----------|
| 1. Drive a vehicle to and from school | Yes / No |
| 2. Take other students as passengers (listed below) to or from school | Yes / No |

Please ensure that other students have permission from their parents before driving with your child.

The school's recommendation that a maximum of 2 passengers for journeys to or from school should be adhered to. Parents acknowledge the risk of an accident increases with an increase of passengers.

Names of Selected Passengers:

We realise the responsibilities and dangers associated with motor vehicles and agree to abide by the above. Any infringement with this agreement will result in all senior driving privileges being withdrawn.

Parent/Carer signature:

Student signature:

Mobile No:

Mobile No:

Date:/...../.....

Date:/...../.....

This form must be returned to Administration Office before driving to and from school is permitted



THS SCOPE AND SEQUENCE

Year 11 Assessment Overview 2024

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

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	VET Work Placement	Visual Arts	CAFS	Music 1	Agriculture	Biology EEC Food Tech	English Adv English Stand. English Stud. Physics PDHPE	Dance Maths Adv. Maths Ext. Maths Stand.	VET Work Placement	

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Anc. History Chemistry	Visual Arts	Bus Studies EEC (or Wk 4)	Ind Tech.		English Stud. Music 1	Assessment free week	Yearly Exams	VET Work Placement	



THS ASSESSMENT SCHEDULE

Agriculture – Year 11 2024



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 7	Term 2, Week 5	Term 3, Week 8	
	Outcomes Assessed P1.1, P1.2, P2.1	Outcomes Assessed P2.1, P4.1	Outcomes Assessed P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1	
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 2024



Term 1	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: 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.										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 2	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										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 3	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										
								Yearly Examination	Unit title: Animal Production Systems (Cont)		



THS ASSESSMENT SCHEDULE

Ancient History – Year 11 2024



Component	Task 1	Task 2	Task 3	Weighting %
	Source Portfolio 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 2024



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: Investigating Ancient History – The Nature of the Ancient Past and Case Studies Overview: The Investigation of Ancient Sites and Sources and Case Study 1: A6-Troy Syllabus outcomes: AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9, AH11-10									
	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									
Term 2	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)									
	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									
Term 3	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									
	Yearly Examination							Unit Title: Features of Ancient Societies (Cont)		



THS ASSESSMENT SCHEDULE

Biology – Year 11 2024



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 BIO11/12-2 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 2024

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit 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										
	Unit title: Module 2										

	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)</p> <p>Overview: Students examine the structure and function of transport systems in living things and compare their nutrient and gas requirements.</p> <p>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</p> <p>Overview: Students investigate the effects of the environment on organisms, and the theory of evolution by natural selection.</p> <p>Syllabus outcomes: BIO11/12-1, BIO11/12-2, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-10</p>									

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



THS ASSESSMENT SCHEDULE

Business Studies – Year 11 2024



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



THIS SCOPE AND SEQUENCE

Business Studies – Year 11 2024



Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit 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					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					

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Core Part 2 – Business Management (Cont)					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				

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



THS ASSESSMENT SCHEDULE

Chemistry – Year 11 2024



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 3, Week 1	Term 3, Week 8	
	Outcomes Assessed CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-5 CH11-9	Outcomes Assessed CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-9 CH11-9 CH11-10	Outcomes Assessed CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-10 CH11-11	
Skills in working scientifically	15	30	15	60
Knowledge and understanding	10	10	20	40
Total %	25	40	35	100



THIS SCOPE AND SEQUENCE

Chemistry – Year 11 2024

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: 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					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				
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 2	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				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					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 3	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				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					
					Unit title: Module 4: Drivers of Reactions (Cont) Yearly Examination					



THS ASSESSMENT SCHEDULE

Community and Family Studies (CAFS)

– Year 11 2024



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



THS SCOPE AND SEQUENCE

Community and Family Studies (CAFS) – Year 11 2024



Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic: Resource Management Overview: This module emphasises the fundamental importance of the skill of resource management, which is the use of resources to satisfy needs in order to 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. Syllabus outcomes: P1.1 P1.2 P3.2 P4.1 P4.2 P5.1 P6.1											

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic: Families and Communities 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. Syllabus outcomes: P1.1 P1.2 P2.2 P2.4 P3.1 P3.2 P4.1 P4.2 P6.1										

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic: Individuals and Groups 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. Syllabus outcomes: P1.2 P2.1 P2.3 P3.2 P4.1 P4.2 P6.2										
								Yearly Examination	Topic: Individuals and Groups (Cont)	



THS ASSESSMENT SCHEDULE

Dance – Year 11 2024



Component	Task 1	Task 2	Task 3	Weighting %
	Presentation of Dance Performance Performance of class sequence, including process diary with reflection and safe dance practice research.	Core Composition Practical demonstration of draft Core Composition with oral elaboration including process diary record of intentions, research, decision making and problem solving	Yearly Examination Written Exam Core Appreciation Presentation of Performance: demonstrating dance technique, and performance quality, including process diary, written reflections, observations and research	
	Term 1, Week 8	Term 2, Week 8	Term 3, Week 8	
	Outcomes Assessed P1.3, P2.1, P2.4, P2.5	Outcomes Assessed P1.1, P3.1, P3.4, P3.5	Outcomes Assessed P1.2, P1.3, P2.4, P4.2, P4.3	
Performance	20		20	40
Composition	10	20		30
Appreciation		10	20	30
Total %	30	30	40	100



THS SCOPE AND SEQUENCE

Dance – Year 11 2024



Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit title: Building Our Skills Overview: How we move, how we create, how we see and respond to movement (Assessment task 1- Core Performance) Generating movement- where do I start? Syllabus outcomes: P1.3, P2.1, P2.4, P2.5											
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit title: Keep Building Overview: The moving body, compositional process, the language of dance (Assessment task 2- Core Composition) Breaking it down- looking at and analysing dance Syllabus outcomes: P1.1, P3.1, P3.4, P3.5											
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit title: The Big Picture Overview: Interrelationship of areas of study (Assessment Task 3- Yearly exam) Syllabus outcomes: P1.2, P1.3, P2.4, P4.2, P4.3											
								Yearly Examination	Unit title: The Big Picture (Cont)		



THS ASSESSMENT SCHEDULE

English Advanced – Year 11 2024



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	Outcomes Assessed	Outcomes Assessed	
	EA11-1, EA11-4, EA11-7, EA11-8, EA11-9	EA11-2, EA11-3, EA11-4, EA11-5, EA11-6	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 2024

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit title: Common Module: Reading to Write							Unit title: Module A: Narratives that Shape the World			
	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										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit title: Narratives that Shape the World (Cont)							Unit Title: Module B: Critical Study of Literature			
	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										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit title: Module B: Critical Study of Literature (Cont)							Yearly Examination	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										



THS ASSESSMENT SCHEDULE

English Standard – Year 11 2024



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 2024



Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit 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							Week 8	Unit Title: Module A: Contemporary Possibilities		
								Week 8			

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Module A: Contemporary Possibilities (Cont) Overview: Students access a variety of modes and forms to explore the representation of ideas that can be created in this digital world. Syllabus outcomes: EN11-1, EN11-2, EN11-3, EN11-5, EN11-6, EN11-7					Week 6	Unit Title: Module B: Close Study of a Text			
						Week 6				

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Module B: Close Study of a Text (Cont) Overview: Students examine a novel 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					Week 6	Week 7	Week 8	Unit title: Module B: Close Study of a Text (Cont)	
						Week 6	Week 7	Week 8		



THS ASSESSMENT SCHEDULE

English Studies – Year 11 2024



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

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: 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>											

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<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>									



THS ASSESSMENT SCHEDULE

Exploring Early Childhood (EEC)

Stage 6 2024-25



Component	2024			2025				Weighting %
	Task 1	Task 2	Task 3	Task 1	Task 2	Task 3	Task 4	
Knowledge and understanding of course content	Pregnancy and Childbirth Egg Task	Growth & Development Research Task	Yearly Examination	Young Children and special needs Task	Play and the developing child Task	Children's Literature task	Food and Nutrition Practical and theory task	50
	Term 1, Week 9	Term 2, Week 6	Term 3, Weeks 3/4	Term 4 2024 Date to be confirmed	Term 1 2025	Term 2 2025	Term 3 2025	
	Outcomes Assessed 1.1, 1.4, 2.1 5.1, 6.1 6.2	Outcomes Assessed 1.2, 1.3, 1.5, 2.4, 4.2	Outcomes Assessed 1.2, 2.3, 2.4, 6.1, 6.2	Outcomes Assessed 1.5, 2.1, 2.2, 2.3	Outcomes Assessed 1.3, 1.4, 2.2, 4.2	Outcomes Assessed 1.2, 1.3, 1.4, 4.1	Outcomes Assessed 1.5, 6.2, 6.3	
Skills in critical thinking, research, analysing and communicating	15	15	20	15	10	10	10	50
Total %	30	30	40	25	25	25	25	100

* Year 11 and 12 students will study the same content concurrently.



THS SCOPE AND SEQUENCE

Exploring Early Childhood (EEC) – Year 11 2024

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit title: Pregnancy and Childbirth Overview: pregnancy, tests during pregnancy, the developing baby, preparing for birth, labour and birth, post-natal issues, contemporary issues Syllabus outcomes: 1.1, 1.4, 2.1 5.1, 6.1, 6.2											

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Child Growth and Development Overview: Physical growth and motor development, social-emotional development, cognitive development language development, the importance of family in growth and development Syllabus outcomes: 1.2, 1.3, 1.4, 1.5,2.2,2.3, 2.4, 4.1, 4.2, 5.1									

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Play and the developing child Overview: defining play and play experiences, development of play, learning through 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									



THS ASSESSMENT SCHEDULE

Food Technology – Year 11 2024



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 6	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 2024



Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit 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											
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
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											
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
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											
								Yearly Examination	Unit title: Nutrition (Cont)		



THS ASSESSMENT SCHEDULE

Industrial Technology – Year 11 2024



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 P1.1, P1.2, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2, P7.1, P7.2	Outcomes Assessed P1.2, P2.1, P2.2, P3.1, P3.2, P4.1, P4.2, P4.3, P6.1	Outcomes Assessed P1.1, P1.2, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2, P7.1, P7.2	
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 2024

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
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
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
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

Mathematics Advanced – Year 11 2024



Component	Task 1	Task 2	Task 3	Weighting %
	Topic Test Algebraic Techniques, Equations and Inequalities, and Functions and Further Functions.	Assignment Trigonometry, Introduction to Calculus	Yearly Examination	
	Term 1 Week 10	Term 2 Week 8	Term 3 Week 8	
	Outcomes Assessed MA11-1, MA11-2, MA11-8	Outcomes Assessed MA11-3, MA11-7, MA11-8, MA11-9	Outcomes Assessed MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-9	
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 Advanced – Year 11 2024



Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit title: Algebraic Techniques (Ch 1) Overview: Students cement the basic concepts of algebra, in particular completing operations with algebraic fractions, indices and surds. Syllabus outcomes: MA11-1			Unit title: Equations and Inequalities (Ch 2) Overview: Students revise basic equations and inequalities, incorporating absolute values as well as exponential, quadratic and simultaneous equations. Syllabus outcomes: MA11-2							
				Unit title: Functions & Further Functions (Ch 4 & 7) Overview: Students investigate what functions are, how to denote functions and sketch graphs. This includes polynomials, hyperbolas, and circles etc. Students study combined functions, composite functions, reciprocal functions, and parametric forms of a function. Syllabus outcomes: MA11-2 MA11-8							

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Trigonometry (Ch 5) Overview: Students look at the trigonometric ratios with Right and Non-Right-Angled Triangles, including applications of Trig and working with radians. Syllabus outcomes: MA11-3 MA11-8 MA11-9		Unit title: Introduction to Calculus (Ch 8) Overview: Students begin working with differentiation, using both first principles and short methods. Students investigate using the derivative to find the tangent and normal of the line and explore deriving to find the rate of change. Syllabus outcomes: MA11-5 MA11-8				Unit title: Probability (Ch 9) Overview: Students focus on theoretical probability, displaying probabilities and conditional probabilities. Syllabus outcomes: MA11-7 MA11-9			

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Discrete Probability and Distributions (Ch 12) Overview: Students investigate random variables and discrete probability distributions, as well as mean, variance, and standard deviation. Syllabus outcomes: MA11-7 MA11-9			Unit title: Trigonometric Functions (Ch 11) Overview: Students learn about trigonometric and inverse trigonometric functions and equations, and the trigonometric identities. Students investigate the graphs of trigonometric and inverse trigonometric functions. Syllabus outcomes: MA11-4 MA11-8		Yearly Examination		Unit title: Exponential and logarithmic functions (Ch 10) Overview: Students investigate Euler's number e and explore exponential and logarithmic functions Syllabus outcomes: MA11-6 MA11-8		



THS ASSESSMENT SCHEDULE
Mathematics Extension – Year 11 2024



Component	Task 1	Task 2	Task 3	Weighting %
	Assignment Polynomials and Inverse functions and Equations and Inequations	Topic Test Permutations and Combinations	Yearly Examination	
	Term 1 Week 8	Term 2 Week 8	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 – Year 11 2024



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: Polynomials and Inverse Functions (Ch 6) Overview: Students examine working with polynomials including division and graphing polynomials. Students explore working with functions, including inverse functions. Syllabus outcomes: ME11-1, ME11-2, ME11-6, ME11-7				Unit title: Equations and Inequalities (Ch 2) Overview: Students investigate inequalities including quadratic inequalities and absolute values. Syllabus outcomes: ME11-2, ME11-7				Unit title: Functions & Further Functions (Ch 4 & 7) Syllabus outcomes: ME11-6, ME11-7		

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2									
Unit title: Functions & Further Functions (Ch 4 & 7) Overview: Students work with quadratic inequalities, as well as investigation sum and product of functions and parametric functions.			Unit title: Permutations and Combinations (Ch 3) Overview: Students focus on a range of counting techniques, as working with Permutations and Combinations to solve probability questions and investigating Pascal's triangle. Syllabus outcomes: ME11-5, ME11-7				Unit title: Introduction to Calculus (Ch 8) Overview: Students use calculus to solve problems involving rates of change and motion. Syllabus outcomes: ME11-4, ME11-6, ME11-7		

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3									
Unit title: Introduction to Calculus (Ch 8) - cont		Unit title: Exponential & Logarithmic Functions (Ch 10) Overview: Students develop skills working with functions to solve problems on exponential growth and decay Syllabus outcomes: ME11-4, ME11-6, ME11-7	Unit title: Trigonometric Functions (Ch 11) Overview: Students determine and work with the inverse trigonometric functions, including sketching the graphs of these functions to extend their knowledge and understanding of the connections between algebraic and geometrical representations of functions. Syllabus outcomes: ME11-3, ME11-6, ME11-7	Yearly Examination			Revision and Year 12 Prep		



THS ASSESSMENT SCHEDULE

Mathematics Standard – Year 11 2024



Component	Task 1	Task 2	Task 3	Weighting %
	Class Test and Key Information Summary (KIS) <i>Algebra and Financial Mathematics</i>	Assignment and Key Information Summary (KIS) <i>Probability and Statistics</i>	Yearly Examination and Key Information Summary (KIS) <i>All Topics</i>	
	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, MS11-7, 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 2024

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit 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					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					
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	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, MS11-7, MS11-8, MS11-9, MS11-10										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	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, MS11-9, MS11-10							Yearly Examination	Unit title: Financial Mathematics cont. (Chapter 12)		



THS ASSESSMENT SCHEDULE

Music 1 – Year 11 2024



Component	Task 1	Task 2	Task 3	Weighting %
	Aural Skills Responses to four aural excerpts using a range of concepts	Performance and Viva Voce Topics 1 and 2 Solo or ensemble performances and viva voce with reference to the use of the concepts.	Composition Portfolio and Musicological Research Topic 3 Research of stylistic features with detailed analysis of one aural excerpt within the focus area of the topic.	
	Term 1, Week 6	Term 2, Week 4	Term 3, Week 6	
	Outcomes Assessed P4, P5, P7, P8	Outcomes Assessed P1, P4, P5, P6	Outcomes Assessed P2, P3, P6, P7, P8	
Performance		25		25
Composition			25	25
Musicology		15	10	25
Aural	20		5	25
Total	20	40	40	100



THIS SCOPE AND SEQUENCE
Music 1 – Year 11 2024

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: Topic 2: Music for small ensembles</p> <p>Overview: In this unit, students examine chamber music, jazz ensembles, stage band and rock/pop groups. They will investigate the role of technology and the role of improvisation.</p> <p>Syllabus outcomes: P4, P5, P7, P8</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: An Instrument and its repertoire</p> <p>Overview: In this unit, students investigate an instrument or voice, the idiomatic devices in solo and ensemble contexts of chosen media. They will learn repertoire for solo or group performance.</p> <p>Syllabus outcomes: P1, P4, P5, P6</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: Popular Music</p> <p>Overview: In this unit, students investigate a style, music of a group, music of a composer, a solo performer, technology in popular music and the role of improvisation.</p> <p>Syllabus outcomes: P2, P3, P6, P7, P8</p>										



THS ASSESSMENT SCHEDULE
Personal Development, Health and Physical
Education (PDHPE) – Year 11 2024



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 7	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 2024

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit 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											

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

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
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										
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								Yearly Examination	Unit title: Fitness Choices (Cont)	



THS ASSESSMENT SCHEDULE

Physics – Year 11 2024



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 10	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 2024



Term 1	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: 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										
	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										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 2	Unit title: Module 2: Dynamics (Cont)										
	Unit title: Module 4: Electricity & Magnetism 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										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 3	Unit title: Module 4: Electricity & Magnetism (Cont)										
	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										
								Yearly Examination	Unit title: Module 3: Waves & Thermodynamics (Cont)		



THS ASSESSMENT SCHEDULE

Visual Arts – Year 11 2024



Component	Task 1	Task 2	Task 3	Weighting %
	Still Life Artist and objects - painting with visual arts process diary Still life essay	Power of the Portraits Two artworks with visual arts process diary Power of the portrait essay	Yearly Examination	
	Term 2 Week 2	Term 3 Week 2	Term 3 Weeks 8/9	
	Outcomes Assessed P1, P2, P3, P4, P8, P9	Outcomes Assessed P1, P2, P3, P4, P5, P6, P7, P8, P10	Outcomes Assessed P7, P8, P9, P10	
Artmaking	25	25		50
Art criticism and art history	15	15	20	50
Total %	40	40	20	100



THIS SCOPE AND SEQUENCE

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit title: Still Life Overview: Developing art techniques in drawing and painting. Exploration of artists and objects Syllabus outcomes: P1, P2, P3, P4, P8, P9										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit title: Power of Portraits Overview: Exploration of the power of the portrait through two media areas. Syllabus outcomes: P1, P2, P3, P4, P5, P6, P7, P8, P10										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit title: Power of Portraits (Cont) Overview: Media workshops to expose students to a range of material techniques in ways that support artistic intention. Syllabus outcomes: P1, P2, P3, P4, P5, P6, P7, P8, P9, P10										



THS ASSESSMENT SCHEDULE

Vocational Courses – Year 11 2024



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.