

# Girraween High School



2025

Year 11

# Assessment Policy Booklet

As of 18/12/2024

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## ***A message from the principal***

The booklet outlines the requirements set by the NSW Education Standards Authority (NESA) and Girraween High School's specific rules to ensure these requirements are met. A particularly important section is the School Assessment Procedures, which must be followed to ensure fairness and equity for all students. Adhering to these procedures will give you the best chance to maximise your marks.

I encourage you to spend time reading and fully understanding your rights and responsibilities regarding assessments. If you have any questions or uncertainties, please don't hesitate to ask for clarification.

The key to a successful year lies in commitment, organisation, and planning. Developing your own assessment calendar, regularly using your homework diary, and managing your time effectively will be critical. If you haven't established these habits yet, now is the time to begin.

Should you experience any difficulty with planning, meeting assessment requirements, managing stress, or if you are unsure about any aspect of your studies, please seek help straight away. We are here to support every student in achieving their potential, but we can only assist if we are aware of any issues you may be facing.

You can reach out to the following staff members for advice and support:

- Year Adviser
- Head Teacher Wellbeing
- School Counsellor
- Deputy Principals
- Principal
- Head Teachers or your classroom teachers for subject-specific matters

One of the most important steps you can take this year is to maintain balance in your life. While working toward the HSC is an important milestone, it is not the entirety of your life. Make sure to schedule time for relaxation, exercise, and social activities. A healthy and consistent sleep pattern is also crucial for reducing stress and maintaining focus. Sharing your study plan with your family and seeking their support during this time will be valuable.

Please remember that each of you can achieve your goals. With dedication and your best effort, success is well within reach.

I wish you all a productive and fulfilling year ahead.

Mr L. Crangle

Principal

# 1. The Higher School Certificate

The final Higher School Certificate (HSC) result is based on a combination of school-based assessment tasks and the HSC examination for each subject, each contributing 50% to your overall mark.

## 1.1 School-Based Assessment

A student's final HSC result will be based on two sets of marks: 50% from school-based assessment tasks completed throughout each course and 50% from the HSC examination results. The moderated assessment marks shown on the Record of Achievement allow for comparison of performance between students from different schools who have completed the same course.

Each school conducts an assessment program for its students in each course and reports the assessment marks to NESA. These marks provide a rank order of students and reflect the relative differences in their performances. Due to variations in assessment tasks, marking standards, and student abilities across schools, NESA applies a process of moderation to ensure fairness. Moderation adjusts the school's assessment marks using the school group's HSC examination performance, allowing for comparison of students' achievements across different schools for the same course. NESA requires that schools provide an assessment of each student's performance in each Higher School Certificate Course.

**The teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations. (ACE 8072)**

The details of the school assessment program, including procedures and requirements, are outlined in the Assessment Booklet provided. It is important to note that assignments or projects developed for assessment in one subject may not be used, either in part or in full, for assessment in any other subject.

## 1.2 HSC Examination

The other set of marks, which accounts for 50% of a student's overall result, will be determined by their performance in the HSC examination for each subject presented.

Upon satisfactory completion of the Higher School Certificate, NESA (NSW Education Standards Authority) will issue a portfolio of documents including:

- **HSC Testamur:** The official certificate confirming that the student has met all the requirements for the award of the HSC.
- **Record of Achievement:** A document listing the HSC courses completed, including marks and performance bands. Grades A–E are also included for Year 11 courses.
- **Course Reports:** For each HSC Board-Developed course, a Course Report will be provided, outlining marks, a Performance Scale, and Performance Band description, along with a graph showing the state-wide distribution of marks.

## 1.3 Student Responsibility and Requirements

Your performance in both school-based assessments and the HSC examination is equally important. NESA sets specific requirements for schools and students, and it is your responsibility to ensure that you are familiar with these requirements. Detailed syllabus and assessment information can be found on the NESA website:

[www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au).

If you have any questions or need further clarification regarding senior assessment, you can contact your Year Adviser, Faculty Head Teachers, or Deputy Principal.

## 1.4 Eligibility

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

- a) have gained the Record of School Achievement or such other qualifications as NESA considers satisfactory
- b) have completed *HSC: All My Own Work* (or its equivalent)
- c) have demonstrated the [minimum standard of literacy and numeracy](#), and
- d) have **satisfactorily completed courses** that comprise the pattern of study required by the Board for the award of the Higher School Certificate

- e) undertake and make a serious attempt at the requisite Higher School Certificate examinations.

### 1.5 The Common Grade Scale for Year 11 Courses

<b>A</b>	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
<b>B</b>	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
<b>C</b>	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
<b>D</b>	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
<b>E</b>	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

### 1.6 Australian Tertiary Admission Rank (ATAR)

NESA provides the HSC data (consisting of both the Examination Marks and Assessment Marks) from which the ATARs are calculated, and the Universities Admissions Centre (UAC) then advises individual students of their ATAR. The ATAR is a number between 0.00 and 99.95 (with increments of 0.05). It provides a measure of overall academic achievement in the HSC, which assists universities in ranking applicants for university selection.

A candidate's ATAR is based upon the best ten units, subject to the following conditions:

- a) the best two units of English must be included in the ATAR
- b) the best eight units from the remaining NESA-Developed Courses are included

**The ATAR is a rank, not a mark.** The only purpose of the ATAR is to assist universities in ranking school leaver applicants for tertiary selection in a fair and equitable way. The ATAR should not be used for any other purpose. Further information is available on the UAC website: [www.uac.edu.au](http://www.uac.edu.au)

### 1.7 Pattern of Study

Candidates for the Higher School Certificate must undertake a program of study consisting of at least 12 units of Year 11 Courses, and at least 10 units of HSC Courses. Both the Year 11 and HSC patterns of study **MUST** include:

- at least two units of a Board Developed course in English,
- at least four more units of Board Developed courses
- at least three courses which are of two-unit value (or greater), and
- at least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate, a maximum of six Year 11 units and seven HSC units can be counted from science courses.

For students entered in Mathematics Extension 2, both Mathematics Extension 1 and Mathematics Extension 2 are counted as 2-unit courses.

### Girraween High School Requirements

**All students must complete at least 12 units throughout Year 11 Terms 1–3, and are expected to study at least 11 units in Year 11 Term 4.**

## 1.8 Satisfactory Completion of a Course

Students will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that they have:

- a) followed the course developed or endorsed by NESA
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- c) achieved the majority or all of the course outcomes.

Satisfactory completion of a course involves participation in experiences, which are integral requirements of the syllabus including such things as assignments, class participation and practical work. **Students are required to complete all set tasks, not only those for assessment.** For the Principal to deem them as satisfactorily completing the course, students must make a serious attempt at assessment tasks **in excess of 50%** of the available marks for a course.

**Attendance is an integral part of satisfactorily completing a course** as there is a strong correlation to attendance and student performance. Both the Department of Education and the school recognise a **minimum of 90% attendance** for satisfactory completion of course work. Multiple absences could lead to subject N-Determination Warning letter(s) for non-completion of work. The principal may determine that, as a result of absences, the course completion criteria in subjects might not be met. Multiple N-Determination warning letters could lead to **expulsion for unsatisfactory participation of a student over 17 years of age.**

## 1.9 Course Changes, Late Enrolments, Accelerants and Pathways Students

For students changing courses, the principal must be satisfied that they will be able to complete all course outcomes before the completion of the HSC course. NESA entrance and completion dates for courses must be adhered to.

Accelerants should complete all assessment tasks, or the equivalent, that are undertaken by students completing the usual course program. The school will endeavour to minimise the conflicting demands of Year 11 and HSC Assessment, but this cannot be guaranteed.

Pathways students are to meet the same satisfactory course completion requirements as other students.

## 1.10 Zero Marks

A **ZERO** mark may be awarded when a student:

- submits a hand in task 5 or more days late
- does not attempt a task (non-attempt)
- does not make a serious attempt at a task (non-serious attempt)
- is found to be involved in serious malpractice

In such cases:

- parents/guardians will be informed in writing
- copies of the parental notification will be submitted to the Year Adviser, Deputy Principal and Principal.

Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks may receive an 'N' determination for that course.

## 1.11 Non-Attempt of Tasks or Non-Serious Attempt of Tasks

Students are expected to make a serious attempt at all assessment tasks. NESA defines a serious attempt as the submission of an assessment task that:

- Meets the requirements of the set task.
- Demonstrates the student's best effort and academic engagement.

To be considered a serious attempt, students must:

- Respond to the task in a manner that demonstrates academic engagement, and
- Provide answers in English, unless otherwise instructed.

If a student fails to make a serious attempt, a mark of ZERO may be awarded.

### Definition of a Non-Serious Attempt



A non-serious attempt occurs when a student submits an assessment task that shows little or no thought or effort, is generally incomplete, or contains frivolous or objectionable material. Specific examples include, but are not limited to:

- Submitting answers only to multiple-choice questions without attempting other sections of the task.
- Including objectionable material in the submission, such as:
  - Abuse directed at school staff, Presiding Officers, or NESAs.
  - Obscene symbols, drawings, or comments.

### **Consequences of a Non-Serious Attempt**

Where the Faculty Head Teacher determines that a student has made a non-serious attempt, a mark of ZERO may be awarded for the assessment task.

### **1.12 Completion of 50% of Total Value of Tasks**

Students **MUST** satisfactorily complete **more than 50%** of all assessment tasks set for a course for the Principal to deem them as satisfactorily completing the course.

### **1.13 Warning of 'N' Determination**

Students undertaking the HSC Course must make a genuine/serious attempt to satisfactorily complete course and assessment requirements. These requirements include students applying themselves with diligence and sustained effort to set tasks and experiences provided for the course by the school, regardless of whether these tasks contribute to the final assessment mark. **Attendance is an integral part of satisfactorily completing a course.**

It is a matter for the class teacher's professional judgment to determine whether a student has made a genuine attempt to complete these requirements. Students must make a serious attempt at assessment tasks that contribute in excess of 50% of the total assessment mark.

Students who are not meeting course and/or assessment requirements at any stage of the course will be informed, in writing, of the potential of an 'N' determination in the course. Students and parents/guardians will be informed in writing, allowing sufficient time for the problem to be corrected, thus enabling the student to meet the course and/or assessment requirements satisfactorily. The school will retain copies of all relevant documentation.

### **1.14 'N' Determinations and Appeals**

Any student who is at risk of not meeting course and/or assessment requirements will be notified via official school documentation. The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s).

If a student does not meet course and assessment requirements in a Year 11 course, an 'N' determination will be given. This means that the course will not be listed on the student's Record of Achievement, and it may also mean the possible withholding of the whole Higher School Certificate. Until a student has satisfactorily completed 12 units of Year 11 Courses and 10 units of HSC Courses which fulfil NESAs pattern of study requirements, they will not be eligible for the award of the HSC.

In the case of Extension Courses, students who do not meet the assessment requirements of the co-requisite 2 Unit course will not receive a result in either course.

Any student given an 'N' determination has the right to appeal against the decision. The appeal review will be conducted by the principal, relevant Head Teacher and one teacher not involved in the assessment of the subject. The outcome of the appeal will be notified to the student, the parents and NESAs.

## **2. Disability Provisions**

At Girraween High School, we adhere to the NSW Education Standards Authority (NESAs) guidelines regarding Disability Provisions for both internal and external examinations and assessments. Our goal is to ensure that students with identified and documented permanent or temporary disabilities can fully access and participate in these tasks.

**Provision of Disability Adjustments** Reasonable adjustments and Disability Provisions will be made for students whose disabilities affect their ability to perform in exams or assessments. These provisions aim to promote access, equity, and success.

**Application Process for Disability Provisions** Students or parents wishing to apply for Disability Provisions must consult with the Deputy Principal to initiate the application process.

**Identification and Documentation of Disabilities**

- For diagnosed learning disabilities, relevant documentation and professional assessments are required to justify Disability Provisions.
- Medically diagnosed disabilities must be supported by appropriate documentation from a treating clinician.
- Students seeking well-being support that may necessitate Disability Provisions can be identified by the school counsellor, who may recommend provisions with the submission of supporting medical documentation.

Students may also be identified as requiring Disability Provisions through a valid Illness/Misadventure Application, ensuring fair access to assessments or exams.

**Approval Process**

- For school assessments, the Deputy Principal will approve Disability Provisions in accordance with NESA guidelines after reviewing the submitted evidence and documentation.
- For the Higher School Certificate (HSC), NESA will provide approval based on the documentation submitted by the school on behalf of the student. The student and parents will need to gather all necessary documentation well before the due date set by NESA.

**Disability Provisions and Modifications** All Disability Provisions will align with NESA guidelines to ensure consistency between school assessments and the HSC. Provisions may include, but are not limited to, small group supervision (24 students or less), rest breaks, reader/writer assistance, or specialised equipment, and will be allocated based on individual needs and proper documentation.

If, at the beginning of an assessment task, a student feels that an approved provision has not been implemented, it is their responsibility to immediately inform the supervising teacher or invigilator. Failure to do so may affect their ability to appeal the matter later.

## **3. Assessments**

### **3.1 Responsibilities**

***The school is responsible for:***

- a) setting assessment tasks which will be used to measure student performance in each component of a course
- b) specifying a mark/weighting for each assessment task
- c) informing students of the requirements of each assessment task
- d) keeping records of each student's performance on each assessment task
- e) providing students with information on their progress.

Different courses will have different numbers and types of assessment tasks.

Further details about each assessment task can be obtained from the course teacher or the Head Teacher for the subject.

***Students are responsible for:***

- a) meeting all course requirements, including attendance in classes
- b) applying themselves with diligence and sustained effort to the set work and experiences provided in each course
- c) being aware of assessment requirements and procedures
- d) making a serious attempt at all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks may receive an 'N determination' for that course.
- e) their personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged
- f) submitting all tasks on or before the due date

- g) being present for all 'in-class' tasks and examinations.

### 3.2 Assessment Schedule Booklet and Timeframe

This Assessment Booklet provides you with an assessment schedule for each of your subjects. Each assessment schedule lists for each task: the approximate date (Term and Week), type of task, anticipated syllabus components, weightings and outcomes to be assessed, as well as the school assessment weighting. At the conclusion of the subject assessment schedules in this Assessment Booklet is a Summary of Assessment Tasks – this will allow you to draw up your own diary of assessment tasks to assist you in managing and completing these tasks. If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

Students must be informed in writing of the ACTUAL date and details of the assessment task, at least **TWO WEEKS** before the task.

### 3.3 Notification of Assessment Tasks

The due date and details of an assessment task will be notified to students in writing at least **TWO WEEKS** before the task.

After the written notification has been issued, if a change of date for the completion of the task is required there is no need for the notice to be given two weeks prior, provided the task is not being brought forward. **Any changes of date will be notified in writing.**

**Note that written notification has precedence over any information listed in the assessment schedules contained in this Assessment Booklet** – that is, details of assessment tasks listed in this Assessment Booklet (such as type of task, syllabus components, weightings and outcomes to be assessed) may change from the date of issue of the booklet, so the written notification will be used to list the correct details for each assessment task.

In some circumstances, it may be necessary to alter the date of the task (that is, Term and Week) from that listed in the assessment schedule in this Assessment Booklet. When this occurs, students **MUST** be informed of any changes to the date – in writing, and **TWO WEEKS** in advance. The principal will give approval if it is not possible to give notice two weeks in advance for changed tasks.

Note: If it occurs that an assessment task has been scheduled at a time which subsequently coincides with industrial action by staff, then the task will be postponed, and students will be informed in writing of the re-scheduled date of the task.

The written notification of each task must include:

- the date and time of when the task will take place or when the task is due
- components and their weighting as specified in the syllabus package
- the general nature of the assessment task
- the weight value of the task in relation to the total weighted mark for the course.

Where appropriate, marking criteria/information about how the task will be assessed will also be included.

Dates for assessment tasks will be submitted to the Deputy Principal responsible for the School Calendar who will monitor the schedule of tasks to ensure that tasks are evenly spread and clashes avoided. Where a student has a clash between an assessment task and another school activity, the student **MUST** notify the Deputy Principal and fill out an Illness / Misadventure / School Business form **well before the date**.

### 3.4 Absence When a Task Is Notified

Whenever students are absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit to the Deputy Principal for their Year or the Principal an **Illness / Misadventure Application Form** (with relevant documentation).

### 3.5 Submission of Tasks

For assessment tasks which are completed outside the classroom:

- a Statement of Authenticity and Academic Integrity (which is part of the written notification) must be signed by the student and submitted with the completed assessment task
- students must use and follow the school's *Acknowledging Sources in Assessment Tasks* to acknowledge any component of the student's work that has been written, created or developed by others
- all tasks are to be submitted by the designated day and time (as per the written notification).

All tasks submitted after the designated time will be deemed to be LATE. All faculties must maintain a record of tasks submitted. Tasks must be submitted in accordance with the instructions from the faculty.

### 3.6 Oral Tasks

Oral tasks usually consist of two components – a written submission and the oral presentation itself. The form of the written submission will be explained by your teacher when the task is distributed.

All written submissions must be handed in by the designated time on the due date. All written submissions handed in after this time will be deemed LATE, unless there are exceptional circumstances, and the student will receive a **reduction of 20% per day off the marks for the written submission component of the task**.

In many cases, the actual oral presentations by students may take several periods over a number of days. On the specified time and day that the task is due, teachers will normally indicate to students the order in which they will make their presentations. Students **MUST** attend class at the time indicated for their oral presentation. It is the student's responsibility to be ready to give their oral presentation at the designated time on the designated date. Any student that is not present to give their oral presentation at the designated time on the designated date will be deemed LATE, unless there are exceptional circumstances, and the student will receive a late penalty of 20% per day for the oral presentation component of the task.

In some circumstances, the written submission is the transcript of the oral presentation. If this transcript is not submitted by the designated time on the designated date, the student will receive a late penalty of 20% per day for the task, unless there are exceptional circumstances.

### 3.7 Extension to Submit or Complete an Assessment Task

It is the student's responsibility to ensure all assessment tasks are submitted by the due date or performed in class at the specified time. Unless an application for an extension has been approved by the Faculty Head Teacher, in conjunction with the Deputy Principal, the late submission or completion of a task will result in a **20% reduction of marks per day being awarded** for that task.

Extensions for assessment tasks completed outside the classroom must be granted by the Faculty Head Teacher, in conjunction with the Deputy Principal, using the school's ***Illness / Misadventure Application Form*** well before the **due date** of the task.

If a student is unable to complete a task at the specified time they must seek an extension from the Faculty Head Teacher, in conjunction with the Deputy Principal, using the school's ***Illness / Misadventure Application Form***.

Extensions will only be granted in cases of severe illness or other exceptional circumstances. A medical certificate will be required in cases of illness. Holidays, routine medical or dental appointments, driving tests, part-time work commitments and routine sporting commitments are examples of grounds likely to be unsuccessful when applying for an extension.

If your extension is not granted, you must submit the incomplete task or complete the task by the designated date.

An extension of time for the submission or completion of tasks may only be granted by the Deputy Principal after consultation with the appropriate Head Teacher. **Applications submitted after the due date (of task submission) or specified time (of completing the task) will not be considered.**

### 3.8 Prior Knowledge of Absence

Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted, which includes being absent due to another school organised activity, the student must **NOTIFY THEIR CLASS TEACHER well before the due date**.

Students **MUST** either submit the task before the due date or make arrangements for its submission on the due date. All tasks submitted after the designated time will be deemed LATE.

### 3.9 STUVAC & Incursions

STUVAC (Study Vacation) days are when there are no timetabled classes so students can choose to be at home to prepare for exams.

GHS generally only grants STUVAC for the following reasons:

- a day before any GHS Stage 6 Formal Examination Period that does not start on a Monday
- a day before the Trial HSC (written) and HSC (written) for Accelerated Students (either with GHS or external providers) unless the examination is on a Monday

## 4. Illness/Misadventure/School Business

### 4.1 Evidence of Illness / Misadventure

Illness/misadventure provisions exist to support students whose performance in an assessment task is impacted by circumstances beyond their control. These provisions apply when illness or misadventure occurs immediately before or during the assessment task, affecting the student's ability to perform.

Applications for illness/misadventure may be based on:

- **Illness or injury:** Such as physical ailments (e.g. influenza, stomach virus) directly affecting the student's performance.
- **Misadventure:** Events beyond the student's control (e.g. the recent death of a family member or friend, or an exceptional circumstance) that impact performance.
- **School business:** Events organised through the school (eg. Zone sport) which clash with the assessment tasks.

#### Grounds unlikely to be accepted for Illness / Misadventure:

- Attendance at cultural events or family holidays.
- Inadequacies of teaching.
- Loss of preparation or study time.
- Disabilities for which NESA has already granted provisions, unless unforeseen complications arise during the task.
- Long-term illnesses, unless there is an acute episode immediately before or during the task.
- Avoidable circumstances (e.g. routine appointments, driving tests, part-time work, sporting commitments).

The school's illness/misadventure process mirrors NESA's HSC procedures. NESA will not uphold applications unless the reasons for absence are deemed sufficiently serious. If illness or misadventure prevents attendance, students must follow the school's Illness/Misadventure Procedures.

### 4.2 Illness / Misadventure Procedures

1. **Submission of Tasks:** Students are responsible for ensuring all assessment tasks are submitted by the due date or completed at the specified time. Absence on the due date is not grounds for an extension unless there are exceptional circumstances, which must be approved by the Deputy Principal.
  - If a student cannot submit a task due to valid illness or misadventure, they need to notify the school by 9:00 am on the day the task is due. The student needs to arrange with the relevant teacher to either submit the task electronically, or have the task delivered to the school's front office by the designated due time.
  - Upon returning to school, the student must submit an Illness/Misadventure application to the Deputy Principal, including supporting evidence. For illness, a medical certificate must be provided. If no application is submitted, or the application is denied, a 20% penalty per day late will be applied.

### 4.3 Absence Before a Task and Attendance on The Day of a Task

Students are required to attend all timetabled lessons and scheduled school activities during the **three school days** leading up to an assessment task. If a task is due later in the day, **students must attend all lessons prior to the task on that day.**

If a student is unable to meet this requirement, they must submit an Illness/Misadventure form explaining why they were unable to attend school during the three school days before the assessment or why they missed lessons on the day of the task.

Students applying on the grounds of illness **must** also submit a medical certificate as part of the Illness/Misadventure Form. The certificate must confirm that the illness occurred within the three-day period prior to the assessment or on the day of the assessment, as applicable. **Medical certificates obtained after the event will not be accepted.**

If the evidence provided is **not approved**, the student's assessment mark for **the task may be reduced by 10%**.

#### 4.4 Absences before the Final Yearly Examinations

***In the two school weeks prior to these major examinations:***

- students **MUST** attend all timetabled lessons or scheduled school activities (for the dates of the required days, see Summary of Assessment Tasks). Any student absent in this time will require a medical certificate to verify their absence and **MUST** see the Deputy Principal for their Year or the Principal, **on the day of their return to school**, to submit an ***Illness / Misadventure Application Form*** with their medical certificate. Medical certificates obtained after the event will not be accepted.
- the expectation is that all classes are taught by the regular class teacher. During this time the school will endeavour to minimise teachers being on an excursion for another year group or being on Professional Learning activities.
- if students know that they will be absent during this time due to exceptional circumstances, they need to apply to the Deputy Principal responsible for their Year or the Principal using the school's ***Illness / Misadventure Application Form*** **well before the start** of the major examinations – documentary evidence will be required for verification.
- the Deputy Principal or Principal may grant exceptions for student absence during this time due to exceptional circumstances, such as student involvement in school representative fixtures.

The steps outlined above must be followed if a student is sick **DURING** the completion of a task at school, or if a student believes that a **misadventure** have adversely affected their performance.

#### 4.5 Illness / Misadventure on the day of an Assessment Task

**Absence on the Day of an Assessment Task:** If a student is absent on the day of a scheduled task, they need to notify the school by 9:00 am. Upon returning, the student must submit an Illness/Misadventure Application with supporting evidence. The student must be prepared to complete the task, or a substitute task, upon returning to school.

**Final Yearly Examinations:** During the final yearly examination period, students must complete missed exams on the school day following the expiry of their medical certificate. Rescheduling is to be arranged with the Deputy Principal. A zero mark will be recorded if no application is submitted within five school days, including all days during an exam period, or if the application is denied.

##### **Sickness During an Assessment Task:**

If a student is unwell on the day of a school test or examination, they are strongly advised to not sit for the task. If the student does not attempt the task, they must obtain a medical certificate and follow the illness/misadventure process.

Should a student begin an assessment task and become unwell, there are limited options available, as the school must assess the student's actual performance rather than the potential performance.

Students feeling unwell just before or during an assessment must notify the supervising teacher immediately. The teacher will assess and discuss with the student of their options which are outlined below.

- If the student decides to continue with the task despite being unwell, no extra time will be given and the result achieved will not be adjusted.
- In the instance where the student is too unwell to continue with the assessment task, in most circumstances the mark will not be adjusted.

**Note: Applications submitted after assessment task results have been issued will not be considered under any circumstances.**

#### 4.6 Alternative Tasks

A student's performance in an alternative task can be reviewed by the Subject Head Teacher if:

- the student's performance is not commensurate with their performance in other assessments and/or

- the difficulty of the alternative task may not equate with the difficulty of the original task

After determination of the final mark, there are no grounds for further appeal.

If a student repeatedly misses an alternative task, an alternative mode of assessment will be utilised as determined by the Subject Head Teacher. An alternative mode of assessment may decrease in complexity in comparison to the original task. This means that a student is likely to experience difficulty in demonstrating understanding of course outcomes at a high level. As a result, a student may only achieve a limited mark that is commensurate with the level of understanding they have demonstrated.

## **5. Ensuring Consistency of Assessments**

### **5.1 Feedback**

Feedback on assessment tasks will typically be provided within 2-4 school weeks after the task/assessment period is completed. Teachers will offer feedback during a nominated lesson, or across several lessons for more complex tasks.

Generally during feedback sessions, students are not allowed to have any writing apparatus on their persons.

Any queries related to marks must be raised with the teacher during that nominated feedback lesson, where the teacher will record the student's specific query, collect the paper and investigate the matter. A mathematical error can be addressed by the teacher in that lesson.

For queries related to marking, once all feedback lessons have been completed, the teacher(s) will review the queries without student presence, unless there are exceptional circumstances. The resolution of the query will be noted on the front page of the assessment task and there is the possibility that your mark could be adjusted either up, no change or down to ensure consistency with the marking criteria. No further correspondence or additional queries will be accepted after this feedback process. Once all queries have been finalised, student sign-off of mark accuracy will occur as per section 3.28.

If a student is absent on the day of the feedback, the teacher may choose to schedule an additional feedback session. There is no expectation for a teacher to give you detailed 1:1 feedback. If the student has a query as to the marking, it must be raised during this session.

With extended response answers some faculties also use check marking, common script marking or double marking to provide consistency. These responses are generally not open to queries.

### **5.2 Confirming Mark Accuracy & Final Ranking**

After the completion of each assessment task, students are required to sign off to confirm that the mark entered in the school's system is accurate. Each sign off should only include the mark for that task.

Ranks are only provided on school reports.

Reports contain indicative ranks calculated from marks available at the time.

### **5.3 Non-Discriminating (by marks) or Invalid Tasks**

If a task, or a component /question within a task, is found to be non-discriminating (does not give a range of marks) between students, invalid or there were problems associated with its administration, the task may be discarded and an alternative task set; or the component / question within the task may be discarded while the rest of the task is deemed to be valid.

In these circumstances, the Head Teacher, in consultation with the relevant Deputy Principal, may determine whether it is necessary for another task to be set, and/or adjust the weightings accordingly. If it is decided that the original task is still to be used, it could have a reduced weighting, with the additional task added to the assessment weightings for the course. The Head Teacher and Deputy Principal may decide to discard the original task completely and a replacement task will be organised.

If an alternative task is to be given the students must be informed in writing (with sufficient notice).

### **5.4 Assessment Concerns**

Where circumstances arise in the administration of the assessment of courses not covered by the procedures described in this document, they should be referred to, and discussed with, the Deputy Principal.

## Further Information

The Assessment Certification Examination (ACE) website provides up-to-date information about the rules and procedures set by NESA (NSW Education Standards Authority) in relation to the Higher School Certificate and the Record of School Achievement.

The URL for the ACE website is: <https://curriculum.nsw.edu.au/ace-rules>

## 6. Malpractice

### 6.1 Malpractice in Assessment Tasks

**Malpractice is any activity that allows students to gain an unfair advantage over other students.** Malpractice in any form including

- plagiarism,
- collusion,
- misrepresentation
- breach of assessment conditions

is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA.

Each student's mark in an assessment task will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the school's [Acknowledging Sources in Assessment Tasks](#). Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable.

For assessment tasks which are completed outside the classroom, a [Statement of Authenticity and Academic Integrity](#) must be signed by the student and submitted with the completed assessment task. Students must abide by the principles of this statement.

By signing this statement, a student is certifying that:

- the planning, development, content and presentation of this assessment task is their own work in every respect
- the assessment task has not been copied from another person's work or from books or the internet or any other source
- they have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in the assessment task or its development
- they have read, understood and have followed the school's *Acknowledging Sources in Assessment Tasks* (included in the Assessment Policy Booklet that has been issued).

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving **ZERO marks** for that task and will jeopardise their Record of School Achievement (RoSA).

Types of malpractice include, but is not limited to:

- cheating, attempting to cheat, or assisting others to cheat
- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- building on the ideas of another person without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially



- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- paying someone to write or prepare material
- distracting other students from their work during an assessment task
- disrupting an assessment task in any way
- breaching school examination rules (this includes being found with a **mobile phone** or **technological device**, including a **programmable watch** such as an Apple watch, during an in-class assessment task or major examination).
- using non-approved aids during an assessment task
- gaining or attempting to gain marks through dishonest representation
- contriving false explanations to explain work not handed in by the due date.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

**Any student found involved in serious malpractice in completing an assessment task may be awarded a mark of ZERO for that task.**

The decision with regard to malpractice having occurred will be taken by the class teacher, in consultation with the Head Teacher of the course involved and notified immediately to the Deputy Principal. The Deputy Principal will determine the appropriate action should malpractice be proven.

If the student chooses to, then they may appeal to the principal within 24 hours of the decision being taken. The principal will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven.

## **6.2 Artificial Intelligence and malpractice**

Artificial Intelligence (AI) refers to the use of computer programs which can undertake tasks or activities such as the writing / rewriting of essays, answering questions and problem solving.

The use of Artificial Intelligence Applications (AIA) in an assessment may be a breach of academic honesty which constitutes malpractice. Academic honesty can be breached in a number of ways.

These include, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially

Use of AIA in assessments may not help students to build their critical thinking skills and problem-solving skills and will not be able to be referenced appropriately. Furthermore, teachers must have confidence when marking assessments that they are marking the students' own work as opposed to work generated by an AIA.

The process of preparing material for assessment is an important part of students' learning experience. It allows students to demonstrate their understanding of concepts and apply what they have learnt in different domains and settings. To prove the integrity of their work, students should be able to produce multiple drafts and /or research notes in case of disputes. Assessment supports students in their development of analytical skills, evaluative judgement, communication skills, and presentation skills.

Any Assessment Task that is not the student's own work including AIA generated responses may be considered as plagiarism which is a form of malpractice. Hence, the student could receive a zero mark for the assessment task.

## **7. Acknowledging Sources in Assessment Tasks**

### **Referencing**

Referencing is a method of acknowledging the variety of sources of information and ideas that you have used while completing assessment tasks outside the classroom. Its purpose is to acknowledge the original source of ideas and work that is not your own. Direct quotations, facts and figures, as well as ideas and theories, from both published and unpublished works, must be referenced. Referencing is necessary to avoid plagiarism, to verify quotations and paraphrasing, and to enable readers (and markers) to follow up and read more fully the cited author's work.

Information that you are required to reference includes:

- quotations (exact words), or paraphrasing (information rewritten in your own words)
- ideas, arguments or specific information (such as statistics) proposed and developed by someone else.

The following types of sources do not need to be acknowledged:

- your own experiences or experimental results
- your original ideas, arguments or compositions
- common knowledge.

Common knowledge includes:

- facts that are commonly known (such as there are 12 months in a year)
- statements of facts that are easily available in a number of different kinds of sources (such as World War II began in 1939).

Referencing generally has two key elements:

- ❶ an in-text reference (that is, within the text of the assessment task) that indicates you have used a phrase, idea or concept from someone else
- ❷ a complete Reference List at the end of the assessment task giving full details of all sources referred to in the assessment task.

There are many referencing systems available. At Girraween High School, the **Harvard Style** of referencing is to be used when completing assessment tasks outside the classroom. If an assessment task is not referenced in the required format, you may be suspected of plagiarism.

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving **ZERO marks** for that task.

### **In-text References**

If you directly quote an author, discuss their ideas, research or paraphrase their text in your assessment task, you must provide an in-text reference (that is, within the text of your task) acknowledging their name, the year of publication, e.g. (Smith & Jones 2016)

You must then list all the references cited in your task, with full bibliographic details in alphabetical order, in your Reference List at the end of your task.

### **Quote**

If you include a direct quote (word-for-word), the in-text citation must include the page number/s where the quotation appeared, e.g. ... "correct referencing is a necessity" (Smith & Jones 2016, p. 16). Page numbers are also required when paraphrasing specific information.

When 30 or more words are quoted, quotation marks are NOT used. Instead, begin quoting the material on a new line and indent the text 5 spaces (use the Indent tool to keep all lines of the quote evenly indented) and include specific page number(s) in your in-text reference.

### **Paraphrase**

This is where you use someone else's ideas, information, theories etc, but rewrite it in your own words. Note that no quotation marks are used here.

**Example:** "Satellites can be out into orbit around the Earth, the orbital velocity depends on the altitude above the Earth's surface." In other words, orbital velocity depends on the radius of orbit. (Warren 2008, p. 17)

Note

- When no author is available, cite the work by its title in both its in-text citation, e.g. (Smith 2009), and in the reference list. In the reference list, ignore articles such as "A", "An", and "The" when alphabetising by title.
- When no publication date is available, use n.d. (no date) in the place of the year, e.g. Smith (n.d.) notes that ...

- If a DOI (Digital Object Identifier) is available for your source, place it at the end of the reference as shown in the journal article example below.

## Creating a Reference List

Your references must appear at the end of your task in a new section entitled Reference List. The references listed are arranged alphabetically by author. Where a source has no author, it is cited by its title and ordered in the list alphabetically by the first significant word of the title. Start a new line for each reference.

A Reference List only includes material from sources such as books, journals and electronic sources, including the internet, which are cited within the assessment task.

For some courses, such as Stage 6 Society and Culture, a Bibliography may be required. A Bibliography is a list of relevant sources of all materials you read while preparing and writing your task, even if they were not all referenced within the actual assessment task. Your teacher will inform you if a Bibliography is needed and the format to be used.

### Books & Articles

Type	In-Text Citation	Reference List
Book with one author	... notes its prominence (Weller 2011) OR Weller (2011) notes that ...	Weller, M 2011, <i>The digital scholar: how technology is transforming academic practice</i> , Bloomsbury Publishing, New York.
Magazine Article	(Rick & Erlandson 2009) (Rick & Erlandson 2009, p. 952)	Rick, TC & Erlandson, JM 2009, 'Coastal exploitation', <i>Science</i> , 21 August, pp. 952-953.
Newspaper Article	(Browne 2010) (Browne 2010, p. 45)	Browne, R 2010, 'This brainless patient is no dummy', <i>Sydney Morning Herald</i> , 21 March, p. 45.

### Online Resources

Type	In-Text Citation	Reference List
Email	SENDER'S NAME (sender's email address), date. <i>Subject of message</i> . Email to RECIPIENT'S NAME (recipient's email address) Jones (2008) stated...	JONES, A (ajones@hotmail.com), 4 May 2008, <a href="#">Writing essays</a> . Email to D. BROWN (d.brown@hotmail.com)
eBook	... the most prestigious of the British universities (Bhopal & Danaher 2013) OR Bhopal and Danaher (2013) suggest ...	Bhopal, K & Danaher, PA 2013, <i>Identity and pedagogy in higher education: international comparisons</i> , e-book, Bloomsbury Academic, London, viewed 15 February 2018, <a href="https://ebookcentral.proquest.com">https://ebookcentral.proquest.com</a>
Web page with author/s listed <i>Follows the same author formatting as other resources</i>	... notes its prominence (Palmer 2008) OR Palmer (2008) notes that ...	Palmer, LF 2008, <i>Insufficient milk syndrome: a fallacy becomes a reality</i> , viewed 15 February 2018, <a href="http://babyreference.com/insufficient-milk-syndrome-a-fallacy-becomes-a-reality/">http://babyreference.com/insufficient-milk-syndrome-a-fallacy-becomes-a-reality/</a>
Web page without author/s <i>Title becomes main entry, use full title in-text; subsequent in-text citation can be abbreviated</i>	... its demise ( <i>\$250m funding boost for malaria vaccine 2003</i> ) Subsequent entries: ... ( <i>\$250m funding boost 2003</i> )	<i>\$250m funding boost for malaria vaccine 2003</i> , viewed 15 February 2018, <a href="http://www.abc.net.au/news/2003-09-22/250m-funding-boost-for-malaria-vaccine/1482220/">http://www.abc.net.au/news/2003-09-22/250m-funding-boost-for-malaria-vaccine/1482220/</a>

Web page without a date <i>Use (n.d.) instead of a year</i>	...in assessment (Australian College of Midwives n.d.) OR The Australian College of Midwives (n.d.) state that ...	Australian College of Midwives n.d., <i>Midwifery practice review</i> , viewed 15 February 2018, <a href="https://www.midwives.org.au/what-mpr">https://www.midwives.org.au/what-mpr</a>
Online Journal article with one author <i>Follow this format for articles from databases or in print</i>	(Clark 2003)	Clark, J 2003, 'Estimating the area of Virginia', <i>Journal of Online Mathematics and its Applications</i> , vol. 3, viewed 6 October 2009, <a href="http://mathdl.maa.org/mathDL/4/?pa=content&amp;sa=viewDocument&amp;nodeId=507">http://mathdl.maa.org/mathDL/4/?pa=content&amp;sa=viewDocument&amp;nodeId=507</a> .
YouTube and other streaming video	... colour (Vsauce 2013) OR Vsauce (2013) posits that ...	Vsauce 2013, <i>Is your red the same as my red?</i> , online video, viewed 15 February 2018, <a href="https://www.youtube.com/watch?v=evQsOFQju08">https://www.youtube.com/watch?v=evQsOFQju08</a>
Image	(Willison & O'Regan 2006)	Willison, J & O'Regan, K 2006, Research skill development framework, viewed 14 December 2010, <a href="http://www.adelaide.edu.au/clpd/rsd/framework/">http://www.adelaide.edu.au/clpd/rsd/framework/</a>

University of Newcastle Library, August 2018. Based on the Style Manual for Authors, Editors and Printers, 6th edition, using the Monash Harvard style.

**For more information and for the latest update to referencing, please visit**

**<https://www.adelaide.edu.au/library/ua/media/4332/library-qrg-harvard-referencing.pdf>**

# Individual Courses & Assessments

**YEAR 11 ASSESSMENT SCHEDULE: 2025****SUBJECT: Ancient History****2 Unit**

Type of Task and Description	Knowledge and understanding	Historical skills in the analysis and evaluation of sources and interpretation	Historical inquiry and research	Communication of historical understanding in appropriate forms	Overall Weighting	Outcomes	Due Date
<b>1. Source Analysis.</b> Students will complete an in-class test that will include a range of sources and will consist of a range of short and extended response answers.	10	10		10	30	AH1.1, AH1.5, AH1.6, AH1.9	<b>Term 2 Week 1</b>
<b>2. Historical Investigation Project.</b> Students will conduct independent research on a topic and present their findings in either a 1200-word research essay or oral presentation. The task type will be finalised prior to its commencement.		5	20	5	30	AH1.5, AH1.6, AH1.8, AH1.9	<b>Term 2 Week 8</b>
<b>3. 11 Yearly Examination</b> Students will undertake a formal Examination which will test aspects of the Year 11 Ancient History course. The examination may consist of questions that are source-based, short and extended responses, and an essay question.	30	5		5	40	AH1.3, AH1.4, AH1.5, AH1.6, AH1.7, AH1.9	<b>Term 3 Week 8</b>
	<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>		

### Ancient History - Scope and Sequence

**Overview:** Using archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments to engage in historical analysis and argument.

Term	Topic	Approximate Duration	Outline
1	Features of Ancient Society Case Study- Weapons and Warfare in Egypt	20 hours	Students investigate the weapons and warfare of the Ancient Assyrians to develop their understanding of an ancient past that is unfamiliar. Students will be exposed to a range of primary and secondary sources to help consolidate and develop their historical insights.
1	Features of Ancient Society Case Study- Death and Burial Customs in Egypt	20 hours	Students investigate the different beliefs, rituals and funerary practices of Egypt that have existed throughout the Old, Middle and New Kingdom periods and the evidence of change and continuity that has spanned thousands of years of Egyptian history. Elements of Investigating Ancient History topics 'The Treatment and Display of Human Remains' and 'Cultural Heritage and the Role of Museums' will be integrated where appropriate.
2	Case Study- Boudicca	20 hours	Students investigate Boudicca's conflict with Rome beginning with the historical context and ending with her representations in the modern world. Students will examine the works of Tacitus and Cassius Dio as well as other archaeological evidence to reveal the nature of the campaign and its aftermath and role of Suetonius Paulinus in bringing the Celts to heel.
2	Historical Investigation	20 hours	Students complete an independent research investigation and submit this in a presentation style such as a 1200-word essay or oral to be determined before the task. It will involve locating and synthesising sources and organising relevant information to communicate a reasoned historical perspective.
2	Case Study- Persepolis	10 hours	Students will explore the site of Persepolis and its history to reveal insights into the Achaemenid Empire and be exposed to a range of short answer HSC-style questions to develop their capacity for Year 12.
3	Case study- The Roman Games	30 hours	Students investigate the history of the Roman Games and how they were perceived in the ancient world. Students will examine the types of primary sources that have survived as well as a range of physical and archaeological remains to consider the types of games held and the various participants. Finally, they will debate the political motives of those that sponsored them.





<b>YEAR 11 ASSESSMENT SCHEDULE: 2025</b>	<b>SUBJECT: Biology</b>	<b>2 Unit</b>
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Type of Task and Description	Knowledge & Understanding	Skills in Working Scientifically	Overall Weighting	Outcomes	Due Date
<p><b>1. Depth Study</b> A range of task types may be used for the formal assessment of a student's depth study. Examples include a written report, digital or multimedia products, data analysis, practical investigations, fieldwork, or unseen timed responses. The task type will be finalised prior to the commencement of the depth study in class.</p>	25%	5%	30%	BIO11/12-1,2,4,7 BIO11-8	<b>Term 1, Week 9</b>
<p><b>2. Skills Assessment</b> This task assesses skills in working scientifically and a small amount of knowledge and understanding content. Tasks could include analysing and processing data and information, planning and conducting practical investigations, and scientific problem solving. Skills are assessed in the context of the knowledge and understanding covered.</p>	25%	5%	30%	BIO11/12-3,5,6 BIO11-8,9	<b>Term 2, Week 9</b>
<p><b>3. Yearly Examination</b> This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically and knowledge and understanding. It will cover the entire scope of the Year 11 course.</p>	10%	30%	40%	BIO11/12-1-7 BIO11-8-11	<b>Term 3, Weeks 8-9</b>
	<b>60%</b>	<b>40%</b>	<b>100%</b>		

## Biology Scope and Sequence

**Overview:** The Year 11 course investigates cellular structure and provides a basis for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and on biodiversity.

Term	Topic	Approximate Duration	Outline
1	Cells as the Basis of Life	8 Weeks	Cells are the foundation of life, coordinating activities to form colonial and multicellular organisms. Students explore cellular and tissue structures and functions, focusing on how they enable the efficient transport of materials to and from cells. They investigate biochemical processes using Working Scientifically skills and are introduced to microbiology and its scientific tools. These tools are applied throughout the course to support predictions and solve multidisciplinary problems.
1-2	Organisation of Living Things	8 Weeks	Multicellular organisms rely on interdependent transport systems to exchange nutrients, gases, and wastes between internal and external environments. Students investigate these systems, comparing nutrient and gas requirements and examining their interrelationships. Over time, models of transport systems have evolved using evidence from various disciplines. Understanding these systems is essential for maintaining health and addressing sustainability challenges in agriculture and ecology.
2-3	Biological Diversity	8 Weeks	Biodiversity is vital for maintaining balanced ecosystems and can be influenced by natural selective pressures over time or by human activity over shorter periods. Students explore the Theory of Evolution by Natural Selection and the impact of various selective pressures. Monitoring biodiversity, including abiotic factors, helps predict changes and develop strategies to mitigate adverse effects. Students also investigate adaptations that enhance an organism's survival in its environment.
3	Ecosystem Dynamics	6 Weeks	Earth's biodiversity has grown since life began, with the Theory of Evolution by Natural Selection explaining fluctuations in populations and biodiversity over time. Fossil records and geological evidence provide insights into these changes, highlighting biotic and abiotic relationships. Students study past ecosystems and develop models of future ecosystems to understand and mitigate human impacts on biodiversity. This study integrates diverse data to predict future environmental changes.

<b>YEAR 11 ASSESSMENT SCHEDULE: 2025</b>	<b>SUBJECT: Business Studies</b>	<b>2 Unit</b>
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Type of Task and Description	Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of business information, ideas and issues in appropriate forms	Overall Weighting	Outcomes	Due Date
<p><b>Business Report</b> Students will be provided with a stimulus-based business situation where they will be required to respond in business report format. Students will integrate the stimulus into their response addressing a range of requirements.</p>	10%	10%		5%	25%	P1, P2, P4, P5, P6, P7, P8, P9	<b>Term 1, Week 10</b>
<p><b>Business Plan</b> Students will form into a pair to develop and create a business plan on a hypothetical business. The plan will be written in report format and requires students to build on their theoretical knowledge through practically applying it.</p>	10%		20%	5%	35%	P1, P3, P4, P6, P7, P8, P9, P10	<b>Term 2 Week 9</b>
<p><b>Yearly Examination</b> The examination will cover theory from all three topics: The Nature of Business, Business Management and Business Planning. The format of the examination will be: multiple choice, short answer and a report question.</p>	20%	10%		10%	40%	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	<b>Term 3, Week 9</b>
	<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>		

<b>Business Studies - Scope and Sequence</b>
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**Overview: Overview:** Each topic in the Business Studies syllabus addresses the knowledge and understanding objectives such as the nature, role and structure of business, internal and external influences on business, the functions and processes of business activity and management strategies and their effectiveness.

Term	Topic	Approximate Duration	Outline
1	Nature of Business	8 weeks	The focus of this topic is the role and nature of business in a changing business environment. It focuses on classification businesses focusing on legal structures of small medium businesses. The course also focuses on the stages of the business life cycle and the challenges that businesses face at each stage.
2	Business Planning	11 weeks	The focus of this topic is the processes of establishing and planning a small to medium enterprise. This business focuses on influences such as legal, government and human resources and analyse how these can impact on starting businesses. Students also develop skills about how to create and interpret breakeven analysis graphs.
3	Business Management	11 weeks	The focus of this topic is the nature and responsibilities of management in the business environment. It focuses on different management approaches and their impact on the workplace. It also briefly addresses the 4 key business functions: Operations, Finance, Marketing and Human Resources which are the 4 topics covered in the HSC course.

<b>YEAR 11 ASSESSMENT SCHEDULE: 2025</b>		<b>SUBJECT: Chemistry</b>			<b>2 Unit</b>	
<b>Type of Task and Description</b>	<b>Knowledge &amp; Understanding</b>	<b>Skills in Working Scientifically</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>	
<p><b>1. Depth Study</b> A range of task types may be used for the formal assessment of a student's depth study. Examples include a written report, digital or multimedia products, data analysis, practical investigations, fieldwork, or unseen timed responses. The task type will be finalised prior to the commencement of the depth study in class.</p>	25%	5%	30%	CH11/12-1,2,4,7 CH11-8	<b>Term 1, Week 10</b>	
<p><b>2. Skills Assessment</b> This task assesses skills in working scientifically and a small amount of knowledge and understanding content. Tasks could include analysing and processing data and information, planning and conducting practical investigations, and scientific problem solving. Skills are assessed in the context of the knowledge and understanding covered.</p>	25%	5%	30%	CH11/12-3,5,6 CH11-8,9	<b>Term 2, Week 7</b>	
<p><b>3. Yearly Examination</b> This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically and knowledge and understanding. It will cover the entire scope of the Year 11 course.</p>	10%	30%	40%	CH11/12-1-7 CH11-8-11	<b>Term 3, Weeks 8-9</b>	
	<b>40%</b>	<b>60%</b>	<b>100%</b>			

## Chemistry Scope and Sequence

**Overview:** The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

Term	Topic	Approximate Duration	Outline
1	Properties and Structure of Matter	7 Weeks	Students analyse trends and patterns in the properties of pure substances to predict the properties of others, informing methods of separation or combination. Matter is classified as pure substances with measurable properties (e.g., melting point, density) or mixtures with properties depending on their components. This analysis has expanded the periodic table and advanced atomic theory, leading to complex, peer-reviewed models. By studying the periodic table, students explore trends among elements and atoms, discovering how fundamental particles determine chemical properties.
1-2	Quantitative Chemistry	7 Weeks	Students explore the quantitative nature of chemistry, using the mole concept to solve problems, predict reaction yields, and calculate the mass of reactants and products in various states. They develop skills in using chemistry-specific nomenclature and communication styles tailored to different audiences. This module emphasizes the universal nature of chemistry as a global science, highlighting the importance of clear communication, international standards, peer review, and reproducibility.
2-3	Reactive Chemistry	8 Weeks	All chemical reactions create new substances and involve energy transformations, often observed as temperature changes or light emission. Chemists control these reactions to develop useful products. Reactions vary in speed and mechanisms but fundamentally involve breaking and forming chemical bonds. Students examine reaction processes, changes in matter and energy, and how these principles apply to everyday chemicals.
3	Drivers of Reactions	8 Weeks	Students explore the factors that initiate and drive chemical reactions, focusing on the relationship between enthalpy, entropy, and Gibbs free energy to determine reaction spontaneity. They investigate energy transformations in reactions, often observed as temperature changes or light emission. Through experiments, students measure heat energy changes, classify reactions as endothermic or exothermic, and explain them using the law of conservation of energy. They apply Hess's Law to calculate enthalpy changes involved in bond formation and breaking.

**YEAR 11 ASSESSMENT SCHEDULE: 2025****SUBJECT: Economics****2 Unit**

Type of Task and Description	Knowledge & understanding of course content	Stimulus based skills	Inquiry and Research	Communication of economic information, ideas and issues in appropriate forms	Overall Weighting	Outcomes	Due Date
<b>1. Test. Stimulus and Skills Based</b> This task assesses students' understanding of the Introduction to Economics and Markets topics. Students will be required to examine stimulus including supply and demand curves, production possibility frontiers and the long run average cost curve. Students are examined using a combination of short answer and multiple-choice questions.	5%	20%		5%	30%	P1, P2,P4,P5, P7,P9 P10,P11	Term 1 Week 9
<b>2. Australia's place in the global economy</b> <i>Stimulus and Skills based test:</i> Students will undertake a topic test that assesses students understanding of Australia's place in the Global Economy. Students respond to a series of multiple-choice questions and extended response question	5%		20%	5%	30%	H1, H2, H3, H7, H8, H9, H10, H11,	Term 2 Week 8
<b>3. Economic Issues</b> <i>Research, Multiple Choice and Essay writing:</i> Students do research and answer extended response/multiple choice question/s addressing Economic Issues.	30%			10%	40%	H1, H2, H3, H4, H6, H7, H8, H9, H10	Term 3 Week 7-8
	<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>		

## Economics - Scope and Sequence

**Overview:** identify the opportunity costs involved in economic decisions made by individuals, businesses, and governments at local, state and national levels

- examine the ways that the economic problem affects individuals at different income levels
- examine the implications of unemployment and technological change using production possibility frontiers
- compare the ways that different economies deal with specific problems or issues

Term	Topic	Approximate Duration	Outline
1	<b>Unit 1: Introduction to Economics</b>	12 Hours	Students learn about production of goods and services from resources natural, labour, capital, and entrepreneurial resources. They also examine similarities and differences between Australia and at least one economy in Asia.
1	<b>Unit Two: Consumers and Business</b>	12 Hours	The students learn about the role of consumers and business in the economy, <i>business as a source of economic growth and increased productive capacity</i> . They also learn about goals of the firm such as maximising profits, maximising growth, increasing market share, meeting shareholder expectations and satisficing.
1-2	<b>Unit Three: Markets</b>	24 Hours	They learn about the role of market, demand and supply and <b>variation</b> in competition of <i>Market structures</i> (pure competition, monopolistic competition, oligopoly and monopoly).
2	<b>Unit Four: Labour Markets</b>	24 Hours	The students learn about demand and supply of labour market outcomes, and labour market institutions including unions, employer associations, current employment /industrial framework.
2-3	<b>Unit five- Financial market</b>	24 Hours	<i>The students learn about types of financial markets, regulation of financial markets which involves the role and functions of current institutions, Interest rates such as, types of rates in the short term and long term, role of the Reserve Bank and influence of the cash rate on interest rates.</i>
3	<b>Unit Six: Government and the Market Economy</b>	24 Hours	<i>The students learn about Economic functions of the Australian Government which includes, reallocation of resources – types of taxes redistribution of income – progressive, regressive, and proportional taxes, social welfare payments, stabilization of the economy using fiscal and monetary policy.</i>



**YEAR 11 ASSESSMENT SCHEDULE: 2025****SUBJECT: Engineering Studies****2 Unit**

Type and Description of Task	Knowledge and Understanding of course content	Knowledge and skills in research solving and communication	Overall Weighting	Outcomes	Due Date
<p><b>Engineering Fundamentals Analysis</b> This task requires students to demonstrate a comprehensive grasp of the nature and range of work performed by engineers. Students choose an engineer and evaluate their engineering achievements based on the extent of their impact on the lives of men and women of the time. The research will cover the role of engineers as managers, influential engineering innovation of materials, and any significant historical aspects. Students will evaluate their chosen engineer through submission of a research report.</p>	10%	20%	30%	P1.2, P2.1, P3.1, P3.3, P6.1, P6.2	Term 1, 2024 Week 8
<p><b>Braking Systems Research</b> Students will work collaboratively to evaluate a selection of materials to be used in construction as a means of transport. This task involves evidence of planning, an extensive breakdown of tasks, dates, non-conflicting task sequencing and listing of individual and group task ownership and accountability. Students will evaluate the performance of their choices through submission of an engineering report, and a presentation.</p>	10%	20%	30%	P2.1, P3.1, P3.2, P4.1, P4.2, P6.2	Term 2, 2024 Week 8
<p><b>Bio Medical Engineering Report</b> This task will allow students to acquire a clear understanding of the work of a Bio Medical engineer via the use of an audio-visual presentation, and an engineering report. Students will work individually to research the role of a Bio Medical Engineer/s involved in the development one Bio Medical Device. Students learn about topics such as career paths, new technologies developed and ethical decision-makers who are legally and morally responsible for the impact of their decisions.</p>	30%	10%	40%	P1.1, P2.2, P3.3, P4.3, P5.2	Term 3, 2024 Week 10
	<b>50%</b>	<b>50%</b>	<b>100%</b>		

### Engineering Studies - Scope and Sequence

**Overview:** The Preliminary course consists of four modules. Each module is compulsory. These four modules comprise three engineering application modules and one engineering focus module. During the Preliminary course, students are required to produce a component of an Engineering Report from the Engineering application module: Braking systems and an Engineering Report from the Engineering focus module: Biomedical engineering.

Term	Topic	Approximate Duration	Outline
1	Engineering Fundamentals	40 hours	This module develops an understanding of the basic principles associated with engineering. Examples can be used to explain these principles without this knowledge being applied to a specific component, product or system. Select one or more products as an introduction to engineering applications. Some products include: kettles, washing machines, toasters, portable power tools, irons, vacuum cleaners, wheelbarrows, sprinklers, garden implements, garden mulchers, lawnmowers and motor vehicles. <b>Products Chosen: Washing Machines, Lawn Mower and Motor Vehicles</b>
2	Braking Systems	40 hours	Select one or more products related to braking systems as an introduction to engineering applications. Some examples include: the band brake, drum brake, disc brake, anti-lock braking systems (ABS) and regenerative braking systems, as well as the automotive handbrake.
3	Biomedical Engineering	40 hours	This module will provide an introduction to the study of engineering focus modules. One or more examples of biomedical engineering must be used to develop an understanding of the scope and nature of this profession. Some examples include: artificial joints, surgical equipment, artificial limbs, the bionic ear and artificial hearts.

YEAR 11 ASSESSMENT SCHEDULE: 2025		SUBJECT: English (Advanced)			2 Unit	
Type of Task and Description	Skills	Content	Overall Weighting	Outcomes	Due Date	
<b>1. Common Module: Reading to Write</b> Imaginative (20%), Multimodal Presentation (10%) Students submit an imaginative composition and deliver a presentation in which they reflect on the creative process.	15%	15%	30%	EA11-2 EA11-3 EA11-5 EA11-7 EA11-9	<b>Term 1 Week 10</b>	
<b>2. Narratives That Shape Our World: Viewing and Representing</b> This task is a test. (30%) Students view an excerpt from the prescribed film text and compose an extended response to a question provided on the day. They will compare the impact of context on the transformation of a Shakespearean text into a modern film version.	15%	15%	30%	EA11-3 EA11-6 EA11-7 EA11-8	<b>Term 2 Week 10</b>	
<b>3. Yearly Examination in Three Sections:</b> Reading Task – Short answer responses to unseen texts (10%) Writing Task – extended response inspired by Reading to Write texts (10%) Module B – extended response to an unseen question analysing the poetry of Gwen Harwood or Judith Wright. (20%)	20%	20%	40%	EA11- 1 TO EA11-9	<b>Term 3 Weeks 8-9</b>	
	<b>50%</b>	<b>50%</b>	<b>100%</b>			

<b>English Advanced - Scope and Sequence</b>
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**Overview:**

In the English Advanced course, students continue to explore opportunities that are offered by challenging texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

Term	Topic	Approximate Duration	Outline
1	Common Module - Reading to Write  Text: <u>Heart of Darkness</u> . J. Conrad.	40 Hours	In this module, students undertake the intensive and close reading of quality texts from a variety of modes and media. In doing so, they further develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey complex ideas, relationships, endeavours and scenarios. Central to this module is developing student capacity to respond perceptively to texts through their own considered and thoughtful writing and judicious reflection on their skills and knowledge as writers.
2	Module A - Narratives That Shape Our World  Texts: <u>Macbeth</u> . W. Shakespeare and <u>Macbeth Retold</u> . Dir. M. Brozel.	40 Hours	In this module, students explore a range of narratives from the past and the contemporary era that illuminate and convey ideas, attitudes and values. They consider the powerful role of stories and storytelling as a feature of narrative in past and present societies, as a way of: connecting people within and across cultures, communities and historical eras; inspiring change or consolidating stability; revealing, affirming or questioning cultural practices; sharing collective or individual experiences; or celebrating aesthetic achievement.
3	Module B – Critical Study of Literature  The poetry of EITHER Gwen Harwood or Judith Wright	40 Hours	In this module, students develop analytical and critical knowledge, understanding and appreciation of a literary text. Through increasingly informed personal responses to the text in its entirety, students develop understanding of the distinctive qualities of the text and notions of textual integrity.

<b>YEAR 11 ASSESSMENT SCHEDULE: 2025</b>		<b>SUBJECT: English Extension 1</b>			<b>1 Unit</b>	
<b>Type of Task and Description</b>	<b>Skills</b>	<b>Content</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>	
<p><b>1. Texts, Culture and Value: Reading and Writing Critical Response 30%</b> In the form of an extended essay, students will respond to a previously unseen question to evaluate the effects of contexts on texts.</p>	15%	15%	30%	EE11-1 EE11-2 EE11-5	<b>Term 1 Week 10</b>	
<p><b>2. Independent Research Project: Presentation and Process Journal Multi-modal Presentation and Research Project Journal Submission 30%</b> Students deliver a “Ted Talk” in response to their Independent Research Project. Students will also be required to submit a process journal which includes brief reflections on each stage of the task.</p>	15%	15%	30%	EE11-3 EE11-4 EE11-6	<b>Term 3 Week 8 - 9</b>	
<p><b>3. Texts, Culture and Value: Creative and Critical Writing Yearly Examination - has two sections of equal value 40%</b> <b>Section 1 – Creative Response 20%</b> Students will write a creative response. This could be a two-part question. It could require an explanation of language and stylistic choices in the creative composition. <b>Section 2 – Critical Response 20%</b> Students will respond to an unseen question in the form of an extended essay to evaluate the effects of contexts on texts.</p>	20%	20%	40%	EE11-1 EE11-2 EE11-3	<b>Term 3 Weeks 8 - 9</b>	
		<b>50%</b>	<b>50%</b>	<b>100%</b>		

## English Extension 1 - Scope and Sequence

**Overview:** The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

Term	Topic	Approximate Duration	Outline
1 & 2	Texts, Culture and Value	40 Hours	Students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. The module develops students' understanding of how and why cultural values are maintained and changed.
3	Independent Research Project	20 Hours	This project provides opportunities for students to develop skills in independent investigation and critical and creative thinking. Students apply their knowledge about texts studied in this module to their own selected texts. They develop an understanding of research methodologies suitable to support a range of interpretive, analytical and imaginative projects. Students select a key text and examine and evaluate manifestations of their selected text in other contexts and media, while considering how and whether the values embedded in one text parallel, challenge or offer alternatives to the other.

<b>YEAR 11 ASSESSMENT SCHEDULE:</b>		<b>2025</b>		<b>Health and Movement Science</b>		<b>2 UNIT</b>	
<b>Type and Description of Task</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>		
<b>Depth Study</b> Using the knowledge acquired during the Health for Individuals and Communities unit, students will undertake a depth study.	20%	10%	30%	HM-11-01 HM-11-02 HM-11-06 - 10	<b>Term 1, Week 9</b>		
<b>Collaborative Investigation</b> Using the knowledge acquired during the Body and Mind in Motion unit, students will undertake a group and individual investigation of an area of focus.	20%	10%	30%	HM-11-03 –10	<b>Term 3, Week 1</b>		
<b>Yearly Examination</b> Formal examination based on all content and concepts studied throughout the course.	20%	20%	40%	All outcomes HM-11-01 – 04 HM-11-06 – 09	<b>Term 3 Week 7</b>		
	<b>60%</b>	<b>40%</b>	<b>100%</b>				

## Health and Movement Science: Scope and Sequence

**Overview:** The Year 11 Health and Movement Science course provides students with an in-depth understanding of health, physical activity, and performance. It explores key concepts such as the determinants of health, the interplay of body systems in movement, skill acquisition, and training principles. Students engage with practical and theoretical components, analyse health issues, and develop strategies to enhance personal and community wellbeing. The course emphasises critical thinking, collaboration, and the application of knowledge to real-world contexts, preparing students for further study and active participation in health and movement-related fields.

Term	Topic	Approximate Duration	Outline
1 + 2	Health for Individuals and Communities	10 Weeks	This focus area examines health from diverse perspectives, exploring determinants, indicators, and health status evaluation. Students focus on youth health, researching issues of interest and analysing skills to enhance personal and community wellbeing. They investigate how organisations advocate for youth health, study health promotion strategies, and explore the United Nations Sustainable Development Goals as a framework for improving health in Australia.
2 + 3	The Body and Mind in Motion	10 Weeks	This focus area explores how body systems influence movement and interact for efficiency, including energy systems, training methods, and physiological adaptations. Students examine skill acquisition, practice methods, performance elements, feedback, and psychological factors like motivation, as well as the role of exercise communities in participation and performance.
1 - 3	Collaborative Investigation 1 and 2	5 Weeks	The Collaborative Investigation in Year 11 Health and Movement Science allows students to develop research, problem-solving, and teamwork skills. Students work together to explore health and movement topics, manage their learning, and engage in critical thinking. They negotiate plans, share leadership, and provide feedback, while analysing data to draw informed conclusions about health and performance. This process enhances decision-making and the application of knowledge in real-world contexts.
1 – 3	Depth Study 1 and 2	5 Weeks	Depth Studies in Year 11 Health and Movement Science allow students to investigate key topics like <i>Health for Individuals and Communities</i> and <i>The Body and Mind in Motion</i> . Students explore the physiological, psychological, and social factors influencing health, movement, and performance, examining body systems, energy systems, training methods, and psychological factors such as motivation. Through research, students analyse health issues, explore strategies for improving wellbeing, and develop practical skills to understand the complex relationship between physical and mental health.



<b>YEAR 11 ASSESSMENT SCHEDULE: 2025</b>	<b>SUBJECT: Japanese Continuers</b>	<b>2 Unit</b>
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Type and Description of Task	Listening	Reading	Speaking	Writing	Overall Weighting	Outcomes	Due Date
<b>1. Exchange Application</b> <u><b>Exchange Application (Speaking):</b></u> Students will present a self-introduction for an exchange application in Japan. Speech is to be presented in class. <u><b>Writing</b></u> Students submit written script.			10	10	20%	1.4, 2.1, 3.1 & 3.2	<b>Term 1, Week 10</b>
<b>2. Report and Reading and Responding</b> <u><b>Reading:</b></u> Read texts and respond in English. <u><b>Reading and Responding:</b></u> Read a text and respond in Japanese. <u><b>Listening:</b></u> You will listen to several audio texts in Japanese and answer questions in English.	20	20			40%	2.2, 2.3, 3.3 & 3.4	<b>Term 2, Week 8</b>
<b>3. Preliminary Examination</b> <u><b>Written and Oral Examination</b></u> <u><b>Listening:</b></u> Respond to audio texts and answer questions in English. <u><b>Reading and Responding:</b></u> Read and write responses in both English and Japanese. <u><b>Written:</b></u> Choose one topic and write between 300-400 <i>ji</i> altogether. <u><b>Speaking:</b></u> Students are to have one-on-one conversation with the teacher for 5 minutes on topics learnt in class.	10	10	10	10	40%	1.1, 1.3, 3.5 & 6, 4.1	<b>Term 3, Weeks 8- 9</b>
	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>		

## Japanese - Continuers Scope and Sequence

**Overview:** This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics covered provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

Term	Topic	Approximate Duration	Outline
1	The individual	40 hours	<p><b>Holidays and Leisure &amp; Families</b>            -てから、-た、-た後で、particlesへ、が、plain past, plain negative tenses            Kanji : 春 夏 秋 冬 物 海 天 雨 雪 兄 弟 姉 妹 思 言 上 下 元 R*歩</p>
2	The Japanese Speaking Communities	40 hours	<p><b>School and extra-curricular &amp; Part time job and healthy lifestyle</b>            と思います、ことが好き、一ことができます、くれます、一てくれます、一ん(の)です            Kanji : 朝 昼 晩 勉 強 同 立 教 字 飲 洗            R漢 室 文 始 終 道 通 達 活 飯 動 (Ext運 点 回)</p>
3	The Japanese Speaking Community and The Changing world	40 hours	<p><b>Travelling in Australia and Japan &amp; Technology</b>            一ら一と一つもりです、よていです、一は初めて、前に、間に、時に、            ほど一ない、一ながら、-方、一やすい、一にくい、一てしまいます            だけでなく一も、ので、のに、について、一によると、一そうです、一らしい            Kanji : 乗 和 着 北 右 左 駅 旅 出 入 持 待 方 売 作 早 明 R働 洋 午 泊 ex: 宿            •</p>
			<p>Assessment: Preliminary Examination: Written and Oral Examination            *R -Recognition Ex – Extension(beyond syllabus)            Kanji from Stage 5 is assumed knowledge and does not appear above</p>

**YEAR 11 ASSESSMENT SCHEDULE: 2025****SUBJECT: Legal Studies****2 Unit**

Type of Task and Description	Inquiry & Research	Communication	Analysis and Evaluation	Knowledge & understanding	Overall Weighting	Outcomes	Due Date
<b>Research Essay</b> In Class Essay based on Law Reform.	10%		10%	5%	25%	P1, P2 P3, P4 P7, P8 P9	<b>Term 1 Week 9</b>
<b>Moot</b> Moot assessing research and communication skills- A legal debate done in small groups in which students use legal evidence to prove their case.		10%	10%	15%	35%	P1, P2 P4, P7 P8, P9	<b>Term 2 Week 7</b>
<b>Yearly Examination.</b> Year 11 Yearly Preliminary Examination Assessing knowledge and understanding through multiple choice, short answer And an essay.	30%	10%			40%	P2, P3 P4, P5 P6, P7 P8, P9 P10	<b>Term 3 Week 7-8 (Assessment Period)</b>
	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>40%</b>	<b>100%</b>		

### Legal Studies - Scope and Sequence

**Overview:** The Legal Studies course focuses on the way in which law is generated, how it is structured and how it operates in Australian and international contexts. Learning about our legal system will allow students to investigate the way our society operates and the influences that shape it. The Preliminary Course introduces students to a range of basic legal notions and concepts, and investigates the role of legal system in promoting and enforcing human rights. The course requires students to apply concepts and principles learned to multiple contemporary case studies.

Term	Topic	Approximate Duration	Outline
1	The Legal System	28 hours	Students develop an understanding of the nature and functions of law through the examination of the law-making processes and institutions. Students are introduced to legal concepts of justice, characteristics of just laws, sources of law, the court hierarchy, common and statute law, the constitution, and international law
1	The Legal System- Law Reform & Law Reform in Action	20 hours	Students Examine the conditions that give rise to law reform, the agencies of reform and the mechanisms of law reform. Students apply their knowledge of law reform to the native title case study as well as a contemporary example of law reform in an Australian context including young drivers and the law, sport and the law, animal welfare, and drug use and the law.
2	Your Rights and Responsibilities- Resolving Disputes	18 hours	Students investigate the way in which the law impacts on individuals by referring to legal and non-legal institutions, laws and media reports. Students investigate the role of federal and state agencies involved in the enforcement of law in Australia. This unit examines the methods of resolving disputes between individuals as well as the legal and non legal methods of resolving disputes with the state.
2	Your Rights and Responsibilities- The individual and technology	18 hours	Students investigate the impacts of emerging technology on individuals. Students assess the role of law reform in addressing emerging technological issues and enforcing rights. Examples of technologies studied include: genetic profiling, cyberspace, privacy issues, security and surveillance and copyright.
3	Law in Practice- Contemporary issue (women)	18 hours	Students investigate contemporary issues faced by women and investigate how the law operates in practice. Students describe the legal and non legal responses to these issues and evaluate the effectiveness of these responses using a range of legal criteria.
3	Law in Practice- Contemporary issue (migrants)	18 hours	Students investigate contemporary issues faced by migrants and investigate how the law operates in practice. Students describe the legal and non legal responses to these issues and evaluate the effectiveness of these responses using a range of legal criteria.

<b>YEAR 11 ASSESSMENT SCHEDULE: 2025</b>		<b>SUBJECT: Mathematics Advanced</b>		<b>2 Unit</b>	
<b>Type of Task and Description</b>	<b>Understanding, Fluency and Communication</b>	<b>Problem Solving, Reasoning and Justification</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>1. In Class Test</b> In-class Test: 90-minute test on Methods in Algebra, Number and Surds, Indices, Functions and their Graphs, Transformations and Symmetry. This will cover the syllabus components F1.1 to F1.4	15%	15%	30%	MA11-1, MA11-2, MA11-9	<b>Term 1 Week 8</b>
<b>2. In Class Test</b> In-class Test: 90-minute test on Trigonometry, Differentiation. This will cover the syllabus components T1.1 to T1.4, C1.1 to 1.4	15%	15%	30%	MA11-1, MA11-3, MA11-5, MA11-9	<b>Term 2 Week 6</b>
<b>3. Yearly Exam</b> Yearly Examination: 2-hour Examination covering all components of the Y11 Advanced Mathematics Course.	20%	20%	40%	MA11-1 to MA11-7, MA11-9	<b>Term 3 Weeks 7-9</b>
	<b>50%</b>	<b>50%</b>	<b>100%</b>		

<b>Mathematics Advanced - Scope and Sequence</b>
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**Overview:** A student develops understanding and fluency in mathematics through:

- exploring and connecting mathematical concepts
- choosing and applying mathematical techniques to solve problems
- communicating their thinking and reasoning coherently and clearly.

Term	Topic	Approximate Duration (Weeks)	Outline
1	Methods in Algebra	2	uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
	Numbers and Surds	2	use index laws and surds to solve problems
	Functions and Graphs	2	define and use a function and a relation as mappings between sets, and as a rule or a formula that defines one variable quantity in terms of another
	Transformations and Symmetry	2	Dilations and Translations both horizontally and vertically
	The Coordinate Plane	1	model, analyse and solve problems involving linear functions
	Trigonometry	2	study of periodic functions in geometric, algebraic, numerical and graphical representations
2	Trigonometry	2	study of periodic functions in geometric, algebraic, numerical and graphical representations
	Extending Calculus	1	use radian measure and understand its relationship with degree measure
	Differentiation	4	develop an understanding of the concept of a derivative as a function
	Exponential and Log Functions	3	introduces exponential and logarithmic functions and develops their properties, including the manipulation of expressions involving them
3	Extending Calculus	3	Differentiating powers of $x$ , with negative and fractional indices, Differentiation rules
	Differentiation of Exp and logs	1	Differentiation exponential and log functions
	Probability	2	introduce the concepts of conditional probability
	Probability Distributions	2	develop an understanding of discrete random variables and their uses in modelling
4	Probability Distributions	1.5	develop an understanding of discrete random variables and their uses in modelling
	Y12: Series and Sequences	2.5	Arithmetic and Geometric Sequences and series, Real world applications
	Y12: Graphs and Equations	3	Transformations of Trig graphs and inequality with unknown in the denominator
	Y12: Curve sketching-calculus	3	Minima and Maxima problems



<b>YEAR 11 ASSESSMENT SCHEDULE: 2025</b>		<b>SUBJECT: Mathematics Extension 1</b>			<b>1Unit</b>	
<b>Type of Task and Description</b>	<b>Understanding, Fluency and Communication</b>	<b>Problem Solving, Reasoning and Justification</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>	
<b>1. In-class Test</b> In-class Test: 90-minute test on Further Graphs and Combinatorics. This will cover the syllabus components MEF1.1 to 1.3, MEA1.1	15	15	30%	ME11-1, ME11-2, ME11-5, ME11-6, ME11-7	<b>Term 2 Week 10</b>	
<b>2. In-class Test</b> In-class Test: 90-minute test on Parametric Equations, Polynomials and The Binomial Equation This will cover the syllabus components MEF1.4, MEF2.1, 2,2	15	15	30%	ME11-1, ME11-2, ME11-5, ME11-6, ME11-7	<b>Term 2 Week 8</b>	
<b>3. Yearly Examination</b> Yearly Examination: 2-hour Examination covering all components of the Y11 Extension Mathematics Course.	20	20	40%	ME11-1 to ME11-5, ME11-7	<b>Term 3 Weeks 7-9</b>	
	<b>50%</b>	<b>50%</b>	<b>100%</b>			



<b>Mathematics Extension 1 - Scope and Sequence</b>
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**Overview:** A student develops understanding and fluency in mathematics through:

- exploring and connecting mathematical concepts
- choosing and applying mathematical techniques to solve problems
- communicating their thinking and reasoning coherently and clearly.

Term	Topic	Approximate Duration (Weeks)	Outline
1	Methods in Algebra	0.5	uses algebraic and graphical techniques to solve problems
	Numbers and Surds	0.5	use index laws and surds to solve problems
	Functions and Graphs	1.5	define and use a function and a relation as mappings between sets
	Transformations and Symmetry	1.5	Dilations and Translations both horizontally and vertically
	Further Graphs	3	inequalities, absolute values and inverse functions
	Combinatorics	2	Permutations and Combinations
	Trigonometry	2	study of periodic functions in geometric, algebraic, numerical and graphical representations
2	Parametric Equations and Ext Calculus	2	study of periodic functions in geometric, algebraic, numerical and graphical representations
	Differentiation	2	develop an understanding of the concept of a derivative as a function
	Polynomials	2	remainder and factor theorems, and sums and products of roots
	The Binomial Expansion	2	The binomial expansion is introduced, Pascal's triangle and related identities are proved
	Exponential and Log Functions, Ext Calc	2	introduces exponential and logarithmic functions and develops their properties
3	Extending Calculus	1	Differentiating powers of $x$ , with negative and fractional indices, Differentiation rules
	Differentiation of Exp and logs	1	Differentiation exponential and log functions
	Probability	1	introduce the concepts of conditional probability
	Probability Distributions	1	develop an understanding of discrete random variables and their uses in modelling
	Further Trig	3	Compound angles, double angles, t-formulae, sum to products
	Further Rates	2-3	Done later in Y12 Term 2, modified exponential growth and decay, related rates.
4	Series and Sequences	2	Arithmetic and Geometric Sequences and series, Real world applications
	Y12: Induction	2	Proof by induction
	Y12: Graphs and Equations	3	Transformations of Trig graphs and solve inequalities with unknown in the denominator
	Y12: Curve sketching-calculus	3	Minima and Maxima problems

<b>YEAR 11 ASSESSMENT SCHEDULE: 2025</b>		<b>SUBJECT: Modern History</b>			<b>2 Unit</b>		
<b>Type of Task and Description</b>	<b>Knowledge and understanding</b>	<b>Historical skills in the analysis and evaluation of sources and interpretation</b>	<b>Historical inquiry and research</b>	<b>Communication of historical understanding in appropriate forms</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>1. Source Analysis</b> Students will complete an in-class test that will include a range of sources and will consist of short and extended response answers.	15	10		5	30	MH1.6, MH1.7, MH1.9	<b>Term 1, Week 10</b>
<b>2. Historical Investigation Project.</b> Students will conduct independent research on a topic and present their findings in either a 1200-word research essay or oral presentation. The task type will be finalised prior to its commencement.			20	10	30	MH1.1, MH1.2, MH1.6, MH1.7, MH1.8, MH1.9	<b>Term 2, Week 9</b>
<b>3. Year 11 Yearly Examination.</b> Students will undertake a formal Examination which will test aspects of the Year 11 Modern History course. The examination will consist of questions that are source-based, short answers, extended response and an essay.	25	10		5	40	MH1.2, MH1.3, MH1.4, MH1.5, MH1.9	<b>Term 3, Week 8</b>
	<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>		

### Modern History - Scope and Sequence

**Overview:** Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.

Term	Topic	Approximate Duration	Outline
1	The Shaping of the Modern World	40 hours	Students investigate the factors that led to the outbreak of war and the changing nature and key developments of WWI. Students examine its role in the shaping the modern world including modern warfare and the subsequent developments and advancements that arose as a result. Students will be exposed to a range of primary and secondary sources that explore both the war and Homefront's. The Nature of Modern History in particular 'The Representation and Commemoration of the Past' and 'History and Memory' will be integrated.
2	Case study- The Decline and Fall of the Romanov Dynasty	30 hours	Students investigate the context of the Russian Empire at the time of Nicholas II and the factors that led to decline and fall of the Romanov Dynasty. Students will engage in historical analysis and argument as to whether this outcome could have been prevented. Students will debate the necessity of the execution of the family and possibility of survivors. Students will be exposed to a range of primary and secondary sources.
2	Historical Investigation	20 hours	Students complete an independent research investigation and submit this in a presentation style such as a 1200-word essay or oral presentation to be determined before the task. It will involve locating and synthesising sources and organising relevant information to communicate a reasoned historical perspective.
3	Case study- The Cuban Revolution	30 hours	Students investigate the historical context of Cuba, the course of the revolution and the ideology of its leaders. Students will examine the impact and aftermath in particular its legacy on the foreign policy of the modern world using a range of sources. Students will debate the representation of Che Guevarra and the perspectives around his legacy. The Nature of Modern History in particular 'The Representation and Commemoration of the Past' will be integrated from a flipped perspective of JFK and the Americans.

<b>Year 11 Assessment Schedule: 2025</b>	<b>Subject: Music 1</b>	<b>2 Unit</b>
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Type and Description of Task	Performance	Composition	Musicology/ Aural Skills	Overall Weighting	Outcomes	Due Date
<b>Performance</b> Students will prepare and perform one song or piece of music that represents the topic chosen for study	25%			25%	P1, P5, P9, P11	<b>Term 1 Week 9</b>
<b>Composition or Arrangement</b> Students will use composition software to compose or arrange a piece of music that represents the chosen topic		25%		25%	P2, P3, P5, P7	<b>Term 2 Week 3</b>
<b>Yearly Examination</b> Students will prepare and perform TWO contrasting pieces, with ONE representing the chosen topic. Student will do an Aural skills examination, with specific questions on the Concepts of Music.	25%		25%	50%	P1, P4, P5, P6, P9, P11	<b>Term 3 Week 7-8</b>
	<b>50%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>		

## Music 1 Scope and Sequence

**Overview:** The Music 1 Preliminary course is multifaceted, underpinned by the Concepts of Music, which will run over the three terms. Students will work in performance, composition and arranging, listening and Music research to advance their skills on many fronts. The study of three topics (below) will inform their performance choices and aid in broadening their repertoire.

Term	Topic	Approximate Duration	Outline
1	Music for Radio, TV, Film & Multimedia The Concepts of Music	10 weeks	Students will explore how music is used in these fields, and have the opportunity to research an area that holds strong appeal. They will also have listening and performance experiences. The Concepts of Music are foundational to the whole course, and students will begin with the concepts of Pitch and Duration.
2	Music for Small Ensembles	10 weeks	In this unit students will listen, arrange and perform music that is typical of this topic, This can include a jazz ensemble, chamber music from the Classical period, or rock music.
3	Music of the 20 <sup>th</sup> and 21 <sup>st</sup> Centuries	10 weeks	Students will listen widely and undertake study of one of the major music movements of the 20 <sup>th</sup> or 21 <sup>st</sup> centuries. They will have performance experiences in several genres.

<b>Year 11 Assessment Schedule: 2025</b>	<b>Subject: Music 2</b>	<b>2 Unit</b>
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Type and Description of Task	Performance	Composition	Musicology/ Aural Skills	Overall Weighting	Outcomes	Due Date
<b>Performance</b> Students will prepare and perform one song or piece of music that represents the Baroque or Classical period.	25%			25%	P1, P6, P10, P11, P12	<b>Term 1 Week 9</b>
<b>Composition</b> Students will use composition software to compose or arrange a piece of music that represents the topic Music 1600-1900		25%		25%	P2, P3, P4, P8, P9	<b>Term 2 Week 3</b>
<b>Yearly Examination</b> Students will prepare and perform TWO contrasting pieces, representing TWO different music periods. Student will do an Aural skills examination, with specific skills such as a melody dictation, score-reading, and sight-singing.	25%		25%	50%	P1, P2, P5, P7, P10, P11, P12	<b>Term 3 Week 7-8</b>
	<b>50%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>		

## Music 2 - Scope and Sequence

**Overview:** The Music 2 Preliminary course is demanding, with a high level of performance and musicianship expected, and specific skills such as Sight Singing and Sight Reading. Students will have experiences in performance, composition, listening, score-reading and more. The compulsory topic of Music 1600-1900 will be broken up into the three main periods, with the additional topic of Music 1900-1945 rounding out the Preliminary course.

Term	Topic	Approximate Duration	Outline
1	Music 1600-1900 Baroque Period	10 weeks	Students will learn about the music of the Baroque period. They will learn some of the important structures such as the suite, aria, solo sonata, and concerto. Students will also be introduced to skills such as sight-singing, melody dictation, and score-reading.
2	Music 1600-1900 Classical and Romantic Periods	10 weeks	Students will learn about the music of the Classical and Romantic periods. Musical structures include the string quartet, symphony, concerto and solo instrumental music. They will continue to practise sight-singing and other skills (above)
3	Music 1900-1945	10 weeks	Students will learn about early 20 <sup>th</sup> century art music, with genres to include Serialism, Neo-Classical and the influence of Jazz and nationalism. Skills will continue during the term.

**YEAR 11 ASSESSMENT SCHEDULE: 2025****SUBJECT: Physics****2 Unit**

Type of Task and Description	Knowledge & Understanding	Skills in Working Scientifically	Overall Weighting	Outcomes	Due Date
<p><b>1. Skills Assessment</b></p> <p>This task assesses skills in working scientifically and a small amount of knowledge and understanding content. Tasks could include analysing and processing data and information, planning and conducting practical investigations, and scientific problem solving. Skills are assessed in the context of the knowledge and understanding covered.</p>	25%	5%	30%	PH11/12-3,5,6 PH11-8	<b>Term 1, Week 8</b>
<p><b>2. Depth Study</b></p> <p>A range of task types may be used for the formal assessment of a student's depth study. Examples include a written report, digital or multimedia products, data analysis, practical investigations, fieldwork, or unseen timed responses. The task type will be finalised prior to the commencement of the depth study in class.</p>	25%	5%	30%	PH11/12-1,2,4,7 PH11-9	<b>Term 2, Week 8</b>
<p><b>3. Yearly Examination</b></p> <p>This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically and knowledge and understanding. It will cover the entire scope of the Year 11 course.</p>	10%	30%	40%	PH11/12-1-7 PH11-8-11	<b>Term 3, Weeks 8-9</b>
	<b>40%</b>	<b>60%</b>	<b>100%</b>		



## Physics - Scope and Sequence

**Overview:** The Year 11 course develops students' knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms, and how we describe and measure electricity and magnetism and their interrelated effects.

Term	Topic	Approximate Duration	Outline
1	Waves and Thermodynamics	7 weeks	Wave motion transfers energy without moving matter. By studying wave characteristics such as wavelength, frequency, period, velocity, and amplitude, students gain an understanding of wave properties. They learn how waves can be reflected, refracted, diffracted, and interfere, and discover that some waves, like electromagnetic waves, do not require a medium for propagation. Students also explore energy transfer, focusing on heat transfer through conduction, convection, and electromagnetic radiation. Thermodynamics, which studies the relationship between energy, work, temperature, and matter, helps students understand particle motion and its importance in various STEM fields.
1-2	Kinematics	8 weeks	Motion is a fundamental phenomenon studied in kinematics, focusing on describing and analysing motion without considering forces or masses. Uniformly accelerated motion is defined by relationships between scalar and vector quantities such as displacement, speed, velocity, acceleration, and time. Tools like graphs, vectors, and equations of motion are used to describe and predict linear motion both qualitatively and quantitatively. This module highlights how scientific knowledge supports valid explanations and reliable predictions about an object's motion.
2-3	Dynamics	8 weeks	The relationship between motion and the forces acting on objects is complex, but Newton's Laws of Motion describe how forces affect the motion of objects and simple systems. This module emphasises that forces always occur in pairs, acting on different objects and balancing to zero. Students apply Newton's laws, along with the law of conservation of momentum and mechanical energy, to explore the effects of forces. They model and represent these interactions using vectors and equations. The study of rates of change, particularly in displacement, velocity, and energy, provides deeper insights, with students learning the usefulness and limitations of such models.
3	Electricity and Magnetism	7 weeks	Atomic theory and the laws of conservation of energy and electric charge are key to understanding the electrical and magnetic properties of matter. These properties are analysed through electric fields, often represented by lines. Students use these models to predict object behaviour and explore their limitations. Additionally, students examine the behaviour of electrical circuits, focusing on energy transfer and conversion, and explore how this understanding has led to technological advancements.

<b>YEAR 11 ASSESSMENT SCHEDULE: 2025</b>		<b>SUBJECT: Software Engineering</b>		<b>2 Unit</b>	
<b>Type of Task and Description</b>	<b>Knowledge And Understanding</b>	<b>Knowledge and skills</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>1. Programming Fundamentals - Individual</b> Students design, code and document a software solution for sudoku game that is interactive. The software is to be developed in a high-level general-purpose programming language such as using Python combined with Visual Studio Design interface.	10%	20%	<b>30%</b>	SE-11-01, SE-11-02, SE-11-06, SE-11-07	<b>Term 1, Week 10A</b>
<b>2. Blended Mechatronics/OOP project – Group Project</b> Students use Lego Mindstorms EV Robotics kit and an object-oriented programming approach to create a three-part robotics task: Part I: Teacher allocated task, Part II: Scenario given that is open to interpretation, Part III: Student Group initiated scenario. The students are to record their robots in action, give a live demo on the day of submission and submit a group folio guided solution to achieve this originality. Students provide documentation including a journal and modelling diagrams. Students present their solutions to the class and submit the video and document to the Google Classroom	15%	25%	<b>40%</b>	SE-11-01, SE-11-02, SE-11-03, SE-11-06, SE-11-07, SE-11-08, SE-11-09	<b>Term 2, Week 10B</b>
<b>3. Written Examination - Yearly Examination</b>	25%	5%	<b>30%</b>	SE-11-01, SE-11-03, SE-11-04, SE-11-05, SE-11-06, SE-11-08	<b>Term 3, Week 9A</b>
	<b>50%</b>	<b>50%</b>	<b>100%</b>		

## Software Engineering - Scope and Sequence

**Overview:** The Preliminary course consists of three modules. Each module is compulsory. These three modules comprise of Programming fundamentals, The object-oriented paradigm, and Programming mechatronics. The Year 11 course provides students with opportunities to develop and apply an understanding of the fundamental elements involved in creating software.

Term	Topic	Approximate Duration	Outline
1	Programming Fundamentals	40 hours	This unit introduces students to computer programming. It explores base concepts of understanding requirements, development and testing stages from the perspective of both a user and a developer. Students also explore the development and use of algorithms, data, data types, data structures and the role design plays in the development of code and the final program.
2	Object Oriented Paradigm	40 hours	This unit extends the understanding of basic programming structures into the Object-Oriented Paradigm (OOP). Key concepts such as objects, classes, inheritance and polymorphism will be explored. The application of these key concepts and others will be used to create, test and modify OOP-based software solutions. The use of version control and backup systems should also be employed for all projects.
3	Programming Mechatronics	40 hours	This unit of work will focus on the application of procedural programming and OOP in a robotic and mechatronic environment and will focus on the direct relationship between the hardware items associated with a mechatronic system (sensor, effectors and actuators) and the software that is required to control the interactions.

**YEAR 11 ASSESSMENT SCHEDULE: 2025****Visual Arts**

Type and Description of Task	Practical	Art History Criticism	Overall Weighting	Outcomes	Due Date
<b>Task 1: Practical &amp; Art History/Criticism</b> <b>Practical Assessment</b> <ul style="list-style-type: none"> <li>- Visual Art Process Diary</li> <li>- Completed small Body of Work related to topic</li> </ul> <b>Art History/ Criticism</b> Written concepts, ideas, responses on influencing artists in the Visual Art Process Diary.	20%	10%	30%	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	Term 1 Week 10
<b>Task 2: Practical &amp; Art History/Criticism</b> <b>Practical Assessment</b> <ul style="list-style-type: none"> <li>- Completed Artwork related to topic</li> <li>- Visual Art Process Diary</li> </ul> <b>Art History/ Criticism</b> Written concepts, ideas, responses on influencing artists in the Visual Art Process Diary	15%	15%	30%	P1, P2, P3, P4, P5, P6, P7, P8, P9, P.10	Term 2 Week 5 & 10
<b>Task 3: Practical artmaking &amp; Art History/Criticism</b> <b>Part 1: Formal Examination</b> on concepts studied throughout the year. Questions on all content areas: <ul style="list-style-type: none"> <li>- Conceptual Framework</li> <li>- Frames</li> <li>- Artist practice</li> </ul> <b>Part 2: Practical Assessment</b> Mini Body of Work on self- directed topic	15%	25%	40%	P1, P2, P3, P4, P5, P6, P7, P8, P9 P10	Term 3 Week 8 and Week 10
	<b>50%</b>	<b>50%</b>	<b>100%</b>		

## Visual Art - Scope and Sequence

### Overview:

- Students will build on their skills and knowledge developed the stage 5 course by developing independence in their artmaking practice.
- Students will extensively research and investigate artists of interest and relevance to their individual artmaking processes and historically interpret art from an informed understanding of practice, the conceptual framework and the frames. They will gain an in-depth understanding of the processes of artists whilst developing skills in variety of artmaking forms to prepare them for the HSC course.

Term	Topic	Approximate Duration	Outline
1	No one knows me	10 weeks	Students will be investigating and experimenting with a variety of materials and techniques to develop a small Body of Work around the topic Identity. They will analyse artworks across art history with the theme identity in art history. Artists include artists practicing in contemporary, traditional and modern art periods such as Munch, Frida Kahlo and Ben Quilty. Students will learn life drawing and anatomical drawing through expressive drawing mediums of charcoal and graphite. Students will produce a cohesive body of work that showcases their understanding of the concept ‘No one knows me except me?’ Students will read and research critics and historians viewpoints on the chosen topic and artists studied.
2	Movement, Motion, Place and Space	10 weeks	Students will engage in creating a site-specific artwork in the school using selected materials that will examine the practice of the Modern and contemporary artists. Students will investigate artmaking practices of sculptural, digital and installation artists to develop a site-specific work within the school. Students are to complete research in their visual diaries reflecting both material and conceptual explorations in support of their artworks and documenting their artworks through photographic and film processes.
3	Self-Directed project	10 weeks	Students create a Mini body of work based on a concept and materials of their choice. They will research and explore a variety of media and processes to develop a series of artworks. Students will analyse and respond to artworks that embody different concepts and material practices in class in preparation for examination. Students engage in extensive research of selected artists to who practice using key themes, mediums and processes they are investigating throughout their own artmaking. Students analyse these artists and historical accounts of their work in-depth across all content areas.

## Summary of Year 11 Assessment Tasks



**Note that the dates listed in this summary are APPROXIMATE.**

**Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.**

### Term 1 2025

WEEK	
3B	
4A	
5B	
6A	
7B	
8A	Engineering Studies, Mathematics Adv, Physics
9B	Biology, Economics, HMS, Legal Studies, Music 1, SLR,
10A	Business Studies, Chemistry, Advanced English, English Ext, Japanese Mathematics Ext, Modern History, Music 2, Software Engineering, Visual Arts
11B	

### Term 2 2025

WEEK	
3A	Ancient History, HMS, Mathematics Ext, Music 1, Music 2
4B	
5A	Visual Arts
6B	Mathematics Adv
7A	Chemistry, Legal Studies
8B	Ancient History, Economics, Engineering Studies, Geography, Japanese, Mathematics Ext, Physics,
9A	Biology, Business Studies, Modern History
10B	Advanced English, Software engineering, Visual Arts

### Term 3 2025

WEEK	
1A	
2B	
3A	SLR
4B	
5A	
6B	
7A	Yearly Examinations – All Subjects
8B	Yearly Examinations – All Subjects
9A	Yearly Examinations – All Subjects



## *Statement of Authenticity and Academic Integrity*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Teacher: \_\_\_\_\_ Subject: \_\_\_\_\_ Assessment: \_\_\_\_\_

I certify that:

- the planning, development, content and presentation of this assessment task is my own work in every respect
- this assessment task has not been copied from another person's work or from books or the internet (including AI) or any other source
- I have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in the assessment task or its development
- I have read, understand and have followed the assessment policies outlined in the assessment policy book.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

