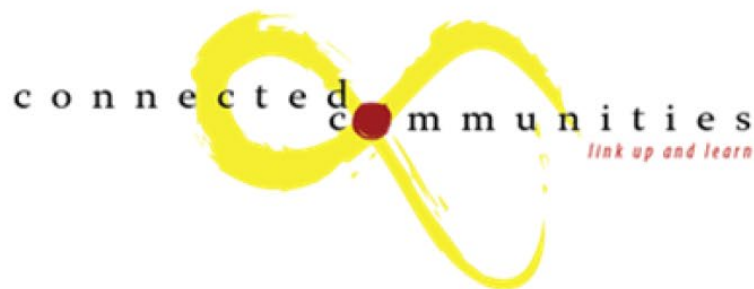




# NAROOMA HIGH SCHOOL

## 2025 Year 11 Assessment Policy and Schedules Guide



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## Foreword

Thank you for taking the time to carefully read and comprehend the information in this booklet. Internal school assessment plays a critical role in the success of students in Year 11 (Preliminary) and HSC courses. The concept of internal assessments as a component of the Higher School Certificate is very important. Student's results in the Year 11 (Preliminary HSC) courses are determined within school through the internal assessment process.

Students in Year 11 study their Preliminary HSC courses. These courses build the foundation for the following year where students in Year 12 study their HSC courses. The Year 11 courses are normally studied in terms 1, 2 and 3 of the first year in the senior school (i.e. Year 11). The HSC courses usually begin in Term 4 of student's Year 11 and continue in Terms 1, 2 & 3 of the following year and, the HSC examinations generally commence in October.

Assessments are used to ensure all outcomes in Year 11 courses are met. The marks and rankings obtained for the Year 11 courses do not carry into the HSC courses. They do form the basis for the grades submitted to NESA for inclusion as part of the student's Record of School Achievement (ROSA). **All** students **must** complete satisfactorily the appropriate Year 11 course **before** they can begin the corresponding HSC course. The Principal is required to certify for each student that this requirement has been met.

This document sets out the assessments, policies and requirements for the Year 11 courses and itemises, subject by subject, the schedule of assessment tasks. The procedures to be followed are the same, where appropriate, as those set down for HSC courses and provide an excellent introduction to these courses. Assessments follow recommendations outlined in various syllabus documents.

As always, if you do have questions about assessment or other school processes and procedures, please contact the school.

Mrs Tracy Scobie  
Executive Principal  
February 2025

## Welcome to Year 11 2025

This assessment handbook outlines the Narooma High School HSC assessment processes.

It aims to help senior students by:

- assisting in understanding the Year 11 assessment requirements
- explaining the processes around assessment and how marks are determined
- assisting with information about how to prepare, plan and organise their time so they meet assessment expectations
- explaining the process for requesting illness and misadventure and/or appealing a result
- informing about certain rules they must follow and requirements they must meet
- listing in a simple and standard fashion the assessment tasks in each course, while showing the outcomes, components and weightings for each task.

This booklet should be read in conjunction with NESA assessment policies available online at [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

It is the responsibility of students to read and ensure they understand the contents of this booklet and to share this booklet with parents and carers.

### Staff Contacts

Executive Principal	Tracy Scobie
Deputy Principal	Fiona Saunders Joe Harper
Year Advisor	Monique Wicks
Head Teacher/Mentor	Joseph Van Weerdenburg
Learning and Support	Donna Grace

Narooma High School – ph: 4476 4377

Assessment tasks are subject to change from year to year.

While the information is correct at the time of printing, in some circumstances, information may change. It is important for students to check the specific notification for each individual task that is handed out by their class teacher.

## KEY TERMS

<b>AMOW</b>	<b>HSC: All My Own Work</b> <i>HSC: All My Own Work</i> is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.
<b>NESA</b>	<b>NSW Education and Standards Authority</b> NESA organises and conducts the Higher School Certificate Examinations in all NSW schools and are responsible for the awarding of the Higher School Certificate credential.
<b>RoSA</b>	<b>Record of School Achievement</b> The Certification students receive from NESA if they leave school prior to completing the HSC.
<b>HSC</b>	<b>Higher School Certificate</b> Highest level of certification in NSW high schools; usually completed in Year 11 of high school
<b>Preliminary HSC</b>	First stage of the HSC; usually completed in Year 11 of high school
<b>Stage</b>	A period of learning, typically of two years duration. Stage 5 refers to Years 9 & 10 and Stage 6 refers to Years 11 & 12
<b>Unit</b>	The amount of time involved in a course
<b>BDC</b>	<b>Board Developed Course</b> Courses developed by NESA that can be used in the calculation of an ATAR
<b>BEC</b>	<b>Board Endorsed Course</b> Courses endorsed by NESA that count towards the HSC but cannot be used in the calculation of an ATAR
<b>Category A/B</b>	Classification of Board Developed Courses. Only one Category B course can be counted in the calculation on an ATAR
<b>TAFE</b>	<b>Technical and Further Education</b>
<b>VET</b>	<b>Vocational Education &amp; Training</b>
<b>TVET</b>	<b>TAFE delivered Vocational Education &amp; Training courses</b>
<b>UAC</b>	<b>University Admissions Centre</b>
<b>ATAR</b>	<b>Australian Tertiary Admission Rank</b> A rank calculated by UAC as a way of determining entry to university courses
<b>Useful websites:</b> <a href="https://www.educationstandards.nsw.edu.au/">https://www.educationstandards.nsw.edu.au/</a> <a href="http://www.uac.edu.au">www.uac.edu.au</a>	

## **The Higher School Certificate**

### **Eligibility requirements for entry into HSC courses**

Students may enter an HSC course if they have satisfactorily completed the requisite preceding Preliminary course.

### **Satisfactory completion of an HSC course**

Students studying an HSC course must make a genuine attempt to complete the course requirements. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete the requirements.

For courses where school-based assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 percent is not sufficient; tasks worth in excess of 50 percent must be attempted. Furthermore, the student must fulfil the course completion criteria.

A course will not be listed on the RoSA unless both of these conditions are met. In the case of competency-based courses, where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine. Where students are studying an HSC course that includes a requisite examination, students must sit for and make a genuine attempt at the examination.

If it is determined that a student has not made a genuine attempt to complete the course requirements, the principal must indicate on the appropriate documentation that the course has not been satisfactorily completed.

Students studying VET Industry Curriculum Framework courses must complete the mandatory work placement hours in order to be deemed satisfactory. Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least 12 units of Preliminary courses and 10 units of HSC courses that satisfy NESAs pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate.

### NESA's pattern of study

To be eligible for the award of the HSC credential, students must satisfactorily complete:

- a Year 11 pattern of study comprising at least 12 units, and
- an HSC pattern of study comprising at least 10 units.

To ensure students satisfy NESAs requirements, the pattern of study in both Preliminary and HSC must include:

- 2 units of a Board Developed course in English
- at least 4 more units of Board Developed courses
- at least 3 courses of 2 or more units (which may be either Board Developed or Board Endorsed), and
- at least 4 subjects.

Students may study a maximum of 6 units of Year 11 Science courses, and 7 units of HSC Science courses.

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

Students must meet all other course eligibility requirements, and HSC eligibility requirements to be granted the HSC credential.

Students may accumulate HSC courses towards the award of the HSC credential within a consecutive five-year period.

### Assessment

The Higher School Certificate (HSC) is the highest educational award in secondary education in New South Wales. It is awarded to students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet HSC course requirements and sit for the state-wide HSC examinations. Read more about how the HSC works on Students Online.

School-based assessment allows teachers to measure student learning in a variety of ways not possible under examination conditions. It provides a more balanced representation of student achievement over the entire duration of the HSC course and is a vital component of learning.

Another very important role of assessment is to assist student learning. It allows teachers to provide meaningful feedback to students. This feedback will clearly indicate the extent to which the course outcomes have been achieved. Such feedback acknowledges what students can do and what they need to do to improve their level of achievement.

Students will complete school-based assessments as part of their HSC, which together contribute 50% of their final HSC mark for a course (except VET courses). Assessment tasks take a variety of forms to accurately measure a student's knowledge and skills. The methods used could include both formal test situations and less formal, but nonetheless systematic observations of student performance.

In all subjects these may involve some of the following:

- examinations,
- written, practical, oral and/or aural tests,
- class and/or home assignments including essays and practical tasks,
- individual and team projects of varying degrees of length and complexity,
- oral presentations, or fieldwork.

### **VET courses**

Assessment in VET courses is competency based. This means that the student needs to demonstrate that they have gained, and can apply, the specific knowledge and skills for the unit of competency to be deemed competent in that unit.

### **Life Skills courses**

Evidence of achievement of outcomes is gathered through ongoing assessment. There is no requirement for formal assessment of Life Skills outcomes.

## Responsibilities

### Responsibilities of the school

The school is required to provide students with the following information:

- An assessment schedule that has been developed for each course, within the guidelines provided by the NESAs, incorporating mandatory assessment components and weightings for that course
- The assessment processes and a student sign off acknowledgement
- Written notification provided to students at fourteen (14) calendar days in advance of the scheduled assessment task

At the completion of each task, students will receive:

- A mark for that task
- Their rank for that task
- The marking criteria and
- Feedback concerning areas for further improvement

In exceptional circumstances, some tasks may be rescheduled or substituted during the year. In such cases, head teachers or class teachers will inform students of the new arrangements and provide an additional sign off.

Where a completed task has been declared void, a new task will be set, and the same requirement of fourteen days notification will be upheld.

### The responsibilities of the student

To successfully meet assessment requirements, students must:

- Complete each course in which you are enrolled
- Be aware of the assessment schedule and contact your teacher if you do not have the necessary information
- Attend all classes and ensure that missed course work is completed. For the satisfactory completion of a course, NESAs do not mandate an attendance requirement. As a guide; however, student attendance falling below 95% is considered by the Department to place a student at educational risk.
- The principal may then determine that, because of absence, the course completion criteria may not be met. Students need to be aware that learning experiences are delivered in class and high absenteeism leads to gaps in this learning.
- Complete all set course work and learning tasks (not just assessment tasks) to achieve course outcomes even when absent from class
- Make a serious attempt at all tasks which are set out in the assessment schedule for each course
- Complete all tasks by 4:00pm on the due date unless otherwise specified in the task notification
- Present work that is your own, in the specified form. All assessment tasks and examinations (including submitted works and practical examinations) must be your own work or must be acknowledged appropriately). A student who is found guilty of malpractice will be given a zero mark for any part of the task that is not their own work the task and an “N Determination” warning will be issued



- Only use approved AI in the completion of tasks. Unapproved use of AI is a breach of academic integrity
- Communicate with teachers regarding any changes in circumstances that may impact on your HSC performance
- Contact the school if you cannot complete an assessment task due to illness or misadventure on the day the task is due. The parent/carer should communicate with the head teacher of the relevant faculty. An “Illness and Misadventure Application” **must** be completed and returned to the Deputy Principal, who will then determine the case. Supporting documentation must be provided in writing, such as a medical certificate for illness, or a satisfactory explanation in the case of misadventure, explaining the inability to do the task. It is not the responsibility of teachers to request an appeal. An “Illness and Misadventure Application” has been included in this document or is available from the deputy principal
- Sit examinations during their scheduled times and follow the rules of conduct for examinations. No exemptions will be given. If a student fails to sit an examination, the illness and misadventure process must be followed
- Approach the relevant head teacher before the due date of the task where an absence is known in advance. Anticipate for known educational or personal activities that may clash with due dates (eg. representative sport, specialist appointments). Students should use the “Appeal for Change of Due Date” form, or, in the case of mandatory VET work placement, the log of work expected to be completed during the placement. An alternative date or task cannot be negotiated during examination periods. Failure to negotiate a change of date in advance will result in a zero mark
- Attend the full school day when an assessment task is due
- Comply with all NESAs requirements for major works/projects
- Complete mandatory work placement if enrolled in a VET course
- Complete tasks immediately on return to the course specific class after an absence. In cases where tasks may be assessed over several days (for example, speeches and presentations) and a student is absent, the student must be prepared to present their task on the first day they return to school.

### The responsibilities of the teacher

It is the responsibility of the teacher to:

- Develop an assessment schedule of three tasks for Year 11 of various types for 2 unit courses in line with NESAs requirements
- Allocate weightings to each of the tasks in accordance with the component weightings and the school's judgement of the relative importance of each task
- Notify students in writing of the course assessment requirements
- Notify students in writing at least 14 calendar days prior to each task with detailed information (task notifications) about each assessment. This notification will include:
  - The date the task is due
  - A description of the task
  - The weighting of the task
  - The outcomes being assessed, and
  - The criteria on which the task will be marked.
- Notify students and their parents verbally and in writing by issuing a “N Determination” warning letter if they fail to meet course requirements, including assessment requirements
- Ensure that any changes to assessment tasks, including due dates, are communicated to students in writing by providing an updated task notification, and an amended Assessment Schedule.

- Arrange for disability provisions and or adjustments for the completion of assessment tasks for those students who were granted such provisions by the Learning and Support Teacher (LaST), or in accordance with the adjustments and accommodations agreed upon in the student's current Individual Learning Plan
- Ensure that assessment tasks are returned with appropriate feedback within fourteen calendar days of submission to students with a mark / grade, rank and feedback to assist improvement in student performance. This feedback should include:
  - The student's achievement in relation to the outcomes
  - The student's position relative to the course group
  - Appropriate and specific feedback about the student's performance in the task
  - Comment in relation to the marking guidelines, and strategies and suggestions for improvement.

Teachers will also:

- Collate and maintain the assessment marks and related information during the course
- Refer illness & misadventure, appeals and variations to their faculty head teacher, Deputy Principal and/or Executive Principal for determination, under exceptional circumstances
- Under certain circumstances, teachers may find it necessary to vary their Assessment Schedules. If this should occur, students will be informed in writing.

#### The responsibilities of head teachers

To support students to successfully meet the NESAs requirements for HSC courses and assessment, head teachers will:

- Make decisions around alternative arrangements for assessment tasks in consultation with teachers and senior executive when appropriate. Negotiate with the Deputy Principal any alternative arrangements for a task to be approved
- Check assessment schedules to ensure they accurately reflect the Assessment and Reporting Guidelines for each subject in their faculty area
- Keep a copy of the task in print and/or electronic form in case the original is mislaid
- Make recommendations about extensions, malpractice, illness/misadventure and refer to Deputy Principal. Inform student and class teacher of outcome
- Follow up any concerns with assessment tasks at the time they are marked and returned. (see Appeals Procedure for school-based assessment task)
- Ensure all students follow the principles and practices of good scholarship, as described in the [HSC: All My Own Work](#) program.
- Ensure all students comply with the standard set out by NESAs in [Honesty in HSC Assessment - the Standard](#)
- Maintain 'markbooks' and or centralised systems of record keeping suiting the reporting methods used by Narooma High School.
- Ensure that all classes doing the same assessment task for the same course are dealt with equitably.

Periodically, each student's progress will be monitored by their class teacher, subject head teachers and the Deputy Principal. Students who are in danger of receiving an N-Determination will be interviewed, and parents/guardians will be informed of their child's status.

## **What happens if a student does not fulfil their responsibilities?**

If a student fails to fulfil their responsibilities, they may receive:

- A zero mark for work that is not their own
- A zero mark for work not submitted by the due date
- A zero mark for a non-serious attempt
- A zero mark for work not granted consideration due to illness/misadventure
- An “N Determination” warning in a particular course if he/she fails to complete tasks which represent in excess of 50% of the possible assessment marks in that course.

### **Non-serious attempts**

- Students are warned that NESAs do not treat non-serious attempts lightly and may prevent the award of an HSC, especially where it occurs during an actual HSC examination. Non-serious attempts include:  
Failure to submit an assessment task  
Submitting a frivolous attempt of an assessment task  
Failure to attempt all sections of an exam or assessment task  
Failure to submit, on request, evidence of weekly work completed.

### **Official warning letters**

Where students do not complete components of the course, and do not subsequently provide documented explanation, official warning letters of concern (“N” determination warning letters) will be sent to parents/caregivers outlining the areas of unsatisfactory completion of course requirements, including zero marks being awarded.

The warning letter is designed to give students the opportunity to redeem themselves. It will contain details of work to be completed and the timeframe for completion and return. To redeem an official warning letter, the student must comply with the letter’s requirements in full.

Failure to submit assessment items to a reasonable standard will make it impossible for the principal to determine if the student has achieved course outcomes. It may also indicate that a student has not applied themselves with diligence and sustained effort. In the case of failure to submit an assessable item, the principal or their delegate who will follow the “N” Determination process.

### **Issues with assessment completion**

**All issues must be dealt with using the appropriate form provided in the appendix.**

The form must be completed and provided to the class teacher and head teacher of the faculty concerned. The forwarding of documents MUST occur on the day the student returns to school.

The Deputy Principal and head teacher of the faculty will review your application and the supporting documentation before deciding to uphold or decline each component of your application. An Illness/Misadventure application will be reviewed, including the medical or misadventure evidence. Each incident is treated independently, which is why it is important to have comprehensive evidence. The head teacher is responsible for monitoring these issues with assessments and if a pattern is detected, then referral to the Deputy Principal and/or executive Principal may be required for further action.

### Late submission of assessment tasks

Students who are absent from an assessment task or fail to submit an assessment task on the required date or time of day specified will incur no penalty if they have an acceptable reason and submit an illness/misadventure form, along with appropriate documentation, upon their return to school.

In the case of illness, the Illness/Misadventure form found in the appendix is to be completed by a health practitioner where possible, outlining why the student was unable to attend school.

The school must also be contacted to confirm the absence on the day. An acceptable reason includes significant illness, accident or misadventure and must be supported by relevant documentation.

For assessment tasks to be completed wholly, or partly at home, medical certificates or illness/misadventure forms covering only the final days prior to submission will not grant approval of an extension.

If there is no valid reason for failing to complete an assessment task, a zero mark will be recorded for that task.

If tasks are completed or submitted after the due date without an acceptable reason, the task will be graded and used to determine achievement of outcomes. Students must complete all tasks to meet course outcomes.

### **Suspected Malpractice**

The investigation of suspected malpractice will be managed by a panel which includes two Deputy Principals and a head teacher from another faculty.

Malpractice is any activity that allows students to gain an unfair advantage over other students. Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable.

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Serious and deliberate acts of malpractice amount to corrupt conduct. This includes:

### Misrepresentation

1. Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
2. Misrepresentation can include but is not limited to:
  - a. making up journal entries for a project, and/or
  - b. submitting falsified or altered documents, and/or
  - c. referencing incorrect or non-existent sources, and/or
  - d. contriving false explanations to explain work not handed in by the due date.

### Plagiarism

1. Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.
2. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.
3. Plagiarism includes but is not limited to:
  - a. copying someone else's work in part or in whole, and presenting it as their own, and/or
  - b. using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
  - c. building on the ideas or words of another person without appropriate acknowledgement, and/or
  - d. using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

### Collusion

1. Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.
2. Collusion includes but is not limited to:
  - a. sharing answers to an assessment with other students, and/or
  - b. submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
  - c. contract cheating by outsourcing work to a third party, and/or
  - d. unauthorised use of artificial intelligence technologies.

### Breach of assessment conditions

1. All students undertaking an exam or test must comply with assessment conditions.
2. When assembling for, undertaking, and leaving the exam or test session, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.
3. A breach of assessment conditions includes any breach of:
  - a. Exam rules and procedures, and
  - b. Minimum standard test rules and procedures.
4. Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

In the case of suspected plagiarism and the use of AI specifically, the class teacher will be asked to provide evidence that all unacknowledged work is entirely the student's 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 journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas;
- the student answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

If malpractice is concluded to have occurred, the following consequences will apply:

- zero mark for part or all the task;
- a warning letter sent to the student.

If plagiarism is determined by the panel:

- the students HSC may be placed in jeopardy
- the students name will be recorded on the malpractice register in NESAs

### Malpractice flowchart

<b>1</b>	Class teacher identifies possible malpractice, informs head teacher and makes a Sentral entry (confidential)
<b>2</b>	Class teacher and head teacher meet with student to discuss the appeals process and their options
<b>3</b>	Deputy Principal forms panel consisting of two deputy principals and a head teacher from another faculty
<b>4</b>	The panel interviews: - the student - the class teacher
<b>5</b>	DP convening the Assessment Review Panel meets with the student and informs them of the outcome of the investigation and communicates with parent/carer
<b>6</b>	If malpractice is found – N Warning is issued and possible entry into NESAs malpractice register
<b>7</b>	Student informed they can appeal the decision with the Executive Principal
<b>8</b>	Executive Principal's final decision stands.

## **Technology problems**

Computer, internet and printer malfunctions are not automatically grounds for misadventure, particularly if the completion and printing of tasks is left until the night before a task is due. However, a misadventure application may be lodged provided that a student is able to show evidence of his/her work. This evidence may be in the form of:

- online evidence of the work in progress in google classroom by the class teacher
- a draft printout of the task
- a handwritten draft version of the task
- an electronic copy of the task given to the teacher, in the case of a printer malfunction.

Students should regularly show their teacher drafts of their work as it progresses so that teachers can verify they have sighted this and seen the work in progress.

Furthermore, students must be able to supply independent evidence of technology problems (for example, a letter from a computer repairer).

An “N Determination” warning and zero mark and will be awarded if a student is unable to show evidence of the task in draft form or the teacher has not seen the task in development at all. It is recommended that students keep a back-up copy of tasks in progress.

## **New enrolments**

Special provision will be made for students who enrol in the school after the commencement of the assessment program. These students will not be required to do the tasks they have missed. They will do the tasks that fall due after they have enrolled in the course and be given a ranking based on these tasks provided that the head teacher concludes that the number of tasks done is sufficient to make the ranking valid, that is, the combined weighting of the tasks is greater than 50% of the total assessment mark. If this is not the case, then alternative arrangements will be made.

Students and parents should be aware that it is not valid to include marks gained in one course or with one group of students in the calculation of the assessment mark in another course or with another group of students.

## **Excursions and school events**

Timetabled assessment tasks must take precedence over all other school activities. Students are required to sit the assessment task or submit a hand in task as scheduled. No allowance will be made for students who attend an excursion for another subject instead of fulfilling their assessment obligations on the given date unless alternative arrangements have been pre-arranged.

## **NESA special provisions**

NESA may grant special provision to students who have medical conditions that require, for example: rest breaks, increased time and/or special furniture. Students who have special needs should discuss them with the school counsellor/learning support teacher as early as possible so that appropriate documentation can be completed.

## N Warning flow chart

<p><b>Student causing concern</b></p>	<p>In relation to:</p> <ul style="list-style-type: none"> <li>• attendance (3 or more periods missed consecutively)</li> <li>• no evidence of missed work being caught up</li> <li>• homework not being completed</li> <li>• classwork incomplete regularly</li> <li>• truancy from class based on attendance date</li> <li>• not participating in practical based activities that demonstrate the outcome skills and competencies</li> <li>• no evidence of progress towards the completion of assessment task</li> <li>• failing to submit an assessment task</li> </ul>
<p><b>Prior to the issue of an 'N-Warning' letter</b></p>	<ul style="list-style-type: none"> <li>• teacher will interview the student with attendance and engagement issues</li> <li>• teacher will call or email the parents/carers of the student</li> <li>• teacher and student will identify:             <ul style="list-style-type: none"> <li>- the issue</li> <li>- what they are required to do to address the issue</li> <li>- the supports that will be offered</li> <li>- the time frame that the student is required to resolve the issue</li> <li>- the actions required to be taken by the teacher should the issue continue or not be resolved</li> </ul> </li> </ul>
<p><b>Should the issue continue or not be resolved</b></p>	<ul style="list-style-type: none"> <li>• an official NESA warning letter will be sent to your parents/carers as notification of the award of zero marks, for non-submission of an assessment task or because of low engagement shown by high absenteeism or lack of diligence and sustained effort to set tasks and experiences</li> <li>• the letter will set out the alternative date for the completion of the task</li> <li>• you must abide by the new deadline and all assessment requirements continue to apply in respect of the failure to complete task by the new due date will result in a second letter and risk of an N-determination</li> </ul>



## **School based assessment task appeals procedure**

If a student:

- has concerns with the result of an assessment task, they must appeal within 48 hours of a task being returned
- has concerns that correct processes were not followed they must appeal within 48 hours of a task being issued or submitted

The appeal should be made verbally to the class teacher initially and then in writing to the head teacher if the outcome is unsatisfactory. The Deputy Principal will convene a panel consisting of a head teacher from another faculty, and another Deputy Principal to investigate and determine the appropriate course of action which may include an alternative task, an adjustment of marks, or other appropriate means of addressing the issue. The appeal over marks allocated must be resolved within two weeks of the task being returned.

## **Appeal against final assessment rank**

Students can appeal if you feel that your rank in any course is not correct, you may apply to the school Principal for a review. You can appeal to NESA if you are unhappy with the school's response. There are specific processes and requirements for reviews and appeals. For example, you cannot appeal your marks for individual tasks.

The review can only address any clerical or process errors which may have led to your assessment being incorrectly entered. A request for review cannot be based on questioning the professional judgement of the teachers in marking your work. Read more about the appeals process in the HSC Rules and Procedures Guide.

## **Students Requiring Additional Support**

Any student with a disability recognised in the Commonwealth Disability Standards for Education (2005) can apply for disability provision. Disability provisions are practical arrangements designed to help students who could not otherwise make a fair attempt to show what they know in an exam room. Disability provisions also apply to temporary and emergency-related disabilities such as where a student fractures their writing arm a week before an examination. The provisions granted are solely determined by how the student's exam performance is affected. Provisions may include braille papers, large print papers, use of a reader and/or writer, extra time, or rest breaks.

Students who become ill during an examination period may be eligible to make an Illness and Misadventure Application rather than a disability provisions application.

## Life Skills

Life Skills courses have been developed by NESA to extend the stage 6 curriculum to meet the special educational needs of students. This is in recognition of the principle that the post compulsory years of schooling should cater for all students who choose to participate.

To meet this commitment, NESA has developed Life Skills courses for Stage 6 in each broad area of learning. These courses have NESA developed status can be used along with other NESA developed courses to meet requirements for the award of the Higher School Certificate in Year 12.

Each Life Skills course comprises 2-unit Preliminary and HSC courses. There is no external examination for Life Skills courses.

An additional learning plan will be developed collaboratively with the student, teacher and a representative from the learning and support team to select the outcomes, content and appropriate assessment of the course that will be covered, specific to that student's learning needs.

*Students studying a Life Skills pattern of study are also subject to N-Award warnings and determinations.*

**Narooma High School**  
**ILLNESS/MISADVENTURE APPEAL FORM**

If illness, accident, misadventure or special circumstances prevent you from completing an Assessment Task on or before the due date:

- the class teacher must be advised immediately the situation is known, through a phone call to the school before or on the due date, and
- on the day of returning to school this form, together with appropriate documentation, must be completed and presented to the class teacher.

**Part A To be completed by the student and handed to class teacher**

<b>Student Name:</b>	<b>Course</b>
----------------------	---------------

<b>Class Teacher:</b>	<b>Date Due:</b>
-----------------------	------------------

**Assessment Task Details**

<b>Reason for illness Misadventure Application - please circle</b>	<b>Illness</b>	<b>Approved Leave</b>	<b>Other School Commitment</b>	<b>Misadventure</b>	<b>Other</b>

**Explanation:**

Attach supporting documents such as medical certificate and/or letter from parent/caregiver

**Student Signature Date**

**Part B To be completed by the class teacher before the application is submitted**

**Recommendation by Class Teacher/Head Teacher**

Teachers are requested to write a recommendation concerning this application. Alternatively, the teacher could refer this application to the head teacher or discuss this application directly with the Deputy Principal or Principal.

**Signature Date\_**

**Part C: To be completed by the Head Teacher**

**Recommendation:**

**Signature Date\_**

**NB** If the student is dissatisfied with the recommendation, he/she and the class teacher/head teacher may need to meet with the Senior School Assessment Panel.

**Part D Decision of the Assessment Panel [Deputy Principal and Year Adviser]**

- Estimate based on all other Assessment Tasks
- Extension of time granted until
- Estimate based on substitute Task being set and completed
- Zero mark to be awarded for the task
- Show as non-attempt: U award warning to be issued
- Consideration to be given
- No consideration to be given
- Other

Signature of Panel Chairperson Date

**Part E**

**1. Faculty informed of decision Date**

**2. Student informed of decision Date**

**3. Entered on data base Date**

## Formatting a Bibliography

A bibliography is a list of resources used in preparing a piece of work. When writing up a piece of work you will need to cite (quote) the bibliographical references of all the resources you have used.

For the purpose of this task, bibliographical references need to be cited in an alphabetical list at the end of the work.

### Web site

- Author's surname, initials. (Year). Title. (*use italics*) [Internet]. Place of publication (city or town): Publisher (if ascertainable). Available at: URL [accessed date].
- Holland, M. (1996). *Harvard System*. [Internet]. Poole: Bournemouth University. Available at: <http://www.bournemouth.ac.uk/service-depts/lis/LIS-Pub/harvardsys.html> [accessed 6 May 2001].

### E-mail references

Langford, L (1998). Information Literacy (online). Available at: [emailllangford@csu.edu.au](mailto:emailllangford@csu.edu.au)

### Documents

Sickles, Dan. (1864) "Historicus's Version in *Selected Reports From the Official Records* (online). Available at <http://www.arthes.com:1030/Oct.23> 1996

### CD-ROMs

- Author's surname, initials. (Year). Title:(*use italics*) [CD-ROM]. Place of publication: Publisher.
- Hawking, S.W. (1994). *A Brief History of Time: an interactive adventure*. [CD-ROM]. New York: Crunch Media.

### Books

- Author's surname, initials. (Year). Title of Book (*use italics*). Place of publication (city or town): Publisher.
- Dixon, J. (1993). *How to be a successful student*. Ringwood: Penguin Books.

### Books (edited)

- Editor's surname, initials. (ed.) (Year). *Title of Book*. Place of publication: Publisher.
- Morgan, J. (ed.) (1993). *How to be a successful author*. Ringwood: Penguin Books.

### Reference Books

- *Title of book*. (Year). Place of publication: Publisher.
- *The Cambridge Encyclopaedia of Human Evolution*. (1992). Cambridge: Cambridge Uni. Press.

### Journal Articles

- Author's surname, initials. (Year). Title of article. Title of journal (*use italics*) Volume, number, month/season, page numbers of article.
- Burns, S. (1989). There's more than one way to learn. *Australian Wellbeing* No 33, Oct, pp. 42-44.

### Newspaper articles

- Author's surname, initials. (Year). Title of article. Title of newspaper (*use italics*). Date of publication, page numbers of article.
- Popham, B. (1997). Saving the Future. *Weekend Australian*. 7 February, p.10.

### Interviews

Surname of interviewee, First initial. Kind of interview. Date of interview.  
Archer, N. Telephone interview. 11 October, 1999.

## Videos

- Series title. Series number. Title (*use italics*). (Year). Place of publication: Publisher. Date of transmission, [Medium: Format].
- Fragile Earth. 5. *South American Wetland*. (1982). London: BBC. 17 October, [video: VHS]

## Annotated Bibliography

An annotated bibliography is simply an organised list of sources, each of which is followed by a brief note or annotation. These annotations do one or more of the following: describe the content and focus of the resource; suggest the usefulness of the resource to your research; evaluate its method, conclusions or reliability; record your reactions to the resource.

# Narooma High School

## Personal Record Sheets and Planner 2025

### Note:

The following pages have been included so that you may record the actual date of your Assessment Tasks.

- By using your Term Calendar you should be able to avoid that last minute panic.
- If over crowding of tasks is evident speak with your class teacher and/or Year Advisor.

### **SCHOOL TERMS 2025:** *(all dates inclusive)*

Term 1 2025	Friday 31 January to Friday 11 April (school development days Friday 31 January to Wednesday 5 February)
Term 2 2025	Monday 28 April to Friday 4 July (School development days Monday 28 and Tuesday 29 April)
Term 3 2025	Monday 21 July to Friday 26 September (School development day Monday 21 July)
Term 4 2025	Monday 13 October to Friday 19 December (School Development Day Monday 13 October)

<p align="center"><b>Individual Assessment Task Record Sheet</b>                      (Record your results when you receive your assessment feedback)</p>							
<b>Subject</b>				<b>Subject</b>			
<b>Task</b>	<b>Date Due</b>	<b>Mark</b>	<b>Rank</b>	<b>Task</b>	<b>Date Due</b>	<b>Mark</b>	<b>Rank</b>
1							
2							
3							
<b>Subject</b>				<b>Subject</b>			
<b>Task</b>	<b>Date Due</b>	<b>Mark</b>	<b>Rank</b>	<b>Task</b>	<b>Date Due</b>	<b>Mark</b>	<b>Rank</b>
1							
2							
3							
<b>Subject</b>				<b>Subject</b>			
<b>Task</b>	<b>Date Due</b>	<b>Mark</b>	<b>Rank</b>	<b>Task</b>	<b>Date Due</b>	<b>Mark</b>	<b>Rank</b>
1							
2							
3							
<b>Subject</b>				<b>Subject</b>			
<b>Task</b>	<b>Date Due</b>	<b>Mark</b>	<b>Rank</b>	<b>Task</b>	<b>Date Due</b>	<b>Mark</b>	<b>Rank</b>
1							
2							
3							
<b>Subject</b>				<b>Subject</b>			
<b>Task</b>	<b>Date Due</b>	<b>Mark</b>	<b>Rank</b>	<b>Task</b>	<b>Date Due</b>	<b>Mark</b>	<b>Rank</b>
1							
2							
3							

### Term 1 2025

Monday	Tuesday	Wednesday	Thursday	Friday		Saturday Sunday
				31 SDD STUDENT FREE	J A N F E B	1
						2
3 SDD STUDENT FREE	4 SDD STUDENT FREE	5 SDD STUDENT FREE	6	7	F E B	8
						9
10	11	12	13	14	F E B	15
						16
17	18	19	20	21	F E B	22
						23
24	25	26	27	28	F E B M A R	1
						2
3	4	5	6	7	M A R	8
						9
10	11	12	13	14	M A R	15
						16
17	18	19	20	21	M A R	22
						23
24	25	26	27	28	M A R	29
						30
31	1	2	3	4	A P R	5
						6
7	8	9	10	11 Last day Term	A P R	



### Term 2 2025

Monday	Tuesday	Wednesday	Thursday	Friday		Saturday Sunday
28 SDD STUDENT FREE	29 SDD STUDENT FREE	30	1	2	A P R I L	3
						4
5	6	7	8	9	M A Y	10
						11
12	13	14	15	16	M A Y	17
						18
19	20	21	22	23	M A Y	24
						25
26	27	28	29	30	M A Y J U N E	31
						1
2	3	4	5	6	J U N E	7
						8
9 King's Birthday Public Holiday	10	11	12	13	J U N E	14
						15
16	17	18	19	20	J U N E	21
						22
23	24	25	26	27	J U N E	28
						29
30	1	2	3	4 Last day Term 2	J U L Y	5
						6

### Term 3 2025

Monday	Tuesday	Wednesday	Thursday	Friday		Saturday Sunday
21 SDD STUDENT FREE	22	23	24	25	J U L Y	26
						27
28	29	30	31	1	J U L Y A U G	2
						3
4	5	6	7	8	A U G	9
						10
11	12	13	14	15	A U G	16
						17
18	19	20	21	22	A U G	23
						24
25	26	27	28	29	A U G	30
						31
1	2	3	4	5	S E P	6
						7
8	9	10	11	12	S E P T	13
						14
15	16	17	18	19	S E P T	20
						21
22	23	24	25	26	S E P T	
				Last day Term 3		

## Term 4 2025

Monday	Tuesday	Wednesday	Thursday	Friday		Saturday Sunday
13 SDD STUDENT FREE	14	15	16	17	O C T	18
						19
20	21	22	23	24	O C T	25
						26
27	28	29	30	31	O C T	1
						2
3	4	5	6	7	N O V	8
						9
10	11	12	13	14	N O V	15
						16
17	18	19	20	21	N O V	22
						23
24	25	26	27	28	N O V	29
						30
1	2	3	4	5	D E C	6
						7
8	9	10	11	12	D E C	13
						14
15	16	17	18	19	D E C	



# **Narooma High School**

## **Year 11 Course Assessment Schedule 2025**

# Year 11 Ancient History

(2 units over 1 year)

**Syllabus Link:** <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/ancient-history-2017>

Scope and Sequence										
Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Investigating Ancient History - Nature of Ancient History Case Studies – Selected from <i>List A</i>		Historical Concepts OR Investigating Ancient History - Nature of Ancient History Case Studies – <i>List B</i>		Investigating Ancient History Case Studies – <i>List A</i>		Historical Concepts OR Investigating Ancient History – Nature of Ancient History - Case Studies – <i>List B</i>		Emergence of Early Societies: Ancient Scythians	
Outcomes	AH11-1, AH11-2, AH11-3, AH11-4,									
Assessment										
<b>Term 2 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Investigating Ancient History									
Outcomes	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9									
Assessment				Part A & B Source analysis – Creative/ critical choice						
<b>Term 3 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Features of Ancient Societies/Historical Investigation									
Outcomes	AH11-6, AH11-7, AH11-9, AH11-10									
Assessment							Multimodal independent research		Yearly Examinations	

## Ancient History Year 11 Course Outcomes

A student develops the skills to:

- AH11-1 describes the nature of continuity and change in the ancient world
- AH11-2 proposes ideas about the varying causes and effects of events and developments
- AH11-3 analyses the role of historical features, individuals and groups in shaping the past
- AH11-4 accounts for the different perspectives of individuals and groups
- AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world
- AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- AH11-7 discusses and evaluates differing interpretations and representations of the past
- AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history

Task		Task 1 Source based evaluation	Task 2 Research Task	Task 3 Yearly Examination
Due Date		Term 2 Week 4	Term 3 Week 7	Term 3 Week 9 (as scheduled)
Outcomes Assessed		AH11-3, AH11-4, AH11-5, AH11-10	AH11-2, AH11-8, AH11-9	AH11-1, AH11-6, AH11-7
Syllabus Components	Weighting			
PART 1 Investigating Ancient History	40%	40%		
PART 2 Features of Ancient societies	30%			30%
PART 3 Historical Investigation	30%		30%	
<b>Weighting of Task</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>

# Year 11 Biology

(2 units over 1 year)

**Syllabus Link:** : <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/biology-2017>

Scope and Sequence										
Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	<b>Module 1: Cells as the Basis of Life</b> Students investigate biochemical processes of photosynthesis and respiration, the way substances move into and out of cells and how the structure of organelles, cells and tissues affect the functioning or organisms.				<b>Module 2: Organisation of Living Things</b> Students examine the relationship between transport systems in living things and compare nutrient and gas requirements.					
Outcomes	BIO11/12-3, BIO11/12-4, BIO11-8				BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO11-9					
Assessment					Practical Investigation Cells					
<b>Term 2 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	<b>Module 2: Organisation of Living Things</b>				<b>Module 3: Biological diversity</b>					
Outcomes	Students learn about the Theory of Evolution by Natural Selection and the effects of various selection pressures				BIO11/12-1, BIO11/12-2, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-10					
Assessment										
<b>Term 3 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	<b>Depth Study:</b> 15 hours Ecosystems and diversity field trip and study imbedded into module 3 and 4				<b>Module 4: Ecosystem Dynamics</b> Students engage in the study of past ecosystems and create models of possible future ecosystems so that human impact on biodiversity can be minimised.					
Outcomes	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-10, BIO11-11				BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-11					
Assessment					Depth Study Presentation Biodiversity Ecosystems				Yearly Examination	
<b>Term 4 2025</b>										
Topic	Module 4: Ecosystem Dynamics									
Outcomes										
Assessment										



## Biology Preliminary Course Outcomes

A student :

- BIO11/12-1 Develops and evaluates questions and hypotheses for scientific investigation.
- BIO11/12-2 Designs and evaluates investigations in order to obtain primary and secondary data and information.
- BIO11/12-3 Conducts investigations to collect valid and reliable primary and secondary data and information.
- BIO11/12-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
- BIO11/12-5 Analyses and evaluates primary and secondary data and information.
- BIO11/12-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
- BIO11/12-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
- BIO11-8 Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes.
- BIO11-9 Explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organism.
- BIO11-10 Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
- BIO11-11 Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem.

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	<b>Practical Investigation</b> Cells	<b>Depth Study Presentation</b> Biodiversity Ecosystems	<b>Yearly Examination</b>	
	Term 1, Week 8	Term 2, Week 6	Term 3, Week 9 (as scheduled)	
	<b>Outcomes assessed</b> BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-8	<b>Outcomes assessed</b> BIO11/12-1 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11/12-10 BIO11/12-11	<b>Outcomes assessed</b> BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	<b>Weighting %</b>
<b>Skills in Working Scientifically</b>	20	20	20	<b>60</b>
<b>Knowledge and understanding</b>	10	10	20	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Year 11 Preliminary Business Studies

(2 units over 1 year)

Syllabus Link: <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies>

Scope and Sequence										
Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	<b>Nature of business</b> – min 24 Hours (20% Indicative Time) Contemporary business situations; business case studies									
Outcomes	Role and types of businesses; influences in the business environment; business growth P1, P2, P6, P7, P8									
Assessment	AT1 – Topic Test 25%									
Term 2 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	<b>Business management</b> (Cont) – min 48 Hours (40% Indicative Time) Contemporary business situations; business case studies Management process; management and change									
Outcomes	P2, P4, P5, P6, P7, P8, P9, P10									
Assessment	AT2 – Business Report 40%									
Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	<b>Business planning</b> (Cont) – min 48 Hours (40% Indicative Time) Contemporary business situations; business case studies; Small to medium enterprises (SME) Influences in establishing a business; business planning process; critical issues in business success and failure									
Outcomes	P1, P3, P4, P6, P7, P8, P9, P10									
Assessment	AT3 Preliminary course Yearly examination 35%									
	Feedback and revision as indicated from examination performance									

## Business Studies Year 11 Assessment Schedule

A student:

- P1 Discusses the nature of business, its role in society and types of business structures.
- P2 Explains the internal and external influences on businesses.
- P3 Describes the factors contributing to the success or failure of small to medium enterprises.
- P4 Assesses the processes and interdependence of key business functions.
- P5 Examines the application of management theories and strategies.
- P6 Analyses the responsibilities of business to internal and external stakeholders.
- P7 Plans and conducts investigations into contemporary business issues.
- P8 Evaluates information for actual and hypothetical business situations.
- P9 Communicates business information and issues in appropriate formats.
- P10 Applies mathematical concepts appropriately in business situations.

Task		Task 1	Task 2	Task 3
		Multiple choice and stimulus based short answer test	Business Report	Yearly Examination
Due Date		Term 1 Week 6	Term 2 Week 6	Term 3 Week 9 (as scheduled)
Outcomes Assessed		P1, P2, P6, P7, P8	P4, P5, P6, P8, P9	P1, P2, P3, P4, P5, P6, P9, P10
Syllabus Components	Weighting			
Knowledge and understanding of course content	40%	10	10	20
Stimulus based skill	20%	10	5	5
Inquiry and research	20%		20	
Communication of business information, ideas and issues in appropriate forms	20%	5	5	10
Weighting of Task	100%	25%	40%	35%

# Year 11 Chemistry

(2 units over 1 year)

**Syllabus Link:** <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/chemistry-2017>

Scope and Sequence										
Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Module 1: Properties and Structures of Matter									
Outcomes	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-8									
Assessment						Practical Report	Week 8			Module 2 CH11/12-2, CH11/12-4, CH11/12-6, CH11-9
<b>Term 2 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Module 2: Introduction to Quantitative Chemistry									
Outcomes	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-6, CH11-9									
Assessment							Depth Study (8hr)	Week 8		
<b>Term 3 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Module 3: Reactive Chemistry (including Depth Study -7hr)									
Outcomes	CH11/12-2, CH11/12-3, CH11/12-4, CH11-10									
Assessment									Exam	
<b>Term 4 2025</b>	Week 1	Week 2								
Topic	Module 4									
Outcomes	CH 11/12-2	CH 11/12-3								
Assessment										

## Chemistry Preliminary Course Outcomes

A student:

- CH11/12-1 Develops and evaluates questions and hypotheses for scientific investigation.
- CH11/12-2 Designs and evaluates investigations in order to obtain primary and secondary data and information.
- CH11/12-3 Conducts investigations to collect valid and reliable primary and secondary data and information.
- CH11/12-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
- CH11/12-5 Analyses and evaluates primary and secondary data and information.
- CH11/12-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
- CH11/12-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
- CH11-8 Explores the properties and trends in the physical, structural and chemical aspects of matter.
- CH11-9 Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships.
- CH11-10 Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions.
- CH11-11 Analyses the energy considerations in the driving force for chemical reactions.

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
	<b>Practical Report</b>	<b>Depth Study Modelling Task</b>	<b>Yearly Examination</b>	
	Module 1 Properties and Structure of Matter	Module 2 Quantitative Chemistry  Module 3 Reactive Chemistry		
	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9 (as scheduled)	
	<b>Outcomes assessed</b>	<b>Outcomes assessed</b>	<b>Outcomes assessed</b>	
	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-8 CH11-9	CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-9 CH11-10	CH11/12-1 to CH11/12-7 and CH11-8 to CH11-11	
Skills in Working Scientifically	20	30	10	<b>60</b>
Knowledge and Understanding	10	10	20	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# Year 11 HSC Community and Family Studies

(2 units over 1 year)

**Syllabus Link:** <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/community-family-studies-syllabus>

Scope and Sequence										
Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Core 1: Resource Management									
Outcomes	P1.1, P1.2, P3.2, P4.1, P4.2, P5.1, P6.1									
Assessment	Task 1									
<b>Term 2 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Core 2: Individuals and Groups <i>cont...</i>									
Outcomes	P1.2, P2.1, P2.3, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2									
Assessment	Core 3: Families and Communities P1.1, P1.2, P2.2, P2.4, P3.1, P3.2, P4.1, P4.2, P6.1									
<b>Term 3 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Core 3: Families and Communities									
Outcomes	P1.1, P1.2, P2.2, P2.4, P3.1, P3.2, P4.1, P4.2, P6.1									
Assessment	Task 2									
	Year 11 Examination									

## Community and Family Studies Year 11 Course Outcomes

A student:

- P1.1 Describes the contribution an individual's experience, values, attitudes and beliefs make to the development of goals.
- P1.2 Proposes effective solutions to resource problems.
- P2.1 Accounts for the roles and relationships that individuals adopt within groups.
- P2.2 Describes the role of the family and other groups in the socialisation of individuals.
- P2.3 Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement.
- P2.4 Analyses the inter-relationship between internal and external factors and their impact on family functioning.
- P3.1 Explains the changing nature of families and communities in contemporary society.
- P3.2 analyses the significance of gender in defining roles and relationships.
- P4.1 Uses research methodology appropriate to the study of social issues.
- P4.2 Presents information in written, oral and graphic form.
- P5.1 Applies management processes to maximise the efficient use of resources.
- P6.1 Distinguishes those actions that enhance well-being.
- P6.2 Uses critical thinking skills to enhance decision-making.

Task		Task 1 - Core 1 Research Task	Task 2 - Core 2/3 Research Task	Task 3 Yearly Examination
Due Date		Term 1, Week 10	Term 3, Week 5	Term 3, Week 9 (as scheduled)
Outcomes Assessed		P1.1, 1.2, 2.1, 4.2, 5.1, 6.1	P1.2, 2.4, 4.1, 4.2, 6.1	P1.1 – P6.2
Components	Weighting %			
Knowledge and understanding of course content	<b>40</b>	5	5	30
Skills in critical thinking, research methodology, analysing and communicating	<b>60</b>	25	25	10
<b>Total %</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# SCOPE AND SEQUENCE – CPC20211 Certificate II in Construction Pathways



Public Schools NSW Wagga Wagga, RTO 90333

SCOPE AND SEQUENCE – 2 units x 2 years

**Narooma High school**

Qualification: **CPC20220 - Certificate II in Construction Pathways (Release 6)** and SOA towards **CPC20120 Certificate II in Construction (Release 3)**

Preliminary Commencement: Term 1, 2022

Cluster	Unit Code and Title	NESA Hrs	Term 1, 2022		Term 2, 2022		Term 3, 2022	
			1-5	6-10	1-5	6-10	1-5	6-10
Cluster 1	CPCWHS1001 Prepare to work safely in the construction industry		Green	Green				
Cluster 2	CPCWHS2001 Apply WHS requirements, policies, and procedures in the construction industry	20	Red	Red				
Cluster 3	Project 1 - Workshop Project		Blue	Blue				
Cluster 3	CPCCOM1011 Undertake basic estimation and costing CPCCOM1015 Carry out measurements and calculations	45			Red	Red		
Cluster 4	Project 2 - Workshop Project				Blue	Blue		
Cluster 4	CPPCOM2001 Read and interpret plans and specifications CPCCOM1013 Plan and organise work	35					Orange	Orange
							Blue	Blue
Cluster 4	Project 3 - Outdoor Project							Blue



## Construction Year 11 Assessment Schedule

### Purpose

This Certificate II in Construction (Pathways) (CPC20220) is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship. This qualification provides a pathway to the primary trades in the construction industry such as: joinery and shop fitting as well as carpentry, bricklaying and other occupations in general construction with the exception of plumbing.

### Course structure

This course is a 2 Unit, 240 hour, category B, NSW HSC course run over the two years of Preliminary and HSC. Students may elect for the HSC examination and have this contribute to an ATAR.

### Course requirements

Completion of the general induction training program specified by the National Code of Practice for Induction Training for Construction Work (SAC 2006) or equivalent NSW Workcover Authority Construction Induction Certificate is required before entering a construction work site. Achievement of unit CPCCOHS1001A covers this requirement.

12 units of competency are required for the award of this qualification:

- 6 compulsory units
- 6 elective units

Students must also complete a minimum of 70 hours work placement.

### Competency Assessments may include:

- Observation of practical work
- Product assessment
- Oral questioning
- Written assignment, Test, Quiz
- Role play, oral presentation
- Third party report
- Self-assessment

A Statement of Attainment towards CPC20220 Certificate 11 in Construction Pathways is awarded if not all competencies are achieved.

<b>Construction Subject Guidelines</b>		
<b>Nature of Task</b>	Task 1 – Yearly Examination	
<b>Due Date</b>	Term 3, Week 9	
<b>Outcomes Assessed</b>	CPCCWHS2001, CPCCOM1015, CPCCCM1011, CPCCOM2001, CPCCOM1013	
<b>Components</b>		<b>Weighting %</b>
<b>Knowledge and understanding of course content</b>	100	100
<b>Total %</b>	<b>100</b>	<b>100</b>



**Qualification: CPC20220 - Certificate II in Construction Pathways (Release 6) and SOA towards CPC20120 Certificate II in Construction (Release 3)**

HSC Commencement: Term 4, 2022

Unit Code	Unit Title	MESA Hrs	Term 4, 2022		Term 1, 2023		Term 2, 2023		Term 3, 2023	
			1-5	6-10	1-5	6-10	1-5	6-10	1-5	6-10
Cluster 5 – Option 3	CPCCJN2001 Assemble components CPCCJN3004 Manufacture and assemble joinery components	40	Option 3							
Cluster 6	Project 4 - (for Option) CPCCCA2002 Use carpentry tools and equipment CPCCOM2005 Use construction tools and equipment CPCCCA2011 Handle carpentry materials	50								
Cluster 7	CPCCVE1011 Undertake a basic construction project CPCCOM1012 Work effectively and sustainably in the Construction Industry Project 5 – Group Project	55								

# Year 11 Engineering Studies (2 units over 1 year)

**Syllabus Link:** <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/engineering-studies-syllabus>

<b>Scope and Sequence</b>											
<b>Term 1 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Topic	Engineering Application Module 1: Engineering Fundamentals										
Outcomes	Background	Engineering Mechanics	Engineering Materials	Communication	Background	P1.1, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1	Engineering Mechanics	Background	Engineering Application Module 2: Engineered Products	Engineering Mechanics	
Assessment											
<b>Term 2 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Topic	Engineering Application Module 2: Engineered Products										
Outcomes	Engineering Mechanics	Engineering Materials	Engineering Electricity/Electronics	Communication	Background	Engineering Mechanics and Hydraulics	Engineering Materials	P1.1, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P6.2			
Assessment	Task1: Engineered Product Analysis										
<b>Term 3 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Topic	Engineering Application Module 3: Braking Systems										
Outcomes	Communication	Background	Engineering Electricity/Electronics	Engineering Mechanics and Hydraulics	Engineering Materials	Engineering Application Module 4: Biomedical Engineering	Engineering Electricity/Electronics	Communication	Examination Week	Review	
Assessment	Task2: Biomedical Engineering Report										
Outcomes	P1.1, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P6.2	P1.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.3, P5.1, P5.2, P6.1	P1.1, P1.2, P2.2, P3.1, P3.2, P3.3, P4.1, P4.3, P5.1, P5.2, P6.1								P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P6.1, P6.2
Assessment	Task 3: Preliminary Examination										

## Engineering Studies Preliminary Course Outcomes

A student:

P1.1 identifies the scope of engineering and recognises current innovations

P1.2 explains the relationship between properties, structure, uses and applications of materials in engineering

P2.1 describes the types of materials, components and processes and explains their implications for engineering development

P2.2 describes the nature of engineering in specific fields and its importance to society

P3.1 uses mathematical, scientific and graphical methods to solve problems of engineering practice

P3.2 develops written, oral and presentation skills and applies these to engineering reports

P3.3 applies graphics as a communication tool

P4.1 describes developments in technology and their impact on engineering products

P4.2 describes the influence of technological change on engineering and its effect on people

P4.3 identifies the social, environmental and cultural implications of technological change in engineering

P5.1 demonstrates the ability to work both individually and in teams

P5.2 applies management and planning skills related to engineering

P6.1 applies knowledge and skills in research and problem-solving related to engineering

P6.2 applies skills in analysis, synthesis and experimentation related to engineering

<b>Engineering Studies Subject Guidelines</b>				
		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		<b>Engineered Product Analysis</b>	<b>Biomedical Engineering Report</b>	<b>Preliminary Examination</b>
<b>Due Date</b>		<b>Term 2 Week 4</b>	<b>Term 3 Week 5</b>	<b>Term 3 Week 9</b>
<b>Outcomes Assessed</b> <i>(Provided to students with Assessment Notification)</i>		P1.1, P1.2, P2.1, P2.2, P3.2, P3.3, P4.1, P4.3, P6.1	P1.2, P2.1, P2.2, P3.2, P4.1, P4.3	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P6.1, P6.2
<b>Syllabus Components</b>	<b>Weighting</b>			
<b>Knowledge and understanding of course content</b>	60%	10	10	40
<b>Knowledge and skills in research, problem solving and communication</b>	40%	20	20	0
<b>Weighting of task</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



## English Advanced Year 11 Course Outcomes

A student:

EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA11-6 investigates and evaluates the relationships between texts

EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning

EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

Task		Task 1 Portfolio	Task 2 Multimodal	Task 3 Yearly Exam
Due Date		Term 1 Week 10	Term 2 Week 10	Term 3, Week 9 (as scheduled)
Outcomes Assessed		EA11-1, EA11-2, EA11-9	EA11-3, EA11-4, EA11-5	EA11-6, EA11-7, EA11-8
Syllabus Components	Weighting			
Reading to Write	30%	30%		
Module A: Narratives that Shape our World	40%		40%	
Module B: Critical Study of Literature	30%			30%
<b>Weighting of Task</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

# Year 11 English Extension

(1 unit over 1 year)

**Syllabus Link:** [https://syllabus.nesa.nsw.edu.au/assets/english\\_extension/english-extension-stage-6-syllabus-2017](https://syllabus.nesa.nsw.edu.au/assets/english_extension/english-extension-stage-6-syllabus-2017)

Scope and Sequence										
Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Module: Texts, Culture & Value - Introduction									
Outcomes	EE11-1, EE11-3, EE11-5									
Assessment									Critical Essay	
<b>Term 2 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Module: Texts, Culture and Value - Independent Research and Reading									
Outcomes	EE11-2, EE11-4, EE11-6									
Assessment										Creative Appropriation
<b>Term 3 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Module: Texts, Culture and Value - Independent Research and reading									
Outcomes	EE11-1, EE11-3, EE11-4, EE11-5, EE11-6									
Assessment						Multimodal				



## English Extension 1 Year 11 Course Outcomes

A student:

EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies

EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts

EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts

EE11-4 develops skills in research methodology to undertake effective independent investigation

EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts

EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

<b>Task</b>		<b>Task 1</b> Critical	<b>Task 2</b> Creative	<b>Term 3</b> Multimodal
<b>Due Date</b>		Term 1 Week 9	Term 2 Week 10	Term 3 Week 7
<b>Outcomes Assessed</b>		EE11-1, EE11-3, EE11-5	EE11-2, EE11-4, EE11-6	EE11-1, EE11-2, EE11-4, EE11-5, EE11-6
<b>Syllabus Components</b>	<b>Weighting</b>			
C1 Speaking/Listening	10		10	
C2 Reading/Writing	30	10	10	10
C3 Viewing/Representing	10	5		5
<b>Weighting of Task</b>	<b>/50</b>	<b>15</b>	<b>20</b>	<b>15</b>

# Year 11 English Standard

(2 units over 1 year)

**Syllabus Link:** <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/english/english-standard-2017>

Scope and Sequence										
Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Common Module: Reading to Write: Transition to Senior English									
Outcomes	EN11-1, EN11-2, EN11-9									
Assessment										Portfolio
<b>Term 2 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Module A: Contemporary Possibilities									
Outcomes	EN11-3, EN11-4, EN11-5									
Assessment										Multimodal
<b>Term 3 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Module B: Close Study of a Literature									
Outcomes	EN11-6, EN11-7, EN11-8									
Assessment										Critical Response – Essay (Yearly Exam)
<b>Term 4 2025</b>	Week 1	Week 2								
Topic	Module B: Close Study of a Literature									
Outcomes	EN11-6, EN11-7, EN11-8									
Assessment	Critical Response – Essay (Yearly Exam)									

## English Standard Year 11 Course Outcomes

EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure

EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning

EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments

EN11-6 investigates and explains the relationships between texts

EN11-7 understands and explains the diverse ways texts can represent personal and public worlds

EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning

EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

Task		Task 1 Portfolio	Task 2 Multimodal	Task 3 Yearly Exam
Due Date		Term 1 Week 10	Term 2 Week 10	Term 3, Week 9 (as scheduled)
Outcomes Assessed		EN11-1, EN11-2, EN11-9	EN11-3, EN11-4, EN11-5	EN11-6, EN11-7, EN11-8
Syllabus Components	Weighting			
Reading to Write	30%	30%		
Module A: Contemporary Possibilities	40%		40%	
Module B: Close Study	30%			30%
<b>Weighting of Task</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

# Year 11 English Studies

(2 units over 1 year)

**Syllabus Link:** <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/english/english-studies-2017>

Scope and Sequence										
Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Mandatory Module: Achieving through English									
Outcomes	ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-10									
Assessment									Presentation: Written & Spoken	
<b>Term 2 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Module K: The Big Screen – English in Filmmaking									
Outcomes	ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-7, ES11-9, ES11-10									
Assessment									Multimodal Presentation	
<b>Term 3 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Elective Module E: Playing the Game									
Outcomes	ES11-1, ES11-2, ES11-4, ES11-5, ES11-6, ES11-7, ES11-8, ES11-9									
Assessment									Collection of Classwork	

## English Studies Year 11 Course Outcomes

A student:

ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways

ES11-4 composes a range of texts with increasing accuracy and clarity in different forms

ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts

ES11-6 uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes

ES11-7 represents own ideas in critical, interpretive and imaginative texts

ES11-8 identifies and describes relationships between texts

ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade

ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

		<b>Achieving through English</b>	<b>Module K: The Big Screen</b>	<b>Module E: Playing the Game</b>
<b>Task</b>		<b>Task 1</b> Presentation: Spoken & Written	<b>Task 2</b> Multimodal presentation	<b>Task 3</b> Collection of class work
<b>Due date</b>		Term 1 Week 9	Term 2 Week 9	Term 3 Week 9
<b>Outcomes assessed:</b>		ES11-1, ES11-2, ES11-3, ES11-5	ES11-5, ES11-7, ES11-8, ES11-9	ES11-4, ES11-6, ES11-7, ES11-9, ES11-10
<b>Syllabus Components</b>	<b>Weighting</b>			
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in: <ul style="list-style-type: none"> <li>Comprehending texts</li> <li>Communicating ideas</li> <li>Using language accurately, appropriately and effectively</li> </ul>	50%	15%	15%	20%
<b>Weighting of Task:</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



## Health & Movement Science

- HM-11-01 - interprets meanings, measures and patterns of health experienced by Australians
- HM-11-02 - analyses methods and resources to improve and advocate for the health of young Australians
- HM-11-03 - analyses the systems of the body in relation to movement
- HM-11-04 - investigates movement skills and psychology to improve participation and performance
- HM-11-05 - Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts
- HM-11-06 - Analysis: analyses the relationships and implications of health and movement concepts
- HM-11-07 - Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes
- HM-11-08 - Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts
- HM-11-09 - Problem-solving: proposes and evaluates solutions to health and movement issues
- HM-11-10 - Research: analyses a range of sources to make conclusions about health and movement concepts

Task		Task 1 Collaborative Investigation	Task 2 Assessment Task – Health Advocacy	Task 3 Formal Written Examination
Due date		Term 2 Week 4	Term 3 Week 6	Term 3 Week 9
Outcomes assessed:		HM-11-03, HM-11-04, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10	HM-11-01, HM-11-02, HM-11-06, HM-11-08, HM-11-10	HM-11-01, HM-11-02, HM-11-03, HM-11-04, HM-11-06, HM-11-07, HM-11-08, HM-11-09
Syllabus Components	Weighting			
Knowledge and understanding of course content	40%	10%	15%	15%
Skills in collaboration, analysis, communication, creating thinking, problem-solving and research	60%	30%	15%	15%
<b>Weighting of Task:</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>

**SCOPE AND SEQUENCE** – Course name: Hospitality (SIT20316 Certificate II in Hospitality)

2-unit x 2 year YR11

Unit Code	Unit Title	NESA Hrs	Term 1	Term 2	Term 3
BSBWOR203 BSBCMM201	Cluster 1 Work effectively with others Communicate in the workplace	15 15	Delivery and assessment		
SITXFSA001	Cluster 2 Part A Use hygienic practices for food safety	10	Delivery and assessment		
SITHCCC001 SITXFSA002	Cluster 2 Part B Use food preparation equipment Participate in safe food handling practices	20 15	Delivery and assessment		
SITHFAB005	Cluster 3 Part A Portfolio Prepare and serve espresso coffee	15		Delivery and practice	
SITHFAB004	Cluster 3 Part B Portfolio Prepare and serve non-alcoholic beverages	15	Delivery and practice		
SITXWHS001 BSBSUS201	Cluster 4 Participate in safe work practices Participate in environmentally sustainable work practices	15 15			Delivery
SITHIND003	Cluster 8 Portfolio Use hospitality skills effectively	20		Delivery and practice	



## Hospitality – (RTO 90333)

This scope and sequence is for the delivery of Hospitality (240 indicative hours) over two years. The possible qualification outcome is: **Certificate II in Hospitality (SIT20322)**

Students who do not achieve **Certificate II** will be eligible for a **Statement of Attainment towards Certificate II in Hospitality (SIT20322)**.

For a student to be considered to have satisfactorily completed a course within the Hospitality Curriculum Framework there must be sufficient evidence that the student has:

- followed the course as specified
- demonstrated that they have applied themselves with diligence and sustained effort to the set tasks and experiences of the course
- undertaken the mandatory work placement requirement
- achieved some or all of the course outcomes

To gain an AQF qualification or Statement of Attainment, a student must demonstrate competence in ALL units of competency as required for that qualification or statement of attainment, and have had the assessment undertaken by a qualified industry assessor. Practical assessment require full café style uniform to be deemed competent.

### Competency Assessments may include:

- practicals – prepare and present food
- observations
- questioning – written and verbal
- written tasks
- research and reporting
- assessment validation workshops
- first aid – practical/theory testing

<b>Hospitality Subject Guidelines</b>		
<b>Nature of Task</b>	Task 1 – Yearly Examination	
<b>Due Date</b>	Term 3, Week 9	
<b>Outcomes Assessed</b>	SITXFSA005, SITZWHS005, SITXFSA006, SITHCCC025, SITXCOM007, SITXCCS011	
<b>Components</b>		<b>Weighting %</b>
<b>Knowledge and understanding of course content</b>	100	100
<b>Total %</b>	<b>100</b>	<b>100</b>

# Year 11 Industrial Technology

(2 units over 1 year)

**Syllabus Link:** <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/industrial-technology>

Scope and Sequence										
Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	WHS / Industry study / Project design & development									
Outcomes	P1.1, P1.2, P2.1, P2.2, P 3.1, P3.2, P3.3, P4.1, P4.2, P 4.3, P5.1, P5.2, P6.1, P6.2, P7.1, P7.2									
Assessment										Task 1
<b>Term 2 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	WHS / Industry study / Project design & development									
Outcomes	P1.1, P1.2, P2.1, P2.2, P 3.1, P3.2, P3.3, P4.1, P4.2, P 4.3, P5.1, P5.2, P6.1, P6.2, P7.1, P7.2									
Assessment										
<b>Term 3 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Project and folio 2 / Industry related content									
Outcomes	P1.1, P1.2, P2.1, P2.2, P 3.1, P3.2, P3.3, P4.1, P.2, P 4.3, P5.1, P5.2, P6.1, P6.2, P7.1, P7.2									
Assessment									Task 2	Task 3

## Industrial Technology Timber Products and Furniture Technologies Year 11 Course Outcomes

A student:

P1.1 describes the organisation and management of an individual business within the focus area industry

P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies

P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques

P2.2 works effectively in team situations

P3.1 sketches, produces and interprets drawings in the production of projects

P3.2 applies research and problem-solving skills

P3.3 demonstrates appropriate design principles in the production of projects

P4.1 demonstrates a range of practical skills in the production of projects

P4.2 demonstrates competency in using relevant equipment, machinery and processes

P4.3 identifies and explains the properties and characteristics of materials/components through the production

P5.1 uses communication and information processing skills

P5.2 uses appropriate documentation techniques related to the management of projects

P6.1 identifies the characteristics of quality manufactured products

P6.2 identifies and explains the principles of quality and quality control

P7.1 identifies the impact of one related industry on the social and physical environment

P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Planning and Communication</b>	<b>Yearly Examination</b>	<b>Preliminary Project</b>	
<b>Timing</b>	Term 1, Week 10	Term 3, Week 9 (as scheduled)	Term 3, Week 10	
<b>Outcomes assessed</b>	P3.1, P3.3, P5.1, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	20	10	<b>40</b>
Knowledge and skills in the management, communication and production of projects	10	20	30	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

# Year 11 Preliminary Legal Studies

(2 units over 1 year)

**Syllabus Link:** <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/legal-studies>

<b>Scope and Sequence</b>										
<b>Term 1 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Part I : The Legal System – 14 Weeks									
Outcomes	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10									
Assessment									Assessment Task 1 – Courts Research Project 30%	
<b>Term 2 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Part I : The Legal System (Cont'd)									
Outcomes	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10									
Assessment						Assessment Task 2 – Law reform research and extended response 30%				
<b>Term 3 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Part II : The Individual and the Law (Cont'd)									
Outcomes	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10									
Assessment									Examination Week	Assessment Task 3 – Preliminary Examination 40%

## Legal Studies Year 11 Course Outcomes

A student:

- P1 Identifies and applies legal concepts and terminology.
- P2 Describes the key features of Australian and international law.
- P3 Describes the operation of domestic and international legal systems.
- P4 Discusses the effectiveness of the legal system in addressing issues.
- P5 Describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change.
- P6 Explains the nature of the interrelationship between the legal system and society.
- P7 Evaluates the effectiveness of the law in achieving justice.
- P8 Locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents.
- P9 Communicates legal information using well-structured responses.
- P10 Accounts for differing perspectives and interpretations of legal information and issues.

Task		Task 1 Case study on the court system	Task 2 Research task on law reform and in-class extended response	Task 3 Preliminary Examination
Due Date		Term 1 Week 9	Term 2 Week 6	Term 3 Week 9 (as scheduled)
Outcomes Assessed		P1, P2, P3, P4, P6, P7, P8, P9, P10	P1, P2, P3, P4, P6, P7, P8	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10
Syllabus Components	Weighting			
Knowledge and understanding of course content	40%	10	5	25
Analysis and evaluation	20%	5	5	10
Inquiry and research	20%	10	10	
Communication	20%	5	10	5
<b>Weighting of Task</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# Year 11 Manufacturing and Engineering - Introduction (2 units over 2 years)

SCOPE AND SEQUENCE – Course name: Manufacturing and Engineering - Introduction

2unit x 2year

Narooma High School										
Qualification: MEM10119 Certificate I in Engineering										
Preliminary Commencement: 2023										
Unit Code	Unit Title	NESA Hrs	Term 1		Term 2		Term 3			
			1-5	6-10	1-5	6-10	1-5	6-10		
MEM13015	Work safely and effectively in manufacturing and engineering	40								
MEM16006	Organise and communicate information	15								
MEM11011	Undertake manual handling	5								
MEM18001	Use hand tools	20								
MEM18002	Use power tools/hand held operations	20								
MEM12024	Perform computations	20								
MEM16008	Interact with computing technology	10								
MEM07032	Use workshop machines for basic operations	20								

## Manufacturing and Engineering – Introduction

This course aims to provide students with a broad overview of engineering field and prepares you for entry into employment as an apprentice or trainee in the areas of mechanical, fabrication, electrical, automotive and electronics engineering.

### Is this course right for me?

Students undertaking this program will learn a range of fabrication and machining skills and work with welding machines, lathes and milling machines as well as learning about hand and power tools and precision measurement tools.

### Where can this course take me?

Potential job roles include; operator-production worker or operator-process worker, factory worker, metal production assistant, sheet metal worker, machinist, equipment maintainer and repairer, plant mechanic, mechanical fitter, tool and die maker, design engineer, CNC operator, mechanical and maintenance engineer.

The course also provides a pathway into fabrication and engineering trades in qualifications such as MEM30219 Certificate III in Engineering-Mechanical Trade and MEM30319 Certificate III in Engineering-Fabrication Trade.

### Subjects that support this career path

Mathematics or Mathematics Standard 1 and 2

Engineering Studies

Computing Applications

Industrial Technology

Design and Technology

Information and Digital Technology

Resources and Infrastructure

Construction

Credential available	Course code / name	ATAR eligible	Mandatory placement hours	SBAT available	Specialisation required for full qualification
Full Certificate and Statement of Attainment	MEM10119 Certificate I in Engineering + SOA towards MEM20413 Certificate II in Engineering Pathways	No	35 hours	No	No

Manufacturing & Engineering Subject Guidelines		
<b>Nature of Task</b>	Task 1 – Yearly Examination	
<b>Due Date</b>	Term 3, Week 9	
<b>Outcomes Assessed</b>	MEMPE006A, MEM13014A, MSAENV272B	
<b>Components</b>		<b>Weighting %</b>
<b>Knowledge and understanding of course content</b>	100	100
<b>Total %</b>	<b>100</b>	<b>100</b>





## Marine Studies 1 and 2 Unit Preliminary Course Outcomes

A student:

- 1 Demonstrates knowledge, understanding and appreciation of sound environment practices.
- 2 Demonstrates the ability to manage activities cooperatively and communicate in a marine context.
- 3 Demonstrates the ability to apply the skills of critical thinking, research and analysis.
- 4 Demonstrates knowledge of marine industries and their interaction with leisure pursuits.
- 5 Demonstrates knowledge, understanding and skills of safe practice in the marine context.

<b>Task</b>		<b>Task 1</b> Research In class task	<b>Task 2</b> Research	<b>Task 3</b> Yearly Exam
<b>Due Date</b>		Term 1 Week 9	Term 2 Week 7	Term 3 Week 9
<b>Outcomes Assessed</b>		1.2, 2.1, 3.1, 3.2, 5.1, 5.2, 5.3, 5.4	1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 4.2, 5.1, 5.3	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.3
<b>Syllabus Components</b>	<b>Weighting</b>			
Humans in Water	10%	5		5
First Aid	20%	10		5
Life in the Sea	20%	10		5
Marine Environment	20%	10		5
Option 1	25%		30	5
Option 2	5%			10
<b>Weighting of Task</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>

# Year 11 Maths Standard

(2 units over 1 year)

**Syllabus Link:** <https://educationstandards.nsw.edu.au/wps/portal/hesa/11-12/stage-6-learning-areas/mathematics/standard-2017>

Scope and Sequence										
Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Financial Mathematics Earning and Managing Money F1.2		Algebra Formulae and Equations A1		Measurement Units of Measurement M1.1, M1.3		Statistical Analysis Relative Frequency and Probability S2			
Outcomes	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10		MS11-1, MS11-6, MS11-9, MS11-10		MS11-3, MS11-4, MS11- 9, MS11-10		MS11-8, MS11-9, MS11- 10			
Assessment	Topic Test									
Term 2 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Measurement Perimeter, Area and Volume M1.2		Statistical Analysis Classifying and Representing Data S1.1		Algebra Linear Relationships A2		Financial Mathematics			
Outcomes	MS11-3, MS11-4, MS11-9, MS11-10		MS11-2, MS11-7, MS11-9, MS11-10		MS11-1, MA11-2, MS11- 6, MS11-9, MS11-10					
Assessment	Investigation									
Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Financial Mathematics Interest and Depreciation F1.1		Statistical Analysis Summary Statistics S1.2		Measurement Working with Time M2		Financial Mathematics Budgeting and household expenses F1.3			
Outcomes	MS11-2, MA11-5, MS11-6, MS11-9, MS11-10		MS11-2, MS11-7, MS11-9, MS11-10		MS11-3, MS11-4, MS11-9, MS11-10		MS11-2, MS11-5, MS11-6, MS11-9, MS11-10			
Assessment									Yearly Exam	

## Mathematics Standard Year 11 Course

### A student:

- MS11-1 Uses algebraic and graphical techniques to compare alternative solutions to contextual problems.
- MS11-2 Represents information in symbolic, graphical and tabular form.
- MS11-3 Solves problems involving quantity measurement, including accuracy and the choice of relevant units.
- MS11-4 Performs calculations in relation to two-dimensional and three-dimensional figures.
- MS11-5 Models relevant financial situations using appropriate tools.
- MS11-6 Makes predictions about everyday situations based on simple mathematical models.
- MS11-7 Develops and carries out simple statistical processes to answer questions posed.
- MS11-8 Solves probability problems involving multistage events.
- MS11-9 Uses appropriate technology to investigate, organise and interpret information in a range of contexts.
- MS11-10 Justifies a response to a given problem using appropriate mathematical terminology and/or calculations.

Task		Task 1 Measurement, Finance & Algebra Topic Test	Task 2 Measurement & Statistics Investigation & Validation Test	Task 3 Yearly Exam
Due Date		Term 1 Week 9	Term 2 Week 6	Term 3 Week 9 (as scheduled)
Outcomes Assessed		MS11-1, MS11-3, MS11-4, MS11-5, MS11-10	MS11-3, MS11-4, MS11-7, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-10
Syllabus Components	Weighting			
Understanding, fluency and communication	50%	15	15	20
Problem solving, reasoning and justification	50%	15	15	20
Weighting of Task	100%	30%	30%	40%

# Year 11 Mathematics Advanced

(2 units over 1 year)

**Syllabus Link:** <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-advanced-2017>

Scope and Sequence											
Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Topic	Algebraic Techniques F1.1	Functions and Graphs F1.2, F1.3, F1.4	Functions and Relations F1.2, F1.3, F1.4								The Coordinate Plane F1.3
Outcomes	MA11-1, MA11-8, MA11-9		MA11-1, MA11-2, MA11-8, MA11-9			MA11-1, MA11-2, MA11-8, MA11-9					
Assessment										Test	
Term 2 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Topic	The Coordinate Plane F1.3	Trigonometric Functions T1.1, T1.2		Exponential and Logarithmic Functions E1.1, E1.2, E1.4							
Outcomes	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-3, 11MA-4, MA11-8, MA11-9			MA11-1, MA11-5, MA11-8, MA11-9					MA11-1, MA11-5, MA11-8, MA11-9	
Assessment	Investigation Task										
Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Topic	Differentiation (cont.)	Extending Calculus T1.2, E1.3, E1.4		Probability S1.1							
Outcomes	MA11-1, MA11-5, MA11-8, MA11-9	MA11-1, MA11-3, MA11-6 MA11-8, MA11-9			MA11-7, MA11-8, MA11-9						
Assessment									Yearly Exam		

## Mathematics Advanced Year 11 Assessment Schedule

### A student:

MA11-1 Uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems.

MA11-2 Uses the concepts of functions and relations to model, analyse and solve practical problems.

MA11-3 Uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes.

MA11-4 Uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities.

MA11-5 Interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems.

MA11-6 Manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems.

MA11-7 Uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions.

MA11-8 Uses appropriate technology to investigate, organise, model and interpret information in a range of contexts.

MA11-9 Provides reasoning to support conclusions which are appropriate to the context.

Task		Task 1 Algebraic techniques & functions test	Task 2 Coordinate plane and Trigonometry Investigation & Validation Test	Task 3 Yearly Exam
<b>Due Date</b>		Term 1 Week 9	Term 2 Week 8	Term 3, Week 9 (as scheduled)
<b>Outcomes Assessed</b>		MA11-1, MA11-2, MA11-9	MA11-1, MA11-2, MA11-3, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9
<b>Syllabus Components</b>	<b>Weighting</b>			
<b>Understanding, fluency and communicating</b>	50%	15	15	20
<b>Problem solving, reasoning and justification</b>	50%	15	15	20
<b>Weighting of Task</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# Year 11 Mathematics Extension 1

(1 unit over 1 year)

**Syllabus Link:** <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-1-2017>

Scope and Sequence										
Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Functions									
	Further Graphs – Inequalities F1.2	Polynomials F2.1, F2.2								
Outcomes	ME11-1, ME11-2, ME11-6, ME11-7									
Assessment	Task 1: In-class test on Inequalities and Polynomials									
Term 2 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Trigonometric Functions									
	Further Graphs F1.1, F1.3, F1.4	Further Trigonometry F1.3, T1, T2								
Outcomes	ME11-1, ME11-2, ME11-6, ME11-7									
Assessment	Task 2: Calculus Investigation									
Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Combinatorics									
	Trigonometric Functions Further Trigonometry F1.3, T1, T2	Binomial Expansion and Pascal's Triangle A1.2								
Outcomes	ME11-1, ME11-2, ME11-3, ME11-6, ME11-7									
Assessment	Task 3: Year 11 Examination									

## Mathematics Extension 1 Year 11 Course Outcomes

A student

ME11-1 Uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses.

ME11-2 Manipulates algebraic expressions and graphical functions to solve problems.

ME11-3 Applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems.

ME11-4 Applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change.

ME11-5 Uses concepts of permutations and combinations to solve problems involving counting or ordering.

ME11-6 Uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts.

ME11-7 Communicates making comprehensive use of mathematical language, notation, diagrams and graphs.

Task		Task 1 In-class test on Inequalities and Polynomials	Task 2 Calculus and Graphing investigation & Validation Test	Task 3 Yearly Examination
Due Date		Term 1 Week 8	Term 3 Week 4	Term 3 Week 9 (as scheduled)
Outcomes Assessed		ME11-1, ME11-2, ME11-7	ME11-1, ME11-2, ME11-4, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7
Syllabus Components	Weighting			
Understanding, fluency and communicating	50%	20	15	15
Problem solving, reasoning and justification	50%	10	15	25
Weighting of Task	100%	30%	30%	40%

# Year 11 Modern History

(2 units over 1 year)

**Syllabus Link:** <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history-2017>

Scope and Sequence										
Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Case Study 1 - Nature of Modern History – Contestability of the Past/Commemoration of the Past – Pearl Harbour									
Outcomes	MH11-2, MH11-3, MH11-4, MH11-6, MH11-7, MH11-9									
Assessment										Case Study 1: Source Based Essay
<b>Term 2 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Historical Investigation Case Study 2 – Australia and the Rise of communism									
Outcomes	MH11-5, MH11-8, MH11-9, MH11-10									
Assessment	Historical Investigation and Presentation									
<b>Term 3 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Case Study 3 – The Origin of the Arab-Israeli Conflict									
Outcomes	MH11-1, MH11-9, MH11-10									
Assessment	Historical Investigation and Presentation									
<b>Term 3 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Case Study 3 cont									
Outcomes	MH11-1, MH11-9, MH11-10									
Assessment	The Shaping of the Modern World – The Enlightenment									
										Yearly Examination



## Modern History Year 11 Course Outcomes

A student:

MH11-1 describes the nature of continuity and change in the modern world

MH11-2 proposes ideas about the varying causes and effects of events and developments

MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past

MH11-4 accounts for the different perspectives of individuals and groups

MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world

MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH11-7 discusses and evaluates differing interpretations and representations of the past

MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

MH11-10 discusses contemporary methods and issues involved in the investigation of modern history

<b>Task</b>		<b>Task 1</b> Source-based Essay	<b>Task 2</b> Research Presentation	<b>Task 3</b> Yearly Exam
<b>Due Date</b>		Term 1 Week 10	Term 2 Week 9	Term 3 Week 9 (as scheduled)
<b>Outcomes Assessed</b>		MH 11.2, MH11.3, MH11.4, MH11.6, MH11.7, MH11.9	MH 11.5, MH11.8, MH11.9, MH11.10	MH 11.1, MH11.9, MH11.10
<b>Syllabus Components</b>	<b>Weighting</b>			
Case Study 1	40%	40%		
Historical Investigation	30%		30%	
Case Study 2	15%			15%
Shaping the Modern World	15%			15%
<b>Weighting of Task</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>

# Music 1 Preliminary

**Syllabus Link:** <https://educationstandards.nsw.edu.au/wps/portal/nesa/1-1-1/stage-6-learning-areas/stage-6-creative-arts/music-1-syllabus>

Scope and Sequence										
Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Music of a Culture – Celtic Music									
Outcomes	P 1, P 3, P 4, P9, P10									
Assessment						Performance and Aural Analysis				
<b>Term 2 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Technology and its Influence on Music									
Outcomes	P4, P7 – P10									
Assessment						Performance and musicology task				
<b>Term 3 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Music in Film and Television									
Outcomes	P2, P4, P5, P6, P8, P9									
Assessment						Composition and aural analysis task				

## Music 1 Year 11 Course Outcomes

Through activities in performance, composition, musicology and aural, a student:

- P1 Confidently performs repertoire that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble.
- P2 Demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics.
- P3 Composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles.
- P4 Creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts.
- P5 Analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations.

Through activities in performance, composition, musicology and aural, a student:

- P6 Discusses and evaluates music making constructive suggestions about performances and compositions.
- P7 Observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics.

Through activities in performance, composition, musicology and aural, a student:

- P8 Understands the capabilities of performing media, explores and uses current technologies as uses current technologies as studied.
- P9 Identifies, recognises, experiments with, and discusses the use of technology in music.
- P10 Demonstrates a willingness to participate in performance, composition, musicology and aural activities.

Task		Task 1 Unit 1 Music of a Culture: Aural analysis and Celtic performance	Task 2 Unit 2 Technology: It's Influence on Music: technology proficiency exam and performance utilising technology	Task 3 Unit 3 Music for radio, film, television, multimedia: Film score composition and aural analysis
Due Date		Term 1 Week 8-9	Term 2 Week 7-8	Term 3 Week 7
Outcomes Assessed		P1, P3, P4, P9, P10	P4, P7, P8, P9, P10	P2, P4, P5, P6, P8, P9
Syllabus Components	Weighting			
C1 Performance	25%	15	10	
C2 Aural	25%	15		10
C3 Musicology	25%		25	
C4 Composition	25%			25
<b>Weighting of Task</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>



## Physics Year 11 Course Outcomes

A student:

- PH11/12-1 Develops and evaluates questions and hypotheses for scientific investigation.
- PH11/12-2 Designs and evaluates investigations in order to obtain primary and secondary data and information.
- PH11/12-3 Conducts investigations to collect valid and reliable primary and secondary data and information.
- PH11/12-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5 Analyses and evaluates primary and secondary data and information.
- PH11/12-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
- PH11/12-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
- PH11-8 Describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration.
- PH11-9 Describes and explains events in terms of Newton’s Laws of Motion, the law of conservation of momentum and the law of conservation of energy.
- PH11-10 Explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles.
- PH11-11 Explains and quantitatively analyses electric fields, circuitry and magnetism.

<b>Task</b>		<b>Task 1 Depth Study Research Task</b>	<b>Task 2 Practical Investigation</b>	<b>Task 3 Yearly Examination</b>
		Kinematics and Dynamics	Waves	
<b>Due Date</b>		Term 1, Week 9	Term 2, Week 9	Term 3, Week 9 (as scheduled)
<b>Outcomes Assessed</b>		PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH11-10	PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11
<b>Syllabus Components</b>	<b>Weighting</b>			
<b>Skills in Working Scientifically</b>	<b>60%</b>	30	20	10
<b>Knowledge and Understanding</b>	<b>40%</b>	10	10	20
<b>Weighting of Task</b>	<b>100%</b>	<b>40</b>	<b>30</b>	<b>30</b>

SCOPE AND SEQUENCE – AHC20116 Certificate II in Agriculture (Primary Industries)

2 Unit x 2 Year 240-hour course

Narooma High School

Preliminary Commencement: 2023

Unit Code	Unit Title	NESA Hrs	Term 1				Term 2				Term 3								
			1-5	6-10	1-5	6-10	1-5	6-10	1-5	6-10									
AHCWHS201	Cluster 1 Participate in workplace health and safety	15																	
AHCWRK204	Cluster 2 Work effectively in the industry	20																	
AHCWRK205	Cluster 2 Participate in workplace communications	10																	
AHCWRK209	Cluster 2 Participate in environmentally sustainable work practices	15																	
AHCMOM202	Cluster 7 Operate tractors	20																	
AHCMOM304	Cluster 7 Operate machinery & equipment	15																	
AHCBIO203	Cluster 12 Inspect & clean machinery, tools and equipment to preserve biosecurity	10																	
AHCINF202	Cluster 9 Install, maintain & repair farm fencing	15																	
<a href="#">AHCINF201</a>	Cluster 9 Carry out basic electric fencing operations	10																	
	Units to complete & HSC Content																		

No Clusters to be assessed during this time due to yearly exams

## Primary Industries - HSC VET course requirements

HSC VET courses in the Primary Industries Curriculum Framework are made up of:

- units of competency: - associated HSC mandatory units of competency - associated HSC stream units of competency - HSC elective units of competency
- HSC outcomes and content
- mandatory HSC work placement requirements. For a student to be considered to have satisfactorily completed a course within the Primary Industries Curriculum Framework they must meet the:
- HSC VET course requirements (refer to Sections 2.2–2.5 of this syllabus) requirements for satisfactory course completion (refer to the NESA Assessment Certification Examination (ACE) website). There must be sufficient evidence that the student has: - followed the course developed by NESA - applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course - achieved some or all of the course outcomes - undertaken the mandatory work placement.

The HSC Content for this Framework is organised into focus areas. Each focus area prescribes the scope of learning for the HSC. This is drawn from the associated units of competency. Students undertaking the 240 indicative hour course from the Primary Industries Curriculum Framework must address all of the mandatory focus areas plus one stream focus area. The Primary Industries Curriculum Framework mandatory focus areas are:

- Chemicals
- Safety
- Sustainability
- Weather
- Working in the industry.

The Primary Industries Curriculum Framework stream focus area is:

- Livestock health and welfare

The Primary Industries Curriculum Framework includes an HSC examination which provides the opportunity for students to have this HSC examination mark contribute to the calculation of their Australian Tertiary Admission Rank (ATAR). The Primary Industries HSC examination can contribute up to 2 units towards the calculation of a student's ATAR. Students who have completed the Primary Industries (240 indicative hours) course are eligible to sit for the Primary Industries HSC examination. Students who want to sit for the Primary Industries HSC examination must be entered for both the Primary Industries (240 indicative hours) course and the Primary Industries examination on Schools Online.

### AQF VET qualification requirements

To receive AQF VET qualifications, students must meet the assessment requirements of the AHC Agriculture, Horticulture and Conservation and Land Management Training Package ([training.gov.au](http://training.gov.au)). AQF VET qualifications are determined by the qualification rules for each Training Package, referred to as qualification packaging rules. The qualification packaging rules describe the number and range of core and elective units of competency required for eligibility for an AQF VET qualification. Units of competency should be selected to meet qualification packaging rules for the intended qualification pathway. Selection of units of competency should also be guided by the job outcome sought and local industry requirements. Qualification packaging rules for the AQF VET qualifications available through





the Primary Industries Curriculum Framework are contained in the AHC Agriculture, Horticulture and Conservation and Land Management Training Package. Associated documents have been developed to describe how qualifications can be achieved through the Framework.

### Work placement requirements

Work placement is a mandatory HSC requirement within this Framework and minimum hours have been assigned to HSC VET courses. Work placement is to be undertaken in an appropriate primary industries work environment. Students undertaking courses as part of a school-based apprenticeship or traineeship will meet mandatory work placement hour requirements through the on-the-job training component of the apprenticeship or traineeship. For units of competency that must be assessed in a primary industries work environment, work placement provides an opportunity to collect evidence required for a student to be deemed competent. Recognition of prior learning (RPL) may be granted for mandatory work placement requirements. Students' outside employment (ie not under the auspices of the school) may be recognised towards the requirement for work placement in a VET course (ACE 8051). Non-completion of work placement is grounds for withholding the HSC course. Schools and colleges are advised to follow the procedure for issuing 'N' determinations as outlined on the ACE website. Students must complete the following work placement for Primary Industries Curriculum Framework courses.

<b>Primary Industries Subject Guidelines</b>		
<b>Nature of Task</b>	Task 1 – Yearly Examination	
<b>Due Date</b>	Term 3, Week 9	
<b>Outcomes Assessed</b>	AHCWHS201, AHCWRK204, AHCWRK205, AHCWRK209, AHCMOM202, AHCMOM304, AHC BIO203, AHCINF202, AHCINF201	
<b>Components</b>		<b>Weighting %</b>
<b>Knowledge and understanding of course content</b>	100	100
<b>Total %</b>	<b>100</b>	<b>100</b>

# Year 11 Society and Culture

(2 units over 1 year)

**Syllabus Link:** <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture>

<b>Scope and Sequence</b>										
Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	<p><b>The Social and Cultural World</b> (30% Indicative time)</p> <p>The focus of this study is the interactions occurring between persons and within and between groups, both in the contemporary world and in societies across time.</p>									
Outcomes	P1, P3, P6, P9, P10									
Assessment										
<hr/>										
Term 2 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	<p><b>Personal and Social Identity</b> (40% Indicative Time)</p> <p>The focus of this study is the process of socialisation, and the development of personal and social identity in individuals and groups in a variety of social and cultural settings</p>									
Outcomes	P1, P2, P5, P7, P10									
Assessment	AT1 – Research Report									
<hr/>										
Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	<p><b>Intercultural Communication</b> (30% Indicative time)</p> <p>The focus of this study is to understand how people in different social, cultural and environmental settings behave, communicate and perceive the world around them so that they can better understand each other and their world.</p>									
Outcomes	P1, P3, P4, P7, P8, P9									
Assessment	AT2 – Research Task and Presentation									
									Preliminary course Yearly examinations AT3 - examination	

## Society and Culture Preliminary Assessment Schedule

A student:

- P1 Identifies and applies social and cultural concepts.
- P2 Describes personal, social and cultural identity.
- P3 Identifies and describes relationships and interactions within and between social and cultural groups.
- P4 Identifies the features of social and cultural literacy and how it develops.
- P5 Explains continuity and change and their implications for societies and cultures.
- P6 Differentiates between social and cultural research methods.
- P7 Selects, organises and considers information from a variety of sources for usefulness, validity and bias.
- P8 Plans and conducts ethical social and cultural research.
- P9 Uses appropriate course language and concepts suitable for different audiences and contexts.
- P10 Communicates information, ideas and issues using appropriate written, oral and graphic forms.

Task		Task 1 Social and Cultural World Research Report	Task 2 Cross Generational Research Presentation	Task 3 Yearly Exam
<b>Due Date</b>		Term 2 Week 1	Term 3 Week 1	Term 3 Week 9 (as scheduled)
<b>Outcomes Assessed</b>		P1, P3, P6, P8, P9, P10	P1, P2, P5, P7, P8, P10	P1, P2, P3, P5, P6, P9, P10
Syllabus Components	Weighting			
Knowledge and understanding of course content	50%	10	10	30
Application and evaluation of social and cultural research methods	30%	10	15	5
Communication of information, ideas and issues in appropriate forms	20%	5	10	5
<b>Weighting of Task</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>

# Year 11 HSC Sport Lifestyle and Recreation

(1 or 2 units over 1 year)

**Syllabus Link:** <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhppe/sport-lifestyle-recreation-studies>

Scope and Sequence										
Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Resistance Training (Theory) & Resistance Training/Gymnastics ( Practical )									
Outcomes	1.1, 1.2, 1.3, 2.1 to 2.5, 3.1, 3.2, 3.3, 3.4, 4.4, 5.4, 5.5									
Assessment	Theory task and Practical Observation									
<b>Term 2 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Fitness (Theory) & Athletics/ Games and Sports Applications (Practical)									
Outcomes	1.1,1.2,1.3, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.6, 4.1, 4.4, 4.5, 5.2, 5.3									
Assessment										
<b>Term 3 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Healthy Lifestyle (Theory) & Games and Sports Applications (Practical)									
Outcomes	1.1, 1.3, 1.5, 2.1, 2.3, 3.1, 3.2, 3.5, 4.3, 4.1 4.4 & 5.1									
Assessment	Theory Task and Practical Observation									

## Sport, Lifestyle and Recreation Studies 2 Unit Year 11 Course Outcomes

### A student:

- 1.1 Applies the rules and conventions that relate to participation in a range of physical activities.
- 1.2 Explains the relationship between physical activity, fitness and healthy lifestyle.
- 1.3 Demonstrates ways to enhance safety in physical activity.
- 1.4 Investigates and interprets the patterns of participation in sport and physical activity in Australia.
- 1.5 Critically analyses the factors affecting lifestyle balance and their impact on health status.
- 1.6 Describes administrative procedures that support successful performance outcomes.
- 2.1 Explains the principles of skill development and training.
- 2.2 Analyses the fitness requirements of specific activities.
- 2.3 Selects and participates in physical activities that meet individual needs, interests and abilities.
- 2.4 Describes how societal influences impact on the nature of sport in Australia.
- 2.5 Describes the relationship between anatomy, physiology and performance.
- 3.1 Selects appropriate strategies and tactics for success in a range of movement contexts.
- 3.2 Designs programs that respond to performance needs.
- 3.3 Measures and evaluates physical performance capacity.
- 3.4 Composes, performs and appraises movement.
- 3.5 Analyses personal health practices
- 3.6 Assesses and responds appropriately to emergency care situations.
- 3.7 Analyses the impact of professionalism in sport.
- 4.1 Plans strategies to achieve performance goal.
- 4.2 Demonstrates leadership skills and a capacity to work cooperatively in movement context.
- 4.3 Make strategic plans to overcome the barriers to personal and community health.
- 4.4 Demonstrates competence and confidence in movement contexts.
- 4.5 Recognises the skills and abilities required to adopt roles that support health, safety and physical activity.

### Values and Attitudes

- 5.1 Accepts responsibility for personal and community health.
- 5.2 Willingly participates in regular physical activity.
- 5.3 Values the importance of an active lifestyle.
- 5.4 Values the features of a quality performance.
- 5.5 Strives to achieve quality in personal performance.

**Note:** Not all Course Outcomes, Values and Attitudes will be covered and or informally or formally assessed in our scope and sequence based on the Modules/Topics that are covered.

Task		Task 1 Resistance Training (Theory task/ practical observation)	Task 2 Healthy Lifestyle Research Task	Task 3 Games in applications
Due Date		Term 1 Week 8	Term 3 Week 8	Ongoing
Outcomes Assessed		1.2, 1.3, 2.1-2.5, 3.2, 3.3, 4.4	1.5, 2.3, 3.5, 4.3	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4
Syllabus Components	Weighting			
C1 Knowledge and Understanding	40%	15	15	10
C2 Skills	60%	15	15	30
<b>Weighting of Task</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# Year 11 Visual Arts

(2 units over 1 year)

**Syllabus Link:** <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-syllabus>

Scope and Sequence										
Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Art Making & Visual Diary, Art Critical/ Historical Studies									
Outcomes	P1-P10									
Assessment										Task 1 20%
<b>Term 2 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Art Making & Visual Diary, Art Critical/ Historical Studies									
Outcomes	P1-P10									
Assessment			Checkpoint			Checkpoint			Checkpoint	
<b>Term 3 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Art Making & Visual Diary, Art Critical/ Historical Studies									
Outcomes	P1-P10									
Assessment			Checkpoint				Task 2 40%		Exam 40%	
<b>Term 4 2025</b>	Week 1	Week 2								
Topic										
Outcomes										
Assessment										

## Visual Arts Year 11 Course Outcomes

A student:

- P1: Explores the conventions of practice in artmaking
- P2: Explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3: Identifies the frames as the basis of understanding expressive representation through the making of art
- P4: Investigates subject matter and forms as representations in artmaking
- P5: Investigates ways of developing coherence and layers of meaning in the making of art.
- P6: Explores a range of material techniques in ways that support artistic intentions
- P7: Explores the conventions of practice in art criticism and art history
- P8: Explores the roles and relationships between concepts of artist, artwork, world an audience through critical and historical investigations of art
- P9: Identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P10: Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

<b>Task</b>		<b>Task 1</b> Frames/Place & Identity	<b>Task 2</b> Material & Conceptual Practices	<b>Task 3</b> Yearly Exam
<b>Due Date</b>		Term 1 Week 10	Term 3 Week 7	Term 3 Week 9 (as scheduled)
<b>Outcomes Assessed</b>		P1 – P6	P1 – P6	P7 – P10
<b>Syllabus Components</b>	<b>Weighting</b>			
Making	50%	20	30	
Critical / Historical	50%		10	40
<b>Weighting of Task</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>





***PLEASE TEAR THIS PAGE OFF, FILL IN THE FORM BELOW  
AND  
RETURN IT TO NAROOMA HIGH SCHOOL (FRONT OFFICE)***

### **Acknowledgement Slip**

**Student and parent/carer acknowledgement – please sign and return this page to school**

We/I have read and understand the processes and procedures explained in the Assessment Processes Booklet.

Student name:

Parent name:

.....

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Student signature:

Parent signature:

.....

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Date: .....