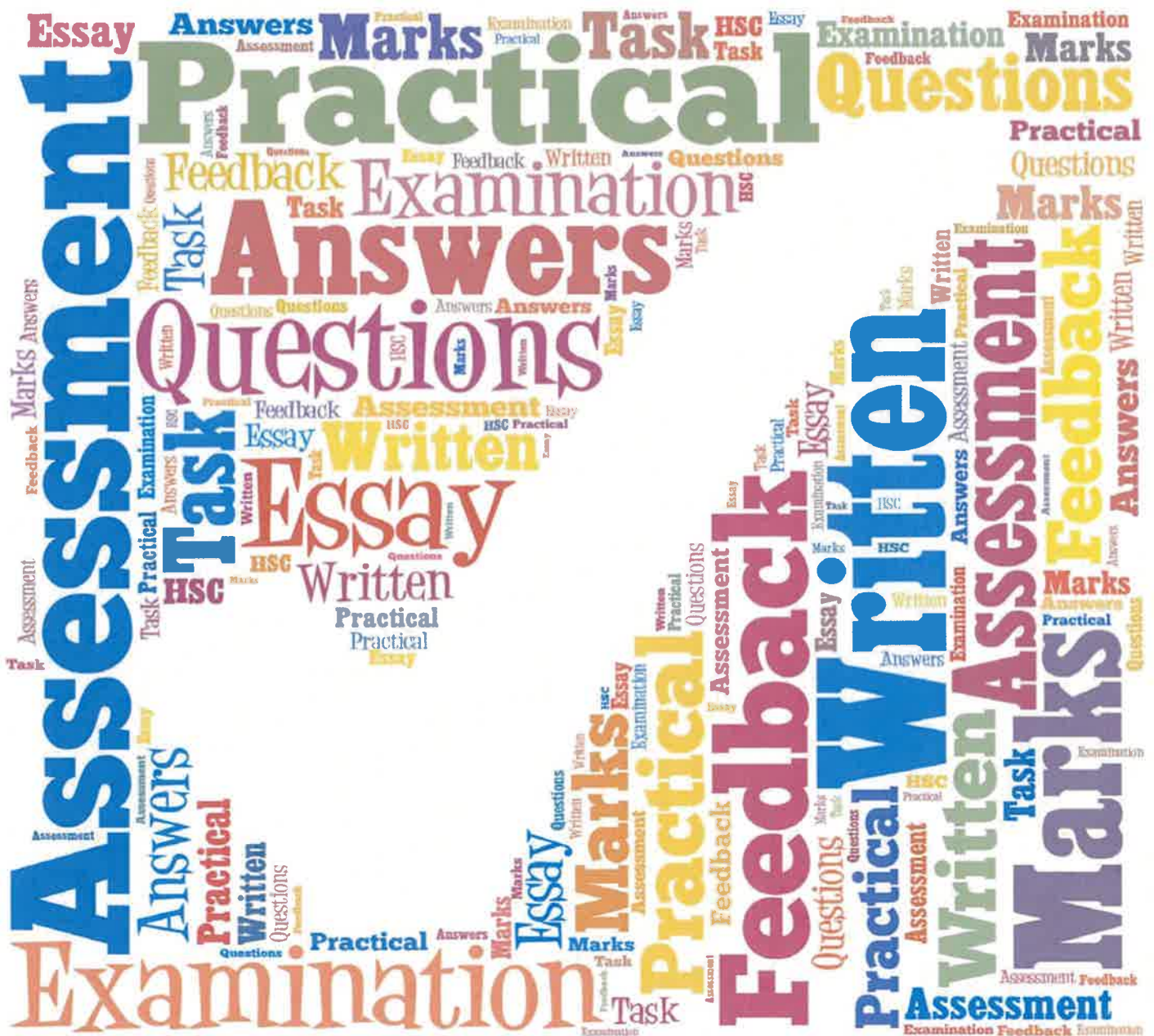


Narooma High School

2023 Year 11

Assessment Policy and
Schedules Guide

11



Together We Soar

through **Respect, Responsibility** and **Support**

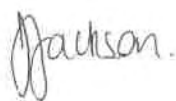
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Foreword

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.

1. 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
2. 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).
3. 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.
4. Assessments are used to ensure all outcomes in Year 11 courses are met.
5. 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).
However, **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.
6. 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.
7. The focus of assessment in some subjects is not always predominately formal half yearly and yearly exams. This is especially the case in English. There are some subjects which no longer include formal exams as specific tasks in their assessment schemes.



Mrs F Jackson
Executive Principal
January 2023

Year 11 Preliminary Course 2023

Information and School Policy on the Year 11 Course Assessment and the responsibilities of the student and school are set out below.

What is Assessment?

An important role of assessment is to assist student learning. This is achieved in two ways: firstly, students know in advance which course outcomes are to be assessed; and, secondly, following each task, teachers will 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 performance.

When will internal assessment occur?

For each of your subjects (except TAFE Courses) an Assessment Schedule has been included in this booklet. It tells you what form the task will take, which course outcomes will be assessed, in which week of the term it occurs and its weighting towards your final assessment mark.

Assessment in VET Courses

Assessment in VET courses serves two purposes:

1. Competency based assessment for the AQF Qualification. This assessment may be in the form of tasks or ongoing observation.
2. An HSC examination for the purpose of the ATAR. This exam is optional, but the school requires that a number of tasks be completed in order to prepare students for this exam, eg the Trial HSC Exam.

It is mandatory that all students studying VET courses do the **mandatory work-placement**. Failure to satisfactorily complete work-placement will result in an 'N' Determination for the course.

What are the Course Teacher's Responsibilities?

It is the responsibility of the teacher to:

- Notify the students in writing of the course assessment requirements.
- Notify the class/student in writing at least **two weeks** prior to each task (noting the one-week exam moratorium). This notification will include:
 - The date and time the task is due
 - A description of the task
 - The weighting of the task
 - The outcomes being assessed
 - The criteria on which the task will be marked
- Notify students and their parents in writing (N warning letter) if they fail to meet course and/or assessment requirements.
- Negotiate a suitable change of date if it is necessary to change the notified date of a set assessment task.
- Ensure that assessment tasks are returned to the student with a mark or grade and relevant advice to assist improvement in student's performance.

What are the Responsibilities of the Student?

The school Principal will certify your satisfactory completion of course requirements only if -

- (i) There is sufficient evidence to support that you have met the following course completion criteria:
 - (a) followed the course developed or endorsed by the NESAs
 - (b) applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school
 - (c) achieved some or all of the course outcomes.
- (ii) For courses where school assessment marks are submitted, students must make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course.
- (iii) If your principal determines that you are in danger of not meeting the above course completion criteria; you will be given written warning, regarding an N Determination, in sufficient time to correct any problems regarding your satisfactory completion of course requirements.
- (iv) If your principal determines that you have not met the above criteria for satisfactory completion of a course, the school will inform NESAs and will inform you in writing regarding an N Determination.
- (v) You have the right to appeal to the school against this N determination. If unsuccessful, you may appeal to NESAs. Your principal will advise you of this right and explain the appeal process.
- (vi) If you do not satisfactorily complete a course, you will receive no results in that course, the course will not appear on your NESAs record, and the course will not count towards your pattern of study for the award of a Higher School Certificate.

NB Students who are causing concern and who are in danger of not meeting the above course completion criteria may be placed on senior review.

- Make a serious attempt at all tasks which are set out in the Assessment Schedule for each course.
- Present work that is totally yours. Submit all tasks in a form specified by the teacher by the due date. A student who is found guilty of malpractice will be given a zero mark for the task and an 'N' warning will be issued.
- If you fall ill or fail to complete an assessment task due to illness or misadventure you must complete and present to the teacher an "Illness and Misadventure Application" form **on the day you return to school**. This form is to be collected from the Deputy Principal. You must have the relevant documentation with you, explaining your inability to do the task. **It is not the responsibility of the teacher to request the form from you.** (Refer to sample form on page 9 of this Booklet).
- **Where an absence is known in advance**, the student must approach the teacher **before** the due date of the task and negotiate an alternative date or task. Where approval is granted, the student may be required to attempt an alternative task or may be assessed based on other evidence. Where leave of absence is denied, absence or non-completion of the task will result in a zero mark.
- **Where a student is absent on the day a task is due**, they must present accompanying documentation in the case of illness or misadventure (doctor's certificate or other relevant information). This, along with the illness and misadventure form, must be submitted **on the day they return to school**.
- In cases where tasks may be assessed over several days (eg speeches and presentations) and a student is absent, the student must be prepared to present their task on the day they return to school.
- Students are expected to attend school for the full day of an assessment task. Having periods off on the day of the task may result in penalties.

What happens if a student fails to fulfil his/her responsibilities?

A student who fails to fulfil his/her responsibilities may receive:

- a zero mark for work that is not totally theirs.
- 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 or misadventure.
- an 'N' determination in a particular course if they fail to comply with the rules for satisfactory completion as explained above.

Technology Problems

It will not be automatic that a student has a misadventure appeal upheld due to a technology malfunction. A student will be required to show evidence of their work to be considered for a misadventure appeal. This evidence may be in the form of:

- a draft printout of the task
- a handwritten draft version of the task
- evidence of saved files (a USB) handed to the teacher in the case of printer malfunction
 - Students must keep a back-up copy of tasks in progress.
 - Students will be awarded a zero mark if they are unable to show evidence of the task in draft form.
 - Students must not expect to be granted a misadventure appeal if they leave the printing of the task to the night before it is due, and then find that they have problems with technology.
 - Students must be able to supply independent evidence of computer malfunction (eg letter from a computer company).

Assessment Methods

It is envisaged that the methods used in the various assessment tasks could include both formal test situations and less formal, but none the less systematic, observations of student performance.

In all subjects these may involve some of the following:

- half-yearly and yearly examinations
- written, practical and/or oral/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, and
- fieldwork.

New Enrolments, Repeating Students, Course Changes

Special provision will be made for:

- students who repeat a preliminary course
- students who enrol in the school after the commencement of the assessment program
- students who have changed courses after the commencement of the assessment program.

These students may not be required to do the tasks they have missed. Alternative tasks may be issued depending on the circumstances. They will do the tasks that fall due after they have enrolled in the course and receive 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. 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.

Notification of Assessment Tasks

- Assessment tasks are clearly designated and notice of the due date is given in writing to students at least two weeks in advance. (See sample Notification of Assessment Task below). Students will be required to record their receipt of the notification of assessment task by signing their names on a document maintained by the teacher.
- Students who are absent from school or class on the day a task is issued have the responsibility to collect the task from the teacher and sign for it. Students cannot use the excuse that they were absent on the day a task was issued and are, therefore, unable to complete or sit the task.
- Assessment tasks will not be due or take place in the one-week period before half-yearly or yearly examinations.

ASSESSMENT TASK NOTIFICATION YEAR 11 (PRELIMINARY HSC) COURSE – 2023	
Task No: _____	Date due: _____
Topic: _____	
Marks: _____ / _____	Weighting: _____ %
Outcomes to be assessed:	
▪ _____	
▪ _____	
▪ _____	
▪ _____	
▪ _____	
Task:	
Assessment Criteria:	
Your task will be assessed according to your ability to:	
▪ _____	
▪ _____	
▪ _____	

Appeals against Assessment Task Results

If a student disagrees with the mark awarded for a task, they must appeal at the time that the task is returned. The appeal should be made verbally to the class teacher initially (and within 24 hours of receiving the mark), and then in writing to the Head Teacher if the outcome is still unsatisfactory. The Head Teacher will refer the appeal to the Appeal Panel.

The following form may be used to assist you with this process.

ASSESSMENT APPEAL APPLICATION To Head Teacher	
Student Name:	Course:
	Task:
Mark Awarded:	Date of Application:
Class Teacher:	Has the matter be discussed with class teacher? Yes No
Reason for appeal:	
Outcome of appeal:	
Signature of Deputy:	
Signature of Year Advisor:	
Signature of Head Teacher:	
Student notified: Yes No	Date:

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					
Student Name:			Course		
Class Teacher:			Date Due:		
Assessment Task Details					
Reason for illness Misadventure Application - please circle	Illness	Approved Leave	Other School Commitment	Misadventure	Other
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]
<ul style="list-style-type: none"> <input type="checkbox"/> Estimate based on all other Assessment Tasks <input type="checkbox"/> Extension of time granted until <input type="checkbox"/> Estimate based on substitute Task being set and completed <input type="checkbox"/> Zero mark to be awarded for the task <input type="checkbox"/> Show as non-attempt: U award warning to be issued <input type="checkbox"/> Consideration to be given <input type="checkbox"/> No consideration to be given <input type="checkbox"/> 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

Choosing the Pathways Option in the Higher School Certificate Course

A small group of students, for a variety of reasons, choose to complete the HSC course over more than one year. This will mean that these students will be sitting HSC exams in some subjects at the same time as studying the HSC course in other subjects. Study in the HSC course begins at the beginning of Term 4.

This is also the time that HSC examinations are being held. **Students choosing to do their HSC course over two or more years will be expected to attend lessons during Term 4.** Obviously, allowance will be made according to the student's need to study for, and sit for, HSC examinations but it should not be assumed that lessons will only be attended after all HSC examinations have been completed.

Students must attend their "pathways" courses during the HSC examination period. Assessment tasks are usually set towards the end of Term 4 in the majority of subjects, and it is in the student's best interest to attend the majority of lessons to ensure the best possible assessment mark.

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: email@langford@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 2023

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 2023: *(all dates inclusive)*

Term 1 2023	Friday 27 January to Thursday 6 April (school development days Friday 27 and Monday 30 January) Year 7, 11 and 12 start Tuesday 31 January 2023
Term 2 2023	Monday 24 April to Friday 30 June (School development day Monday 24 April) (Students commence on Wednesday 26 April 2023)
Term 3 2023	Monday 17 July to Friday 22 September (School development day Monday 17 July)
Term 4 2023	Monday 9 October to Tuesday 19 December (School Development Days Monday 18 & Tuesday 19 December)

Individual Assessment Task Record Sheet
 (Record your results when you receive your assessment feedback)

Subject				Subject			
Task	Date Due	Mark	Rank	Task	Date Due	Mark	Rank
1							
2							
3							
Subject				Subject			
Task	Date Due	Mark	Rank	Task	Date Due	Mark	Rank
1							
2							
3							
Subject				Subject			
Task	Date Due	Mark	Rank	Task	Date Due	Mark	Rank
1							
2							
3							
Subject				Subject			
Task	Date Due	Mark	Rank	Task	Date Due	Mark	Rank
1							
2							
3							

Term 1 2023

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

Term 2 2023

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

Term 3 2022

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

Term 4 2023
YEAR 12 – HSC COURSES COMMENCE

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

Narooma High School

Year 11 Course Assessment Schedule 2023

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 2023	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> Troy		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										
Term 2 2023	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								
Term 3 2023	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	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10									
Assessment							Multimodal presentation 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%	
Weighting of Task	100%	40%	30%	30%

Year 11 Biology - 2023

(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 2023	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	<p>Module 3 & 4 Biological diversity & Ecosystem Dynamics</p> <p>Students learn about the Theory of Evolution by Natural Selection and the effects of various selection pressures</p> <p>Students engage in the study of past ecosystems and create models of possible future ecosystems so that human impact on biodiversity can be minimised.</p>									
Outcomes	BIO11/12-1, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO11-10, BIO 11 - 11									
Assessment	<p>Depth Study: 15 hours - Report Submission DUE Term 2, week 3</p> <p>Compulsory fieldwork excursion – Week 11 - April 3rd & 4th</p>									
Term 2 2023	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	<p>Module 1 Cells as the Basis of Life</p> <p>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 of organisms</p>									
Outcomes	BIO11/12-2, BIO 11/12 – 3, BIO11/12-6, BIO11/12-6, BIO11/ - 8, BIO11-9									
Assessment			Depth Study Report & Presentation Due						Practical Investigation Cells	
Term 3 2023	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	<p>Module 2: Organisation of Living Things</p> <p>Students examine the relationship between transport systems in living things and compare nutrient and gas requirements:</p>									
Outcomes	BIO 11/12 – 1 - BIO 11/12 -7, BIO 11 – 8 - BIO 11 - 11									
Assessment									Yearly Examination	

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.

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

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 2023	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Nature of business – 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 studies Nature of management; management approaches									
Assessment	P1, P2, P6, P7, P8 AT1 – Topic Test 25%									
Term 2 2023	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Business management (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 2021	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Business planning (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%

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.

Component	Task 1	Task 2	Task 3	Weighting %
	Practical Report	Depth Study Modelling Task	Yearly Examination	
	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)	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	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	60
Knowledge and Understanding	10	10	20	40
Total %	30	40	30	100

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/pdhpce/community-family-studies-syllabus>

Scope and Sequence										
Term 1 2023	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									
Term 2 2023	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 cont...									
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									
Term 3 2023	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 7	Term 3, Week 9 (as scheduled)
Outcomes Assessed		P1.1, 1.2, 4.1, 4.2, 5.1, 6.1	P2.2, 2.4, 3.1, 4.1, 4.2, 6.1	P1.1 – P6.2
Components	Weighting %			
Knowledge and understanding of course content	40	5	5	30
Skills in critical thinking, research methodology, analysing and communicating	60	25	25	10
Total %	100%	30%	30%	40%

SCOPE AND SEQUENCE – CPC20211 Certificate II in Construction Pathways

Public Schools NSW Wagga Wagga, RTO 90333



SCOPE AND SEQUENCE – 2 units x 2 years

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	CPCCWHS1001 Prepare to work safely in the construction industry															
Cluster 2	CPCCWHS2001 Apply WHS requirements, policies, and procedures in the construction industry	20														
Cluster 3	Project 1 - Workshop Project															
Cluster 3	CPCCCM1011 Undertake basic estimation and costing CPCCCOM1015 Carry out measurements and calculations	45														
Cluster 4	Project 2 - Workshop Project															
Cluster 4	CPPCCOM2001 Read and interpret plans and specifications CPCCOM1013 Plan and organise work	35														
Cluster 4	Project 3 - Outdoor Project															

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

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.

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	NESA 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	CPCCIJ2001 Assemble components CPCCIJ3004 Manufacture and assemble joinery components	40		Option 3						
	Project 4 - (for Option)									
Cluster 6	CPCCCA2002 Use carpentry tools and equipment CPCCOM2005 Use construction tools and equipment CPCCCA2011 Handle carpentry materials	50								
Cluster 7	CPCGVE1011 Undertake a basic construction project CPCCOM1012 Work effectively and sustainably in the Construction Industry	55								
	Project 5 – Group Project									

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>

Scope and Sequence

Term 1 2023	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	Engineering Mechanics	Engineering Materials	Communication	Background	Engineering Mechanics
Assessment	P1.1, P2.1, P3.1, P3.3, P4.1, P4.2, P4.3									
Term 2 2023	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	Engineering Mechanics and Hydraulics	Engineering Materials	Engineering Materials
Assessment	P1.1, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1									
Task1:	Engineered Product Analysis									
Term 3 2023	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 Mechanics and Hydraulics	Engineering Electricity/ Electronics	Engineering Materials	Engineering Electricity/ Electronics	Engineering Materials	Engineering Electricity/ Electronics	Engineering Materials	Review
Assessment	P1.1, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P6.2									
Task 2:	Biomedical Engineering Report									
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

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

Year 11 English Advanced

(2 units over 1 year)

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

Scope and Sequence										
Term 1 2023	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	EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-9									
Assessment										Portfolio
Term 2 2023	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Narratives that Shape our World									
Outcomes	EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8, EA11-9									
Assessment										Multimodal Presentation
Term 3 2023	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Critical Study of Literature									
Outcomes	EA11-1, EA11-3, EA11-4, EA11-5, EA11-7, EA11-8									
Assessment										Critical Response – Essay (Yearly Exam)

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 Presentation	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%
Weighting of Task	100%	30%	40%	30%

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

Scope and Sequence										
Term 1 2023	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	
Term 2 2023	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
Term 3 2023	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

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

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 2023	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
Term 2 2023	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 Presentation
Term 3 2023	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)

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 Presentation	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%
Weighting of Task	100%	30%	40%	30%

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 2023	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	
Term 2 2023	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	
Term 3 2023	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

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

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	15	Delivery and assessment		
	Work effectively with others Communicate in the workplace	15			
SITXFSA001	Cluster 2 Part A Use hygienic practices for food safety	10	Delivery and assessment		
SITHCCC001	Cluster 2 Part B Use food preparation equipment	20	Delivery and assessment		
SITXFSA002	Participate in safe food handling practices	15			
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	Cluster 4 Participate in safe work practices	15			Delivery
BSBSUS201	Participate in environmentally sustainable work practices	15			
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 (SIT20316)**

Students who do not achieve **Certificate II** will be eligible for a **Statement of Attainment towards Certificate II in Hospitality (SIT20316)**.

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

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	15	Delivery and assessment		
	Work effectively with others Communicate in the workplace	15			
SITXFSA001	Cluster 2 Part A Use hygienic practices for food safety	10	Delivery and assessment		
SITHCCC001	Cluster 2 Part B Use food preparation equipment	20	Delivery and assessment		
SITXFSA002	Participate in safe food handling practices	15			
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	Cluster 4 Participate in safe work practices	15			Delivery
BSBSUS201	Participate in environmentally sustainable work practices	15			
SITHIND003	Cluster 8 Portfolio Use hospitality skills effectively	20		Delivery and practice	

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 2023	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
Term 2 2023	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										
Term 3 2023	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	
Nature of task	Planning and Communication	Yearly Examination	Preliminary Project	
Timing	Term 1, Week 10	Term 3, Week 9 (as scheduled)	Term 3, Week 10	
Outcomes assessed	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	
Components				Weighting %
Knowledge and understanding of course content	10	20	10	40
Knowledge and skills in the management, communication and production of projects	10	20	30	60
Total %	20	40	40	100

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>

Scope and Sequence											
Term 1 2023	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%		
Term 2 2023	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) Part II : The Individual and the Law – 8 Weeks										
Outcomes	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10 P1, P3, P5, P6, P7, P8, P9, P10										
Assessment						Assessment Task 2 – Law reform research and extended response 30%					
Term 3 2023	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) Part III : Law in Practice – 6 Weeks										
Outcomes	P1, 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
Weighting of Task	100%	30%	30%	40%

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

Year 11 Maths Standard

(2 units over 1 year)

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

Scope and Sequence										
Term 1 2023	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							Investigation			
Term 2 2023	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					Test					
Term 3 2023	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 Investigation Finance & Algebra	Task 2 Measurement & Probability Open Book Test	Task 3 Yearly Exam
Due Date		Term 1 Week 9	Term 2 Week 7	Term 3 Week 9 (as scheduled)
Outcomes Assessed		MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-3, MS11-4, MS11-8, 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 2023	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	MA11-1, MA11-8, MA11-9	Number and Surds F1.1	Functions and Graphs F1.2, F1.3, F1.4	Functions and Relations F1.2, F1.3, F1.4	Trigonometric Functions	Trigonometric Functions	Trigonometric Functions	Trigonometric Functions	Trigonometric Functions
Outcomes	MA11-1, MA11-8, MA11-9									
Assessment	Test									
Term 2 2023	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Trigonometric Functions (cont.) T1.1, T1.2	The Coordinate Plane F1.3	Exponential and Logarithmic Functions E1.1, E1.2, E1.4	Differentiation C1.1, C1.2, C1.3, C1.4	Differentiation C1.1, C1.2, C1.3, C1.4	Differentiation C1.1, C1.2, C1.3, C1.4	Differentiation C1.1, C1.2, C1.3, C1.4	Differentiation C1.1, C1.2, C1.3, C1.4	Differentiation C1.1, C1.2, C1.3, C1.4	Differentiation C1.1, C1.2, C1.3, C1.4
Outcomes	MA11-1, MA11-3, 11MA-4, MA11-8, MA11-9									
Assessment	Investigation Task									
Term 3 2023	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Differentiation (cont.)	Probability S1.1	Probability S1.1	Probability S1.1	Probability S1.1	Probability S1.1	Probability S1.1	Probability S1.1	Probability S1.1	Probability S1.1
Outcomes	MA11-1, MA11-5, 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 Trigonometry Investigation	Task 3 Yearly Exam
Due Date		Term 1 Week 9	Term 2 Week 8	Term 3, Week 9 (as scheduled)
Outcomes Assessed		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
Syllabus Components	Weighting			
Understanding, fluency and communicating	50%	15	15	20
Problem solving, reasoning and justification	50%	15	15	20
Weighting of Task	100%	30%	30%	40%

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 2023	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Functions									
Outcomes	Further Graphs – Inequalities F1.2		Polynomials F2.1, F2.2			Combinatorics A1.1				
Assessment	ME11-1, ME11-2, ME11-6, ME11-7									
Task 1: In-class test on Inequalities and Polynomials										
Term 2 2023	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Functions									
Outcomes	Combinatorics		Further Graphs F1.1, F1.3, F1.4			Calculus				
Assessment	ME11-5, ME11-6, ME11-7									
Task 2: Calculus Investigation										
Term 3 2023	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Calculus		Combinatorics			Trigonometric Functions				
Outcomes	Related Rates and Natural Growth C1.1, C1.2, C1.3		Binomial Expansion and Pascal's Triangle A1.2			Further Trigonometry F1.3, T1, T2				
Assessment	ME11-1, ME11-4, ME11-6, ME11-7		ME11-1, ME11-4, ME11-6, ME11-7			ME11-1, ME11-2, ME11-3, ME11-6, ME11-7				
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 investigation	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 2023	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									
Outcomes	MH11-2, MH11-3, MH11-4, MH11-6, MH11-7, MH11-9									
Assessment										Case Study 1: Source Based Essay
Term 2 2023	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									
Outcomes	MH11-5, MH11-8, MH11-9, MH11-10									
Assessment									Historical Investigation and Presentation	
Term 3 2023	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	The Shaping of the Modern World – World War 1									
Outcomes	MH11-1, MH11-9, MH11-10									
Assessment									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

Task		Task 1 Source-based Essay	Task 2 Research Presentation	Task 3 Yearly Exam
Due Date		Term 1 Week 10	Term 2 Week 9	Term 3 Week 9 (as scheduled)
Outcomes Assessed		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
Syllabus Components	Weighting			
Case Study 1	40%	40%		
Historical Investigation	30%		30%	
Case Study 2	15%			15%
Shaping the Modern World	15%			15%
Weighting of Task	100%	40%	30%	30%

Music 1 Preliminary

Syllabus Link: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-11/stage-6-learning-areas/stage-6-creative-arts/music-1-syllabus>

Scope and Sequence										
Term 1 2023	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				
Term 2 2023	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				
Term 3 2023	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
Weighting of Task	100%	30%	35%	35%

Year 11 Personal Development, Health and Physical Education

(2 units over 1 year)

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

Scope and Sequence										
Term 1 2023	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Preliminary Core 2 "The Body in Motion"									
Outcomes	(P7-11, P16, P17)									
Assessment	In class Assessment									
Term 2 2023	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Preliminary Core 1 "Better Health for Individuals"									
Outcomes	(P1 – 6, P15, P16)									
Assessment	In class Assessment									
Term 3 2023	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Preliminary Option 1 "First Aid"									
Outcomes	(P6, P12, P15, P16)									
Assessment	Preliminary Option 3 "Fitness Choices" (P5-6, P10, P15, P16, P17)									
	Year 11 Examination									

Personal Development, Health and Physical Education Year 11 Outcomes

A student:

- P1 Identifies and examines why individuals give different meanings to health.
- P2 Explains how a range of health behaviours affect an individual’s health.
- P3 Describes how an individual’s health is determined by a range of factors.
- P4 Evaluates aspects of health over which individuals can exert some control.
- P5 Describes factors that contribute to effective health promotion.
- P6 Proposes actions that can improve and maintain an individual’s health.
- P7 Explains how body systems influence the way the body moves.
- P8 Describes the components of physical fitness and explains how they are monitored.
- P9 Describes biomechanical factors that influence the efficiency of the body in motion.
- P10 Plans for participation in physical activity to satisfy a range of individual needs.
- P11 Assesses and monitors physical fitness levels and physical activity patterns.
- P12 Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1).
- P15 Forms opinions about health-promoting actions based on a critical examination of relevant information.
- P16 Uses a range of sources to draw conclusions about health and physical activity concepts.
- P17 Analyses factors influencing movement and patterns of participation.

		Task 1 Human Movement Analysis “The Body in Motion” Core 2	Task 2 Research Task on “Better Health for Individuals” Core 1	Task 3 Yearly Exam
	Due Date	Term 1 Week 9	Term 2 Week 8	Term 3 Week 9 (as scheduled)
Outcomes Assessed		P7 – P11, P16, P17	P1 – P6, P15, P16	P1 - P17
Syllabus Components	Weighting			
Knowledge and understanding of course content	40%	15	15	10
Skills in critical thinking, research, analysing and communicating.	60%	20	20	20
Weighting of Task%	100%	35	35	30

Year 11 Photography, Video and Digital Imaging

(2 units over 1 year)

Syllabus Link: <https://educationstandards.nsw.edu.au/vps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/photography-video-and-digital-imaging>

Scope and Sequence										
Term 1 2020	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Making Imaging & eDiary, Art Critical/ Historical Studies in Imaging									
Outcomes	M1-6									
Assessment										
Term 2 2020	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Making Imaging & eDiary, Art Critical/ Historical Studies in Imaging									
Outcomes	M1-6									
Assessment					Task 1 30%					
Term 3 2020	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Making Imaging & eDiary, Art Critical/ Historical Studies in Imaging									
Outcomes	M1-6, CH1-5									
Assessment				Task 2 40%					Task 3 30%	

Photography, Video and Digital Imaging 2 Unit Year 11 Course Outcomes

A student:

- M1 Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2 Explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
- M3 Investigates different points of view in the making of photographs and/or videos and/or digital images
- M4 Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5 Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6 Takes into account issues of occupational health and safety in the making of photographs and/or videos and/or digital works
- CH1 Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2 Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3 Distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4 Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- CH5 Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

*M — relates to making imaging**CH — relates to critical and historical studies in imaging*

Task		Task 1 Digital and/or Darkroom	Task 2 Digital and/or Darkroom	Task 3 Yearly Task Term 3 Week 9 (as scheduled)
Due Date		May	August	September
Outcomes Assessed		M1 – M6	M1 – M6	CH1 – CH5
Syllabus Components	Weighting			
Making	70%	30	40	
Critical / History	30%			30
Weighting of Task	100%	30%	40%	30%

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.

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

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				
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										
AHC BIO203	Cluster 12 Inspect & clean machinery, tools and equipment to preserve biosecurity	10										
AHCINF202	Cluster 9 Install, maintain & repair farm fencing	15										
<u>AHCINF201</u>	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 NESAs Assessment Certification Examination (ACE) website). There must be sufficient evidence that the student has: - followed the course developed by NESAs - 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). 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.

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>

Scope and Sequence											
Term 1 2023	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic	<p>The Social and Cultural World (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											
Term 2 2023	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Topic	<p>Personal and Social Identity (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									
Term 3 2023	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Topic	<p>Intercultural Communication (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
Due Date		Term 2 Week 2	Term 3 Week 2	Term 3 Week 9 (as scheduled)
Outcomes Assessed		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
Weighting of Task	100%	25%	35%	40%

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 2023	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 Practical Observation									
Term 2 2023	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										
Term 3 2023	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
Weighting of Task	100%	30%	30%	40%

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 2023	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%
Term 2 2023	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	
Term 3 2023	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%	

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

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