



Keira High School

Year 11

Preliminary Course

Assessment Booklet 2025



Keira High School

Great traditions, a confident future.

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Education

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PRINCIPAL'S MESSAGE

This booklet has been prepared by Head Teachers, in consultation with Year 11 teachers, and reflects the rules and procedures determined by NESA as published on the Assessment, Certification and Examination (ACE) website <https://ace.nesa.nsw.edu.au/>.

The information in the booklet explains the assessment program to enable students to successfully complete the Preliminary Course. In many ways, the policies and procedures resemble those required of Higher School Certificate (HSC) students. By developing an organised approach to their workload, students will find it easier to cope with the demands of senior studies.

The purpose of this booklet is to set out the ways in which the assessment grade will be calculated from the marks you receive for the specified assessment tasks completed during Preliminary Courses.

It is extremely important for you to continue to work consistently during the next three terms and to complete all the assessment tasks by the designated time and date identified on the notification of assessment task. Your teachers will help you plan your work but remember that it is your responsibility to develop an appropriate work schedule.

Please read the booklet carefully and discuss the information it contains with your parents/caregivers and teachers. If you have any questions regarding assessment procedures, you should talk, in the first instance, with the relevant Head Teacher and/or your Year Adviser.

Keep this booklet in a safe place, as you will need to refer to it from time to time during the next three terms.

I would also strongly recommend that all students read the relevant syllabus documents for each of their courses. These are available for perusal upon request from Head Teachers. A personal copy of each syllabus can be downloaded and printed from the NESA website: <http://educationstandards.nsw.edu.au>.

I hope that you find Year 11 a challenging and exciting year. On behalf of the staff of Keira High School, may I wish all students the very best of luck throughout Year 11.

Mr S Frazier
Principal

PART ONE: HSC REQUIREMENTS

Eligibility requirements for the 2026 HSC

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

- have completed Year 10, and
- have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- have completed All My Own Work (AMOW) or its equivalent, and
- have demonstrated the minimum standard of literacy and numeracy*, and
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC, and
- undertake and make a serious attempt at the requisite HSC exams.

You receive your HSC Testamur from NESA following successful completion of the HSC. These are received in the mail, and you can also access your results via Students Online.

For further details, see the NESA website or the ACE website. <https://curriculum.nsw.edu.au/ace-rules>

NESA course requirements

To be eligible for the award of the HSC, you must have satisfactorily completed each course. You will be considered to have satisfactorily completed a course leading up to the HSC examination if there is sufficient evidence that you have:

- followed the course developed or endorsed by NESA;
- applied yourself with **diligence and sustained effort** to the set tasks and experiences provided by the school; and
- achieved some or all of the course outcomes.

Pattern of study for the HSC

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

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

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

- 2 units of a Board Developed course in English
- at least 4 more units of Board Developed courses
- at least 3 courses of 2 or more units (which may be either Board Developed or Board Endorsed), and
- at least 4 subjects.
- Students may study a maximum of 6 units of Preliminary Science courses, and 7 units of HSC Science courses.
- For students entered in Mathematics Extension 2, both Mathematics Extension 1 and Mathematics Extension 2 are counted as 2-unit courses.¹
- Students must meet all other course eligibility requirements, and HSC eligibility requirements to be granted the HSC credential.
- Students may accumulate HSC courses towards the award of the HSC credential within a consecutive five-year period.

Confirmation of entry

Each student will be provided a Confirmation of Entry as soon as course entries are completed in Term 1.

- Students must review and sign their Confirmation of Entry physically or digitally at the start of their Preliminary course and any time there is an amended student entry

- For students with disability that prevents them from signing, schools must 'record' the student's acknowledgment of the Confirmation of Entry, which can be via parent/ carer signature.

Examinations and submitted works

School-based examinations

Keira High School Year 11 students will be involved in formal examinations in Weeks 7 and 8 of Term 3. They will be held in examination conditions in the Keira High School hall or other rooms for special provisions. Students will receive the examination timetable and rules at least 4 weeks before examinations commence. Students who do not attend their examination on the day are to follow procedures outlined in: APPLICATION FOR CONSIDERATION: LATE SUBMISSION OR NON-COMPLETION

Students:

- only attend school on the day/s of their examinations
- wear full school uniform
- Follow examination conditions

Assessment grade

Schools submit an assessment grade for each student in each course. These grades are based on student performance in assessment tasks and examinations, and are aligned to the grade performance descriptors. The results of assessment tasks that have been completed by students will be retained by schools for 24 months.

Vocational education and training (VET) courses

As with all Preliminary courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the course completion criteria.

The HSC course requirements in a VET course are defined by:

- the HSC indicative hour requirements of the course
- the HSC course structure
- mandatory work placement requirements (if applicable)
- the HSC content (focus areas) and associated mandatory and stream (if applicable) units of competency in Industry Curriculum Frameworks
- competency-based assessment requirements.

You do not receive an assessment grade for VET courses. VET courses deliver units of competency that are drawn from industry training packages. Instead, you are eligible to receive a record of completed competencies.

VET mandatory work placement

The requirement to complete work placement in a VET framework course is also stated in the student declaration on the Confirmation of Entry. This is to be signed by the student and retained by the school.

For each course, a minimum number of hours are required in the workplace to enable you to progress toward the achievement of industry competencies and to practise skills acquired in the classroom or workshop.

Work placement is a mandatory requirement of each VET course. This is usually 35 hours in the preliminary year and 35 hours in the HSC year. If a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with a non-completion ('N') determination.

It is possible for the Principal to certify, at a later time, that the student has subsequently completed the mandatory requirements and request that the 'N' determination be withdrawn.

Failure to complete the mandatory work placement will mean that you will not satisfy the requirements for the successful completion of the VET course and may jeopardise your eligibility for completion of the HSC.

HSC: All My Own Work

This is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. Students who have completed the program will also know about penalties for cheating and how to avoid malpractice (see Part 1.6) when preparing their work for assessment.

Students completed the NESAs program, *HSC: All My Own Work* at the end of Year 10 and are reminded of the guidelines regarding malpractice.

HSC Minimum standards: Literary & Numeracy

Students must meet the HSC minimum standard prior to completing Year 12, to be eligible for the award of the HSC. To meet the HSC minimum standard, students must demonstrate Level 3 or above in the NESAs minimum standard online reading, writing and numeracy tests.

Students may demonstrate the HSC minimum standard at any time while they are enrolled in a school in Years 10 to 12, but before their enrolment ceases. For example, students who undertake a 'pathways' HSC may attempt NESAs' minimum standard tests at any time during the five-year accumulation period.

Schools may enter students who are in Year 12 up to 6 times per calendar year to attempt each minimum standard test. This means 6 reading test attempts in Year 12, 6 writing test attempts in Year 12, and 6 numeracy test attempts in Year 12.

Students planning to leave school in Years 10 to 12 may choose to attempt the NESAs minimum standard tests and use the test results to demonstrate their levels of reading, writing and numeracy to employers and/or further education and training providers. Students must attempt the tests whilst they are enrolled in a school.

The HSC minimum standard is set at the Australian Core Skills Framework (ACSF) Level 3. ACSF Level 3 describes the functional literacy and numeracy skills required for life after school, for work and further education.

* Students taking the Life Skills courses can be exempt from meeting HSC Minimum Standards:

Students who	Can be exempt from meeting HSC minimum
take an English Life Skills course in Year 12	literacy standard
take a Mathematics Life Skills course in Year 12	numeracy standard
do not take a Stage 6 Mathematics course but who are enrolled in four or more Life Skills subjects	numeracy standard

Attendance

While NESAs does not stipulate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not have been met. Clearly, absences will be regarded seriously by teachers who will give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

Disability provisions (for students with medical and learning requirements)

Disability provisions are available to assist students who have medical or learning conditions that affect their assessment and exam performance. These provisions are granted based on how the student's condition affects their ability to complete the assessment.

Schools are responsible for approving disability provisions for school-based tasks, while NESAs determines provisions for the HSC exams. Adjustments approved by Principals for school-based assessment tasks may be different to those approved by NESAs for HSC exams and the HSC minimum standard test. Applications must be supported by evidence such as medical reports and teacher comments.

More details are available on the NESAs ACE website.

Students/ families are to contact Deputy Principal or Learning & Engagement faculty to discuss their application for school-based tasks and HSC tasks.

HSC School –based tasks:

Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. The Learning & Engagement faculty will discuss the application with the relevant subject’s Head Teacher.

HSC examinations

NESA determines disability provisions for the Higher School Certificate examinations.

Disability provisions in the HSC are practical arrangements designed to help students who couldn’t otherwise make a fair attempt to show what they know in an exam room.

The provisions granted are solely determined by how the student’s exam performance is affected.

Life Skills

Students with intellectual disability or imputed intellectual disability can satisfy the requirements for the HSC pattern of study by completing a combination of:

- Board Developed course(s) (including Stage 6 Life Skills courses), or
- Vocational Education and Training (VET) course(s), or
- Board Endorsed course(s) (including Content Endorsed courses).
- Stage 6 Life Skills courses have no HSC exams and results cannot be used in the calculation of a student’s ATAR.

Life Skills courses have the same course completion criteria as all Board Developed and Board Endorsed courses.

The number of outcomes addressed and/or achieved will vary for individual students. This decision must be made during collaborative curriculum planning. To satisfactorily complete a course, it is not necessary for students to address or achieve all the Life Skills outcomes in a course.

Students with disability may access VET courses by:

- undertaking the course under regular course arrangements, or
- selected units of competency within the course, identified through collaborative curriculum planning.

PART TWO: ASSESSMENT POLICY AND PROCEDURES

General information

You will be required to complete a program of assessment tasks for each of your courses. These tasks will determine your level of achievement in your subjects and whether you have met the minimum academic standard in those courses.

The purpose of school assessment is to provide an indication of your achievement against course outcomes with reference to specified standards of performance and measured over the entire course rather than at a single point in time.

All assessment grades will be derived from the performance of various set tasks during the Preliminary course using prescribed syllabus weightings. These tasks will vary according to the subject but could include tests, essays, practical work, fieldwork and oral tasks. The advantage of this system is that it provides both an extended period of time and variety of activities in which to demonstrate your ability.

You can best meet course requirements if you:

- attend all timetabled lessons and minimise absences from class for any reason. Absences quickly accumulate, for example if you miss a double period of a subject, you will have missed one third of the timetabled lessons for that subject in one week
- complete all activities set during class time
- complete homework set by the teacher
- regularly revise all work, implement a regular study timetable, and use a planning calendar
- complete all Assessment Tasks to maximize your Preliminary result.

How to submit an Assessment Task

In class assessment task:

- These tasks are supervised by the class teacher and collected at the end of the lesson.
- On the day of an in class assessment task, you must be present from the beginning of the day and attend all lessons prior to the assessment task. Failure to do this will require evidence to substantiate the absence. A student may submit an Application for Consideration.
- If you know you will be absent from school on the date of an in-class assessment task, you must speak to the appropriate Head Teacher before the assessment date to ensure arrangements are made for the completion of the assessment task. Failure to do this may result in a mark of zero and a warning letter of N-Determination issued. A student may submit an Application for Consideration.

Take home assessment task:

- These are the tasks that you are required to complete by a due date.
- You must submit the assessment task to your class teacher (or appropriate Head Teacher) by 8.45am. Failure to do so may result in a mark of zero and a warning letter of N-Determination issued. A student may submit an Application for Consideration.
- Electronic submission: A course teacher may choose to allow you to submit a take home assessment task by the specific electronic medium identified on the assessment task notification sheet. The electronic submission must be completed by 8.45am on the due date. Any technology breakdowns are not a valid or acceptable reason for late or non-submission of assessment task.
- If you know you will be absent from school on the due date of an in-class assessment task, you must submit the assessment task to the class teacher prior to the due date. Failure to do this will result in a mark of zero.

What to do if an Assessment Task cannot be completed

In-class assessment task:

- If you are unable to attend class to complete an in class assessment task, the Head Teacher of the course must be informed by phone or email on or before the day of the task.
- If you were absent for an in-class assessment task you must see the relevant Head Teacher of the course on the first day of your return to school to negotiate an alternate time or task. At this meeting you must submit an *Application for Consideration* form with supporting documentation.

Take home assessment task:

- If you are unable to attend school to submit a take home assessment task, the Head Teacher of the course must be informed by phone or email on or before the day of the task.
- If you were absent and unable to submit a take home assessment task you must see the relevant Head Teacher of the course on the first day of your return to school. On this day you must submit the assessment task along with an *Application for Consideration* form with supporting documentation.
- Any technology breakdowns are not a valid or acceptable reason for late or non-submission of assessment task.

Penalties for late submission

- Students will be issued a N Determination warning letter and parents/ carers contacted to notify them.

- You may be awarded a mark of zero for any task not submitted by the specified time on due date; or for non-submitted tasks; or not completed during timetabled lesson, unless an Application for Consideration has been approved.
- Failure to submit as assessment task, or non-serious attempts made on assessment tasks, may result in a warning of N Determination letter being issued.

Application for consideration: Extension

In exceptional circumstances, you may be granted an extension of time without incurring a penalty. If you anticipate that you will not be able to submit an assessment task on the due date, you may seek to negotiate an extension of time with the appropriate Head Teacher. You must submit the *Application for Consideration* form to the appropriate Head Teacher at least one week prior to the date of the assessment task.

The Head Teacher will only grant an extension of time if:

- you give an acceptable and compelling reason for the impending late submission of the assessment task, and
- the extension of time is negotiated prior to the due date.

If the reason offered is acceptable and prior negotiation has occurred, no penalty will be incurred so long as the assessment task is submitted on or before the negotiated date. It is unlikely that an extension of time in excess of two weeks will be granted.

Do not assume the extension of time will be granted. If the Head Teacher has not granted an extension of time, and the assessment task is submitted after the due date, the automatic penalty of zero marks awarded for the task will be applied.

An extension of time will not be granted if:

- the reason offered is deemed unacceptable
- no reason is offered
- you did not lodge a written application for an extension of time with the appropriate Head Teacher prior to the due date.

Application for consideration: Late submission or noncompletion

In-class assessment task:

- If you are absent for an in class assessment task you must see the relevant Head Teacher of the course on the first day of your return to school to negotiate an alternate time or task. At this meeting you must submit an *Application for Consideration* form with supporting documentation.

Take home assessment task:

- If you are absent and unable to submit a take home assessment task you must see the relevant Head Teacher of the course on the first day of your return to school. On this day, you must submit the assessment task along with an *Application for Consideration* form with supporting documentation, such as medical certificate.
- If you submit a take home assessment task late, you must complete an *Application for Consideration* form with supporting documentation along with the completed assessment task.

In exceptional circumstances, where a student cannot complete the assessment task, the student may be provided an estimate based on completed comparable assessment tasks which contain comparable outcomes*, approved by the Principal and in line with the school's policies and procedures for school-based assessment.

* A comparable task assesses the same or similar outcomes as those of the original task, and uses the same or similar marking guidelines.

Application for consideration: Misadventure

If you believe that your performance in an assessment task was diminished because of circumstances beyond your control, an *Application for Consideration* form, with supporting documentation, must be submitted to the appropriate Head Teacher within one week of completing the assessment task.

Note that:

- misreading the assessment task notification or examination timetable is NOT a valid reason for a misadventure appeal
- technology breakdowns are generally NOT considered a valid reason for a misadventure appeal.

Malpractice in Assessment Task

The honesty of students in completing assessment tasks, examinations and submitted works and of teachers and others guiding students, underpins the integrity of the HSC. The highest level of honesty is expected throughout the process.

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Plagiarism and other forms of academic dishonesty are unacceptable. All work should be your own or correctly acknowledged. It is important that you take academic pride and ownership by submitting original work.

If malpractice is detected, such as cheating or plagiarism, penalties will be applied based on the severity of the incident.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying part or all of someone else's work and presenting it as your own
- using material directly from books, journals, the internet, or any other offline/online resources, without acknowledging the source
- unauthorised use of generative AI (artificial intelligence) tools
- building on someone else's ideas without acknowledging the original source
- buying, stealing or borrowing someone else's work and presenting it as your own
- submitting work that someone else, eg a parent, tutor or subject expert, substantially contributed to
- using someone else's words, ideas, designs or work in projects and performance tasks without mentioning the source
- paying a third party to produce or prepare material and presenting it as your own
- not acknowledging any work completed by others for your submitted work or performance
- breaching school exam rules
- using non-approved aids in a school-based assessment task
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice
- providing fraudulent evidence in applications for disability provisions or illness/ misadventure

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

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

Artificial Intelligence (AI) generated text or images that aren't accurately referenced or accredited will be treated as cheating. The penalty will be based on the degree to which you have made an original contribution to the assessment task. You should be aware that current rules for cheating and plagiarism still apply to AI. AI can also be unreliable and must always be monitored by a human. AI can produce biased and/or toxic content, false information or facts that are not based on real data or events and false citations. This could compromise the quality of your submissions.

“Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESAs treats allegations of malpractice very seriously and detected malpractice will limit a student’s marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESAs will report matters to the Independent Commission Against Corruption (ICAC). Details are also entered onto the NESAs Malpractice Register.” (ACE 9022)

Strategies for you to avoid malpractice include:

- familiarising yourself with your obligations and responsibilities of authorship to comply with the *HSC rules and procedures* and the *HSC: All My Own Work* program
- being aware of due dates
- keeping an up-to-date diary of all their assessments, activities and commitments, and allocating your time effectively
- starting tasks early so that you can seek clarification if needed
- Properly saving drafts and backing up work to avoid technology-related issues. Technology failure is generally not an acceptable excuse for submitting work late
- recording sources/references along the way so the reference list does not become a major task at the end
- acknowledging that your mark will be determined by the quality of the work you produce
- switching off all smart devices and having them placed in school bag during an in-class assessment task.

What happens if malpractice is detected:

Process:

1. The teacher will discuss the student’s assessment with their Head Teacher
 - a. They will review relevant information (Task notification; submitted task; relevant information, sources, notes, photos)
 - b. They will use the “Malpractice in ROSA/Preliminary/HSC Course” form to provide details of the concern and submit the form to the Deputy Principal
2. An assessment review panel will be formed, consisting of a Deputy Principal, another Head Teacher and a teacher representative (not from that KLA)
3. The panel will meet with the student and parent/carer to discuss the concerns
4. The panel will make a recommendation to the Principal
5. The Principal will make a decision which may include, but not limited to: student to complete a substitute task, estimate to be given, no marks to be awarded, sit or submit the task without penalty, task to be submitted with penalty (reduction in marks), extension granted. The panel Deputy Principal notified by Principal
6. The Deputy Principal will notify the parents/carer, student and relevant Head Teacher
7. If the parent/ carer/ student wants to make an appeal, they will complete the “Appeal for Consideration” to the Principal within 2 school days of decision notification
 - a. They may only appeal the process, not the penalty
 - b. They must supply further information to support their appeal
8. The Principal will review the information and make a decision within 2 school days of receiving the appeal information.
 - a. The Principal will notify the parents/ carer, student and relevant Head Teacher and Deputy Principal
 - b. There will be no avenue for further appeal

Malpractice in HSC Exams and HSC Minimum Standards tests:

NESA's The Examination Rules Committee (ERC) deals with all cases of suspected malpractice in HSC exams and HSC minimum standard tests. Where malpractice occurs in HSC minimum standard tests, the school will notify NESA. More information can be found at: <https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice#acerule=n10> 1 reporting malpractice in school based assess

N Determination

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, including VET courses, the Principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing.

An *N Determination Warning Letter* is issued if you fail to complete assessment tasks or fail to show diligence and sustained effort, which may be a result of poor attendance. This warning should be given in time for the problem to be corrected and should provide advice about the possible consequences on Preliminary Higher School Certificate eligibility of an 'N' determination in a course.

The Principal must:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected;
- advise the parent or guardian in writing (if the student is under 18 years of age);
- request from the student or parent/guardian a written acknowledgement of the warning;
- issue at least one follow-up warning letter if the issue has not been corrected; and
- retain copies of the warning notice(s) and other relevant documentation.

You are given a set time to complete the work or demonstrate competencies. Once the work has been completed or the competencies demonstrated, the warning is cleared.

If you do not subsequently meet course requirements as detailed in the N Determination Warning Letter(s), then the Principal may award an N Determination for the course. This means that you will receive no result in that course. You will be given a minimum of two official N Determination Warning Letters before this happens.

Until you satisfactorily complete 12 Preliminary units and 10 HSC units, you will not be eligible for the award of an HSC.

Review of non-completion determinations

The procedures for a school review of an 'N' determination will follow those laid down for other school reviews of assessments as follows:

- A student seeking a review of an 'N' determination must apply to the Principal by the date listed in the Higher School Certificate Preliminary HSC key dates and exam timetables.
- If the school upholds the appeal, the school advises the NSW Education Standards Authority (NESA) by the date stipulated in the Higher School Certificate Events Timetable.
- If the appeal is declined, the student may appeal to NESA. NESA's review will focus on whether the school review properly and correctly considered the matters before it.
- Appeals must reach NESA by the date stipulated in the Higher School Certificate Preliminary HSC key dates and exam timetables. NESA will advise students and Principals of the outcome of any appeal as soon as possible after the Higher School Certificate examinations.

Ground for expulsion

The Principal and Director, Educational Leadership can consider expelling a student from a particular school on the following grounds:

- serious behaviour or behaviours of concern where behaviour interventions and risk management strategies, including suspensions, have not been successful
- unsatisfactory participation in learning for students aged 17 years and over, where

- a student is at risk of receiving an 'N' determination (non-completion of course requirements for this course) in a minimum of 2 courses and has received a minimum of 2 written 'N' warnings in each course.

The Principal will:

- advise the student and parents/ carers of the tasks or actions to be undertaken in time for the issue to be corrected
- alert the student to the possible consequences of receiving 2 written 'N' warnings or a final 'N' determination
- follow all NSW Education Standards Authority (NESA) requirements in relation to issuing 'N' warnings
- provide the student with a formal written notice of potential expulsion for unsatisfactory participation from the school
- following the written 'N' warning letters and notice of potential expulsion, provide the student with the opportunity, time and appropriate support to complete the course requirements.

Appeals

All students have the right to request a review of a decision made regarding:

- an assessment task that has produced invalid or unreliable results;
- an individual assessment task result;
- assessment rank order
- N-Determination in a course

An Application for Consideration appeal form must be lodged within 2 school days of the return of the task or initial decision with the Head Teacher or Deputy Principal for your year group.

In reviewing the determination of a student's appeal, the Head Teacher or Deputy Principal will consider the following as applicable:

- The assessment task, weightings, notification and marking procedures
- The student's relevant original application form;
- Documentation submitted with the original application;
- Circumstances surrounding the task/ grading/ ranking process
- School assessment policy being adhered to
- If any computation or data entry errors were made
- Any additional statement and/or documentation submitted with the student's review form; and
- All evidence presented which relates to the reason for review

Possible outcomes include:

- All tasks are double-marked by Head Teacher and another teacher
- The individual or class completes a substitute task
- An estimate to be given, based on other results and classwork
- The task is nullified, and an alternative task organised for a later date, with students and parents/ carers provided with an updated assessment schedule
- Concerned parts of the task are withdrawn, with the remaining parts used for assessment marking
- Student appeal dismissed and the result stands.
- Students may appeal to NESA following an unsuccessful school rank order appeal.
 - The principal will supply the student with the student appeals form

Vocational Education Assessment

This section should be read in conjunction with the school's overall HSC Assessment Policy. As with all other HSC courses, students undertaking vocational educational courses may be deemed either satisfactory or unsatisfactory.

Satisfactory completion of a vocational course

You will satisfactorily complete a course if there is sufficient evidence that you have:

- followed the course developed or endorsed by the NESA;
- applied yourself with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

Unsatisfactory completion of a vocational course

If you fail to undertake the mandatory work placement component of a vocational course, the Principal may deem that you have not made a genuine attempt to satisfactorily complete the course and therefore may award an N Determination. The minimum mandatory hours spent in a workplace setting is 70 hours in the 240-hour course.

If at any time it appears that you are at risk of being given an N Determination in any vocational course, the Principal must follow the same procedure as for any other HSC course. You will be given written warning in sufficient time to correct any problems regarding the completion of course requirements.

If you receive an N Determination in a vocational course, that course will not appear on your Record of Achievement. No Vocational Certificate or Statement of Attainment will be issued. In such cases, the completed student record of competency book will serve as your official record of any learning outcomes satisfactorily demonstrated during the course.

Assessment in vocational courses

The purpose of assessment is to attribute competence on the basis of performance demonstrated against the assessment criteria. You are either judged as competent or not yet competent.

Assessment in all vocational education courses is ongoing therefore you will be able to successfully complete competencies until the end of the course. If you are opting for the award of an ATAR you must sit for the HSC examination relevant to the course studied.

Teachers delivering vocational education courses will adopt a system of moderated assessment. This means that the assessment of competencies may be monitored not only by the teacher delivering the course, but also by another individual with the appropriate qualifications. This may be by another staff member at either Keira High School or a nearby school, or a qualified assessor in industry.

Assessment of student achievement will meet the requirements to achieve dual accreditation.

A record of demonstrated learning outcomes will be maintained. This is the Student Log. The Student Log forms a permanent record of learning outcomes demonstrated to industry standards. The Student Log does not generate a mark. The log will be verified by the Principal as a true and accurate record of all learning outcomes demonstrated. Student Log books are progressively completed and a central, backup hardcopy along with an electronic copy will be kept and updated on a regular basis.

Formulating assessments

Each subject faculty will determine the tasks that will contribute to assessing competencies in vocational courses. A list of the major tasks and the related competencies are described in the specific subject information sections of this booklet. It is also important to understand that some competencies are assessed in an ongoing informal manner during class time, or while students are observed at work placement.

Reporting competencies

You will be given a mid-course report and, at the beginning of Term 4, a Final Preliminary Course Report. These will contain modules/competencies that you are competent in. You will also have a copy of their logbook.

Reattempting competencies

As assessment of competencies is ongoing, you may, where practical, re-attempt the same or similar task, to prove competence. However, if you fail to submit an assessment task on time or are absent without the necessary documentation you will be unable to make multiple attempts at achieving competency.

Students transferring from another school

The logbook from your previous school will act as an official record of all competencies gained so far during the course.

VET course appeals

If you appeal a decision made by your classroom teacher regarding an achievement of a competency, the Principal may organise for an independent assessment from an external assessor.

Appeals concerning an unsatisfactory determination for a HSC Course must be made on the forms sent to the school by NESAs. In conducting the review, the school's assessment panel will focus on the school's procedures for determining the final assessment mark. The marks awarded for any individual assessment task will not be subject to review.

PART THREE: ASSESSMENT SCHEDULES FOR INTERNAL ASSESSMENT

This section details the assessment schedules for each course.

The terms and weeks scheduled for tasks are provided as a guide to help you plan your workload and study. Tasks should fall in this week or very close to the week specified. Some variation on task timing may be necessary. The official course assessment task notification will provide exact timing for details of the task.

SAMPLE PRELIMINARY ENGLISH STANDARD 2 UNIT

Annotation	Task Number	Task 1	Task 2	Task 3	
Content focus and type of task	Nature of Task	Common Module: Reading to Write Portfolio (2 pieces of writing – formative and summative)	Module A: Contemporary Possibilities Multimodal presentation	Formal Examination Module C: Close Study	
Term and week of task	Timing	Term 1 Week 11	Term 2 Week 9	Term 3 Weeks 7-8	
Course outcomes being assessed	Syllabus Components	Outcomes Assessed EN11-1 EN11-2 EN11-3 EN11-4 EN11-5 EN11-6 EN11-7 EN11-8 EN11-9	Outcomes Assessed EN11-1 EN11-2 EN11-3 EN11-5 EN11-7 EN11-9	Outcomes Assessed EN11-1 EN11-3 EN11-5 EN11-6 EN11-8	Total weighting from syllabus components
Course knowledge, understanding and skills	Knowledge and understanding of course content	15	20	15	50
Weightings of components are consistent with the emphasis in the course	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total weighting for each task	Total Weighting	30	40	30	100

ENGLISH ADVANCED
PRELIMINARY 2 UNIT ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Reading to Write Portfolio	Narratives that Shape our World Multimodal presentation	Formal Examination Unseen text analysis Critical response	
Timing	Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 7-8	
Syllabus Components	Outcomes Assessed EA11-1 EA11-3 EA11-9	Outcomes Assessed EA11-2 EA11-6 EA11-7	Outcomes Assessed EA11-4 EA11-5 EA11-8	Total weighting from syllabus components
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total Weighting	30	40	30	100

PRELIMINARY ENGLISH ADVANCED 2 UNIT SCOPE AND SEQUENCE

2025 Term 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Common Module									Assessment Task 1 Writing Portfolio	Module A	
	Unit Title	Reading to Write: Transition to Senior English										Narratives that Shape our World	
	Outcomes	EA11-1, EA11-3, EA11-9										EA11-2, EA11-6, EA11-7	

2025 Term 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Module A					Assessment Task 2 Multimodal Presentation	Module B					
	Unit Title	Narratives that Shape our World						Critical Study of Literature					
Outcomes	EA11-2, EA11-6, EA11-7					EA11-4, EA11-5, EA11-8							

2025 Term 3		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Module B						Formal Examination	Exam Feedback and Reflection				
	Unit Title	Critical Study of Literature											
Outcomes	EA11-4, EA11-5, EA11-8												

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D) PRELIMINARY 2 UNIT ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Short Answer Responses to Various Texts Module A: Language, Texts and Context	Multimodal presentation (includes listening component) Module B Close Study of Texts	Formal Examination Module A, B, C,	
Timing	Term 1 Week 9	Term 2 Week 6	Term 3 Week 7-8	
Syllabus Components	Outcomes Assessed EAL11-1A EAL11-3 EAL11-6	Outcomes Assessed EAL11-2 EAL11-4 EAL11-8 EAL11-9	Outcomes Assessed EAL11-1B EAL11-3 EAL11-5 EAL11-7	Total weighting from syllabus components
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total Weighting	30	30	40	100

PRELIMINARY ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D) 2 UNIT SCOPE AND SEQUENCE

2022 Term 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Module A: Language and Texts in Context									Assessment Task 1	Module B: Close Study of Texts	
	Unit Title											EAL11-2, EAL11-4, EAL11-8, EAL11-9	
	Outcomes	EAL11-1A, EAL11-3, EAL11-6											

2022 Term 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Module B: Close Study of Texts						Assessment Task 2	Module C: Texts and Society				
	Unit Title								EAL11-1B, EAL11-3, EAL11-5, EAL11-7				
	Outcomes	EAL11-2, EAL11-4, EAL11-8, EAL11-9											

2022 Term 3		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Module C: Texts and Society						Revision	Formal Examination		Exam feedback	HSC preparation	
	Unit Title												
	Outcomes	EAL11-1B, EAL11-3, EAL11-5, EAL11-7											

ENGLISH EXTENSION 1

PRELIMINARY 1 UNIT ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	
Nature of Task	In-class essay The application of Critical Literary Theory	Multimodal Presentation Multimodal Presentation Research Task (mandated)	Examination Comparative essay and creative response	
Timing	Term 1 Week 11	Term 3 Week 2	Term 3 Week 7-8	
Syllabus Components	Outcomes Assessed EE11-2 EE11-4 EE11-5	Outcomes Assessed EE11-1 EE11-2 EE11-4 EE11-6	Outcomes Assessed EE11-2 EE11-3	Total weighting from syllabus components
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total Weighting	30	40	30	100

PRELIMINARY ENGLISH EXTENSION 1, 1 UNIT SCOPE AND SEQUENCE

2025 Term 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Readings and Critical Literacy EE11-1 EE 11-3		Concept – Power and Oppression EE11-1 EE11-4 EE11- 5			Concept – Power and Oppression Critical Study of Text 1 EE11-1 EE11-4 EE11- 5 Related Research Project					Assessment Task 1 Essay EE11-2 EE11-4 EE11-5	
	Unit Title												
	Outcomes												

2025 Term 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Topic	Concept – Power and Oppression Critical Study of Text 2 EE11-1 EE11-4 EE11- 5 Related Research Project										
	Unit Title											
	Outcomes											

2025 Term 3		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Critical study of text	Assessment Task 2 Multimodal Presentation EE11-1 EE11-2 EE11-4 EE11-6	Concept – Power and Oppression Critical Study of Text 2 EE11-1 EE11-4 EE11- 5			Revision and exam preparation	Assessment Task 3 Formal Examination EE11-2 EE11-3		Exam feedback	Creative writing		
	Unit Title												
	Outcomes												

ENGLISH STANDARD PRELIMINARY 2 UNIT ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Common Module: Reading to Write Portfolio (2 pieces of writing – formative and summative)	Module A: Contemporary Possibilities Multimodal presentation	Formal Examination Module C: Close Study	
Timing	Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 7-8	
Syllabus Components	Outcomes Assessed EN11-1 EN11-4 EN11-6 EN11-8 EN11-9	Outcomes Assessed EN11-2 EN11-4 EN11-7	Outcomes Assessed EN11-1 EN11-3 EN11-5	Total weighting from syllabus components
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total Weighting	30	40	30	100

PRELIMINARY ENGLISH STANDARD 2 UNIT SCOPE AND SEQUENCE

2025 Term 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Common Module									Assessment Task 1 Writing Portfolio	Module A	
	Unit Title	Reading to Write: Transition to Senior English										Contemporary Possibilities	
	Outcomes	EN11-1, EN11-4, EN11-6, EN11-8, EN11-9										EN11-2, EN11-4, EN11-7	

2025 Term 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Module A					Assessment Task 2 Multimodal Presentation	Module B					
	Unit Title	Contemporary Possibilities						Close Study of Literature					
	Outcomes	EN11-2, EN11-4, EN11-7						EN11-1, EN11-3, EN11-5					

2025 Term 3		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Topic	Module B					Revision	Formal Examination	Feedback	Unseen texts		
	Unit Title	Close Study of Literature										
	Outcomes	EN11-1, EN11-3, EN11-5										

ENGLISH STUDIES PRELIMINARY 2 UNIT ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Achieving through English Multimodal presentation	Who Do I Think I Am? & Telling Us All About It Portfolio Items	Formal Examination All Modules	
Timing	Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 7-8	
Syllabus Components	Outcomes Assessed ES11-2 ES11-3 S11-6	Outcomes Assessed ES11-5 ES11-9 ES11-10	Outcomes Assessed ES11-1 ES11-4 ES11-7 ES11-8	Total weighting from syllabus components
Knowledge and understanding of course content	20	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	50
Total Weighting	40	30	30	100

PRELIMINARY ENGLISH STUDIES 2 UNIT SCOPE AND SEQUENCE

2025 Term 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Mandatory Module									Assessment Task 1 Multimodal Presentation	Elective Module L	
	Unit Title	Achieving Through English										Who Do I Think I Am?	
	Outcomes	ES11-2, ES11-3, ES11-6										ES11-5, ES11-9, ES11-10	

2025 Term 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Elective Module L						Assessment Task 2 Portfolio items	Elective Module B				
	Unit Title	Who Do I Think I Am?							Telling Us All About It				
	Outcomes	ES11-5, ES11-9, ES11-10							ES11-1, ES11-4, ES11-7, ES11-8				

2025 Term 3		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Elective Module B						Formal Examination	Feedback and revision				
	Unit Title	Telling Us All About It											
	Outcomes	ES11-1, ES11-4, ES11-7, ES11-8											

MATHEMATICS ADVANCED
PRELIMINARY 2 UNIT ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Investigation: Rollercoaster Ride Topic: Working with Functions	Question Bank Topic: Trigonometry and Calculus	Formal Examination Topics: All topics studied to this point	
Timing	Term 1 Week 10	Term 2 Week 6	Term 3 Weeks 7-8	
Syllabus Components	Outcomes Assessed MA11-1 MA11-2 MA11-8 MA11-9	Outcomes Assessed MA11-1 MA11-3 MA11-4 MA11-5 MA11-9	Outcomes Assessed MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-9	Total weighting from syllabus components
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total Weighting	30	30	40	100

PRELIMINARY MATHEMATICS ADVANCED 2 UNIT SCOPE AND SEQUENCE

Term 1 2025		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Functions							Trigonometric Functions				
	Unit Title	F1.1 Algebraic techniques	F1.2 Introduction to functions	F1.3 Linear, quadratic and cubic functions			F1.4 Further functions and relations	E1.3 The exponential function	T1.1 Trigonometry	T1.2 Radians		T2 Trigonometric functions and identities	
	Outcomes	MA11-1, MA11-2, MA11-6, MA11-8, MA11-9							MA11-1, MA11-3, MA11-4, MA11-8, MA11-9				

Term 2 2025		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Topic	Calculus						Statistical Analysis				
	Unit Title	C1.1 Gradients of tangents	C1.2 Difference quotients	C1.3 The derivative function and its graph	C1.4 Calculating with derivatives		S1.1 Probability and Venn diagrams		S1.2 Discrete probability distributions			
	Outcomes	MA11-1, MA11-5, MA11-8, MA11-9						MA11-7, MA11-8, MA11-9				

Term 3 2025		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Topic	Exponential and Logarithmic Functions										
	Unit Title	E1.1 Introducing logarithms	E1.2 Logarithmic laws and applications		E1.3 The exponential function and natural logarithms		E1.4 Graphs and applications	Formal Examination		Feedback Feedforward Efficacy		
	Outcomes	MA11-6, MA11-8, MA11-9										

MATHEMATICS EXTENSION 1

PRELIMINARY 1 UNIT ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Investigation Topic: Polynomials	Open Book Test Topic: Further Trigonometric Identities	Formal Examination Topics: All topics studied to this point	
Timing	Term 1 Week 11	Term 2 Week 5	Term 3 Weeks 7-8	
Syllabus Components	Outcomes Assessed ME11-1 ME11-2 ME11-6 ME11-7	Outcomes Assessed ME11-1 ME11-3 ME11-7	Outcomes Assessed ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-7	Total weighting from syllabus components
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total Weighting	30	30	40	100

PRELIMINARY MATHEMATICS EXTENSION 1, 1 UNIT SCOPE AND SEQUENCE

Term 1 2025		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic			Functions									
	Unit Title			F2.1 Remainder and factor theorems		F2.2 Sums and products of roots		F1.2 Inequalities		F1.4 Parametric form		F1.1 Graphical relationships	F1.3 Inverse functions
	Outcomes			ME11-1, ME11-2, ME11-6, ME11-7									

Term 2 2025		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Topic	Trigonometric Functions					Calculus					
	Unit Title	T1 Inverse Trigonometric Functions		T2 Further Trigonometric Identities		C1.1 Rates of change with respect to time		C1.2 Exponential growth and decay		C1.3 Related rates of change		
	Outcomes	ME11-1, ME11-3, ME11-6, ME11-7					ME11-1, ME11-4, ME11-6, ME11-7					

Term 3 2025		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Combinatorics											
	Unit Title	A1.1 Permutations and combinations		A1.2 The binomial expansion and Pascal's triangle			Mock Tasks		Formal Examination		Feedback Feedforward Efficacy		
	Outcomes	ME11-5, ME11-6, ME11-7											

MATHEMATICS STANDARD

PRELIMINARY 2 UNIT ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Class Test: Annotated Reference Sheet Topic: Application of Measurement	Assignment: Budgets and Car Purchase Topic: Money Matters	School Based Examination Period Topics: All topics studied to this point	
Timing	Term 1 Week 11	Term 2 Week 8	Term 3 Weeks 7-8	
Syllabus Components	Outcomes Assessed MS11-3 MS11-4 MS11-10	Outcomes Assessed MS11-2 MS11-5 MS11-6 MS11-9 MS11-10	Outcomes Assessed MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-10	Total weighting from syllabus components
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total Weighting	30	30	40	100

PRELIMINARY MATHEMATICS STANDARD 2 UNIT SCOPE AND SEQUENCE

Term 1 2025		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Topic		HSC: All My Own Work and Maths Faculty Orientation Week	Algebra			Measurement					
	Unit Title			A1 Formulae and Equations			M1.2 Perimeter, Area and Volume M1.3 Units of energy and mass M1.1 Practicalities of measurement					
	Outcomes			MS11-1, MS11-6, MS11-9, MS11-10			MS11-3, MS11-4, MS11-9, MS11-10					

Term 2 2025		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Topic	Financial Mathematics					Statistical Analysis		Algebra			
	Unit Title	F1.2 Earning and Managing Money F1.3 Budgeting and household expenses			F1.1 Interest and depreciation		S2 Relative Frequency and Probability		A2 Linear Relationships			
	Outcomes	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10			MS11-2, MS11-5, MS11-6, MS11-9, MS11-10		MS11-8, MS11-9, MS11-10		MS11-1, MS11-2, MS11-6, MS11-9, MS11-10			

Term 3 2025		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Statistical Analysis								Measurement			
	Unit Title	S1.1 Classifying and representing data (grouped and ungrouped) S1.2 Exploring and describing data arising from a single continuous variable					Revision	Formal Examination		M2 Working with Time			
	Outcomes	MS11-2, MS11-7, MS11-9, MS11-10								MS11-3, MS11-4, MS11-9, MS11-10			

NUMERACY CEC PRELIMINARY 2 UNIT ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Assignment: "Game On!"	Assignment: "Graphing is where I Draw the Line!"	Assignment: "It's TIME to go the DISTANCE with NUMBER, STAT!"	Assignment: "The Year That Was!"	
Timing	Term 1 Week 10	Term 2 Week 7	Term 3 Week 4	Term 3 Weeks 10	
Syllabus Components	Outcomes Assessed N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-3.1 N6-3.2	Outcomes Assessed N6-1.1 N6-1.2 N6-1.3 N6-2.3 N6-3.1 N6-3.2	Outcomes Assessed N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-2.3 N6-2.4 N6-2.5 N6-2.6 N6-3.1 N6-3.2	Outcomes Assessed N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-2.3 N6-2.4 N6-2.5 N6-2.6 N6-3.1 N6-3.2	Total weighting from syllabus components
Understanding, Fluency and Communicating	10	15	10	15	50
Problem Solving, Reasoning and Justification	15	10	10	15	50
Total Weighting	25	25	20	30	100

PRELIMINARY NUMERACY CEC SCOPE AND SEQUENCE

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11			
Term 1, 2025	Unit	HSC: All My Own Work and Maths Faculty Orientation Week	1.1 Whole numbers			1.2 Operations with whole numbers			1.3 Distance, area and volume						
	Outcomes		The NRMT (Numerical Reasoning, Mathematical Thinking) Process												
	Assessment		N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-3.1, N6-3.2			N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-3.2			N6-1.1, N6-1.2, N6-1.3, N6-2.2, N6-3.1, N6-3.2						
	Assessment												Task 1		
Term 2, 2025	Unit	1.4 Time		1.5 Data, graphs and tables			2.1 Fractions and decimals		2.2 Operations with fractions and decimals						
	Outcomes	The NRMT (Numerical Reasoning, Mathematical Thinking) Process													
	Assessment	N6-1.1, N6-1.2, N6-1.3 N6-2.2, N6-3.1, N6-3.2		N6-1.1, N6-1.2, N6-1.3 N6-2.3, N6-3.1, N6-3.2			N6-1.1, N6-1.2, N6-1.3 N6-2.1, N6-3.1, N6-3.2		N6-1.1, N6-1.2, N6-1.3 N6-2.1, N6-3.1, N6-3.2						
	Assessment							Task 2							
Term 3, 2025	Unit	2.3 Metric relationships			2.4 Length, mass and capacity			Formal Examination		2.5 Chance					
	Outcomes	The NRMT (Numerical Reasoning, Mathematical Thinking) Process													
	Assessment	N6-1.1, N6-1.2 N6-2.2, N6-3.1			N6-1.1, N6-1.2, N6-1.3 N6-2.2, N6-3.1, N6-3.2					The NRMT Process			N6-1.1, N6-1.2 N6-2.3, N6-3.1, N6-3.2		
	Assessment				Task 3									Task 4	

BIOLOGY
PRELIMINARY 2 UNIT ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Practical Investigation	Depth Study	Formal Examination	
Timing	Term 1 Week 7	Term 2 Week 9	Term 3 Weeks 7-8	
Syllabus Components	Outcomes Assessed BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-7 BIO11-9	Outcomes Assessed BIO11/12-1 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-10	Outcomes Assessed BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	Total weighting from syllabus components
Skills in working scientifically	20	20	20	60
Knowledge and understanding of course content	10	10	20	40
Total Weighting	30	30	40	100

PRELIMINARY BIOLOGY 2 UNIT SCOPE AND SEQUENCE

2025 Term 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Cell structure			Cell Function				Organisation of cells		Nutrient and gas requirements		
	Unit Title	Module 1: Cells as the basis of life							Module 2: Organisation of living things				
	Outcomes	BIO 11/12-3; BIO 11/12-4; BIO 11-8							BIO 11/12-4; BIO 11/12-6; BIO 11/12-7; BIO 11-9				

2025 Term 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Nutrient and gas requirements		Transport		Effects of the environment on organisms Adaptations			Theory of Evolution by Natural Selection				
	Unit Title	Module 2: Organisation of living things				Module 3: Biological diversity							
	Outcomes	BIO 11/12-4; BIO 11/12-6; BIO 11/12-7; BIO 11-9				BIO 11/12-2; BIO 11/12-2; BIO 11/12-7; BIO 11-10							

2025 Term 3		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Topic	Evolution – the evidence		Population Dynamics		Past Ecosystems		Formal Examination		Future Ecosystems		
	Unit Title	Mod 3 ctd		Module 4: Ecosystem Dynamics						Mod 4 ctd		
	Outcomes			BIO 11/12-1; BIO 11/12-2; BIO 11/12-3; BIO 11/12-4; BIO 11/12-5; BIO 11-11								

CHEMISTRY

PRELIMINARY 2 UNIT ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Depth Study Module 1 Properties and Structure of Matter	Practical Tasks and Data Analysis Module 2 Quantitative Chemistry Module 3 Reactive Chemistry	Formal Examination	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 7-8	
Syllabus Components	Outcomes Assessed CH11/12-1 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-7 CH11-8	Outcomes Assessed CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-9 CH11-10	Outcomes Assessed CH11/12-1 to CH11/12-7 and CH11-8 to CH11-11	Total weighting from syllabus components
Skills in working scientifically	20	20	20	60
Knowledge and understanding of course content	10	10	20	40
Total Weighting	30	30	40	100

PRELIMINARY CHEMISTRY 2 UNIT SCOPE AND SEQUENCE

2025 Term 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Properties of matter			Atomic structure and atomic mass			Periodicity		Bonding			
	Unit Title	Module 1 : Properties and Structure of Matter											
	Outcomes	CH 11/12-2; CH 11/12-3; CH 11/12-4; CH 11/12-7; CH 11-8											

2025 Term 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Chemical reactions and stoichiometry		Mole concept Concentration and Molarity			Gas Laws		Chemical reactions				
	Unit Title	Module 2: Introduction to Quantitative Chemistry							Module 3: Reactive Chemistry				
	Outcomes	CH 11/12-2; CH 11/12-4; CH 11/12-6; CH 11-9							CH 11/12-2; CH 11-12/3; CH 11/12-4; CH 11-10				

2025 Term 3		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Predicting reactions of metals Rates of reactions			Enthalpy changes in chemical reactions		Enthalpy and Hess's Law	Formal Examination			Entropy and Gibbs Free Energy		
	Unit Title	Module 3: Reactive Chemistry			Module 4: Drivers of Reactions						Mod 4 ctd		
	Outcomes	CH 11/12-2; CH 11-12/3; CH 11/12-4; CH 11-10			CH 11/12-1; CH 11/12-5; CH 11/12-6; CH 11/12-7; CH 11-11								

PHYSICS

PRELIMINARY 2 UNIT ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Practical Investigation	Depth Study Research and Presentation	Formal Examination	
Timing	Term 1 Week 11	Term 2 Week 7	Term 3 Weeks 7-8	
Syllabus Components	Outcomes Assessed PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH11-8	Outcomes Assessed PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH11-10	Outcomes Assessed PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11	Total weighting from syllabus components
Skills in working scientifically	20	30	10	60
Knowledge and understanding of course content	10	10	20	40
Total Weighting	30	40	30	100

PRELIMINARY PHYSICS 2 UNIT SCOPE AND SEQUENCE

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
2025 Term 1	Topic	Motion in a straight line			Motion in a plane		Forces, acceleration and energy			Momentum, Energy & Simple Systems		
	Unit Title	Module 1: Kinematics					Module 2: Dynamics					
	Outcomes	PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11-8					PH11/12-2, PH11/12-4, PH11/12-6, PH11-9					
2025 Term 2	Topic	Wave properties and behaviour			Sound waves			Depth Study Assessment Task	Ray model of light			
	Unit Title	Module 3: Waves and Thermodynamics					Module 3: Waves and Thermodynamics ctd					
	Outcomes	PH11/12-3, PH11/12-4, PH11/12-6, PH11/12-7, PH11-10					PH11/12-3, PH11/12-4, PH11/12-6, PH11/12-7, PH11-10					
2025 Term 3	Topic	Thermodynamics	Electrostatics		Electric circuits		Revision week	Formal Examination		Magnetism		
	Unit Title	Module 3: Waves & Thermodynamics ctd	Module 4: Electricity and Magnetism							Module 4: Electricity and Magnetism ctd		
	Outcomes	PH11/12-3, PH11/12-4, PH11/12-6, PH11/12-7, PH11-10	PH11/12-1, PH11/12-5, PH11/12-7, PH11-11							PH11/12-1, PH11/12-5, PH11/12-7, PH11-11		

ANCIENT HISTORY
PRELIMINARY 2 UNIT ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research Portfolio: Historical Investigation	Source analysis task: Features of Ancient Societies	Formal Examination	
Timing	Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 7-8	
Syllabus Components	Outcomes Assessed AH11-6 AH11-7 AH11-10	Outcomes Assessed AH11-3 AH11-4 AH11-5 AH11-8 AH11-9	Outcomes Assessed AH11-1 AH11-2 AH11-7	Total weighting from syllabus components
Knowledge and understanding of content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations		10	10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total Weighting	25	35	40	100

PRELIMINARY ANCIENT HISTORY 2 UNIT SCOPE AND SEQUENCE

2025 Term 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Topic	Investigating Ancient History – The Nature of Ancient History										
	Unit Title	The Investigation of Ancient Sites and Sources					The Treatment and Display of Human Remains and Historical Investigation					
	Outcomes	AH11-6, AH11-7, AH11-9, AH11-10					AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9, AH11-10					

2025 Term 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Features of Ancient Societies									Investigating Ancient History Case Study		
	Unit Title	TBC – class choice									TBC – class choice		
	Outcomes	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9											

2025 Term 3		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Topic	Investigating Ancient History Case Study						Formal Examination		Investigating Ancient History Case Study		
	Unit Title	TBC – class choice				TBC				TBC		
	Outcomes	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9								AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9		

BUSINESS STUDIES

PRELIMINARY 2 UNIT ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	
Nature of Task	In Class Task	Business Plan Report	Formal Examination	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 7-8	
Syllabus Components	Outcomes Assessed P1, P3, P5, P9	Outcomes Assessed P2, P4, P7, P9	Outcomes Assessed P2, P6, P8, P10	Total weighting from syllabus components
Knowledge and understanding of course content	10	10	20	40
Stimulus-based skills		10	10	20
Inquiry and Research	10	10		20
Communication of business information, ideas and issues in appropriate forms	10	10		20
Total Weighting	30	30	40	100

PRELIMINARY BUSINESS STUDIES 2 UNIT SCOPE AND SEQUENCE

2025 Term 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Topic	The Nature of Business										
	Unit Title	Role of business	Purpose of business	Classification of business		Business Influences		Business Life Cycle			Business report writing	
	Outcomes	P1, P2	P6, P8	P5, P9		P2, P6		P1, P3, P7			P8, P9	

2025 Term 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Business Management/Business Planning											
	Unit Title	Achieving business goals	Sources of planning ideas	Operations	Marketing	Finance	Finance Forecasting	Finance Monitoring	Human Resources	Effective management	Achieving business goals		
	Outcomes	P2, P4	P8	P4, P5	P6, P9	P4, P10	P4, P10	P4, P7, P8	P6, P9	P6, P8	P2, P4		

2025 Term 3		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Business Management/Business Planning							Formal Examination		Business Management/Business Planning		
	Unit Title	Approaches to management	Personal Qualities	SME's	Critical Issues	Legal	Business Report Writing	Business Case Studies			Business Report Writing		
	Outcomes	P5, P7	P5, P9	P3, P8	P3, P9	P1, P6	P4, P8	P1, P7			P8, P9		

LEGAL STUDIES PRELIMINARY 2 UNIT ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Media File	Investigation of a legal issue	Formal Examination	
Timing	Term 1 Week 7	Term 2 Week 9	Term 3 Weeks 7-8	
Syllabus Components	Outcomes Assessed: P1, P4, P6, P8.	Outcomes Assessed: P2, P5, P6, P7.	Outcomes Assessed: P3, P9, P10	Total weighting from syllabus components
Knowledge and understanding of course content	10		30	40
Analysis and evaluation	10	10		20
Inquiry and research	10	10		20
Communication of legal information, issues and ideas in appropriate forms		10	10	20
Total Weighting	30	30	40	100

PRELIMINARY LEGAL STUDIES 2 UNIT SCOPE AND SEQUENCE

2025 Term 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Part I: The Legal System											
	Unit Title	Basic Legal Concepts			Sources of Contemporary Australian Law				Classification of Law				
	Outcomes	P1			P2		P2, P3						

2025 Term 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Topic	Part I: The Legal System										
	Unit Title	Law Reform				Law Reform in Action				Law Reform Assessment Task		
	Outcomes	P4, P5										

2025 Term 3		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Part 2: The Individual and the Law							Formal Examination		Law Reform in action		
	Unit Title	Your Rights and Responsibilities		Resolving Disputes		Contemporary Issue: Technology	Intensive Study Week	Depth Study: Bike Gangs					
	Outcomes	P6, P7, P8, P9, P10									P6, P7, P8, P9, P10		

MODERN HISTORY PRELIMINARY 2 UNIT ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Source-based task: <i>The Decline and Fall of the Romanov Dynasty</i>	Website Creation/Research Task <i>The Cuban Revolution</i>	Research and essay <i>Historical Investigation</i>	Formal Examination <i>Core Topic</i>	
Timing	Term 1 Week 5	Term 2 Week 7	Term 3 Week 3	Term 3 Weeks 7-8	
Syllabus Components	Outcomes Assessed MH11-4 MH11-6 MH11-7	Outcomes Assessed MH11-1 MH11-3 MH11-8 MH11-9	Outcomes Assessed MH11-2 MH11-6 MH11-8 MH11-10	Outcomes Assessed MH11-2 MH11-3 MH11-5 MH11-9	Total weighting from syllabus components
Knowledge and understanding of content	5	15	10	10	40
Historical skills in the analysis and evaluation of sources and interpretations	10	0	0	10	20
Historical inquiry and research	0	10	10	0	20
Communication of historical understanding in appropriate forms	0	0	10	10	20
Total Weighting	15	25	30	30	100

PRELIMINARY MODERN HISTORY 2 UNIT SCOPE AND SEQUENCE

2025 Term 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Topic		The role of sources	The role of sources/ The origins and nature of the Russian empire	Problems with sources/ Relationships with foreign powers	Problems with sources/ The Romanov empire at the time of Nicholas II – political grievances	Testing hypotheses/ The Romanov empire at the time of Nicholas II – economic and social grievances	Testing hypotheses/ The role of Nicholas II as Autocrat	Historical context/ The Development of opposition to the Romanovs/WWI	Historical context/ Transfer of power from the Romanov regime to the Provisional Gov't	The role of sources/ The execution of the Romanovs	The role of sources/ The execution of the Romanovs
	Unit Title	Investigating Modern History: Contestability of the Past Integrated case study A: Australia, Europe and North America: The decline and fall of the Romanov Dynasty										
	Outcomes	MH11-1, MH11-2, MH11-3, MH11-4 , MH11-5, MH11-6 , MH11-7 , MH11-9										

2025 Term 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Topic	Political, economic and social conditions under President Batista	Political, economic and social conditions under President Batista	Causes of the revolution in Cuba	The course of the revolution and the nature of guerilla warfare	The creation of the Communist State	Ideology of Fidel Castro and Che Guevara and the activities of revolutionaries	The aftermath of the revolution and international relations	The legacy of the Cuban Revolution	The influence of nationalism, imperialism, militarism and alliances	The outbreak of war in 1914 and why it became the world's first global conflict	
	Unit Title	Case study B: Asia, Pacific, Middle East and Central/South America: The Cuban Revolution								Core: WWI		
Outcomes	MH11-1 , MH11-2, MH11-3 , MH11-4, MH11-5, MH11-6, MH11-7, MH11-8 , MH11-9											

2025 Term 3		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	The Western and Eastern fronts and the varying experiences of soldiers in key battles	The changing nature of war to 1918	The impact of the war on civilians	Recruitment, conscription and propaganda	Reasons for the Allied Victory	The effects of WWI in giving rise to the Russian Revolution	Formal Examination Period			'Total War'. 'The end of empire', and WWI as 'The war to end all wars'	The legacy of WWI	
	Unit Title	Core: Shaping of the Modern World: World War I									Core: WWI		
Outcomes	MH11-1 , MH11-2 , MH11-3 , MH11-4, MH11-5 , MH11-6, MH11-7, MH11-8, MH11-9												

*Note: the Historical Investigation will be undertaken for one period per week across Terms 1 and 2 for a total of 20 hours. Outcomes: MH11-1, **MH11-2**, MH11-3, MH11-4, MH11-5, **MH11-6**, MH11-7, **MH11-8**, **MH11-9**, MH11-10

SOCIETY AND CULTURE

PRELIMINARY 2 UNIT ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Oral Presentation The Social and Cultural World Methodology: Interview	Research Task Personal and Social Identity Methodology: Focus Group	Formal Examination	
Timing	Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 7-8	
Syllabus Components	Outcomes Assessed P1, P3, P6, P9, P10	Outcomes Assessed P1, P2, P3, P5, P8, P10	Outcomes Assessed P3, P4, P7, P8, P9	Total weighting from syllabus components
Knowledge and understanding of course content	10	10	20	40
Application and evaluation of social and cultural research methodologies	10	10	10	30
Communication of information, ideas and issues in appropriate forms	10	10	10	30
Total Weighting	30	30	40	100

PRELIMINARY SOCIETY AND CULTURE 2 UNIT SCOPE AND SEQUENCE

2025 Term 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Topic	The social and cultural world										
	Unit Title	Integrated concepts		Contemporary context		The nature of the social and cultural world		Social and cultural research	Quantitative and qualitative research		Focus study	
	Outcomes	P1, P3, P6, P9, P10										

2025 Term 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Topic	Personal and social identity										
	Unit Title	Integrated concepts		Contemporary context		The nature of the development of personal and social identity			Focus study			
	Outcomes	P1, P2, P3, P5, P8, P10										

2025 Term 3		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Topic	Intercultural communication						Formal Examination	Focus Study			
	Unit Title	Integrated concepts		Contemporary context	The nature of communication		Theories relating to intercultural communication					
	Outcomes	P1, P3, P4, P7, P8, P9										

**HEALTH AND MOVEMENT SCIENCE
PRELIMINARY 2 UNIT ASSESSMENT SCHEDULE**

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Collaborative Investigation Health of Young People	Depth Study: The Body and Mind in Motion	Preliminary Formal Examination	
Timing	Term 1 Week 11	Term 3 Week 3	Term 3 Weeks 7-8	
Syllabus Components	Outcomes Assessed HM 11-02, 11-05, 11-07, 11-10	Outcomes Assessed HM 11-04, 11, 06, 11-08, 11.10	Outcomes Assessed HM 11-01, 11-02,11-03,11- 04, 11-09, 11-06	Total weighting from syllabus components
Knowledge and understanding of course content	10	10	20	40
Skills in collaboration, research, analysis, creative thinking, problem solving and communication	20	20	20	60
Total Weighting	30	30	40	100

PRELIMINARY HEALTH AND MOVEMENT SCIENCE 2 UNIT SCOPE AND SEQUENCE

2025 Term 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Health For Individuals and Communities						Collaborative Investigation: Health For Individuals and Communities					
	Unit Title	CQ1- How do we understand and measure Australia's health?						CQ2- What are young people's meanings of health? CQ3- What key issues affect the health of young people and how can they protect and promote good health?					
	Outcomes	HM-11-01, HM-11-02, HM-11-06, HM-11-07, HM-11-08, HM-11-09 HM-11-10						HM-11-01, HM-11-02, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09 HM-11-10					

2025 Term 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Depth Study: Health For Individuals and Communities				The Body and Mind in Motion			Depth Study: The Body and Mind in Motion				
	Unit Title	CQ4 - What are the opportunities for improving and promoting young people's health?				CQ1- How do the systems of the body influence and respond to movement?			CQ2- What factors influence movement and performance? CQ3- How are movement skills acquired, developed and improved?				
	Outcomes	HM-11-01, HM-11-02, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10				HM-11-03, HM-11-04, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10			HM-11-03, HM-11-04, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10				

2025 Term 3		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Depth Study : The Body and Mind in Motion				The Body and Mind in Motion			Formal Examination		The Body and Mind in Motion		
	Unit Title	CQ2- What factors influence movement and performance? CQ3- How are movement skills acquired, developed and improved?				CQ4-What is the relationship between psychology, movement and performance?					CQ4-What is the relationship between psychology, movement and performance?		
	Outcomes	HM-11-03, HM-11-04, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10				HM-11-03, HM-11-04, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10					HM-11-03, HM-11-04, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10		

SPORT, LIFESTYLE AND RECREATION PRELIMINARY 2 UNIT ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Event management Portfolio	Coaching Session Plan and Presentation	Formal Examination	
Timing	Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 7-8	
Syllabus Components	Outcomes Assessed 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	Outcomes Assessed 1.2, 1.3, 2.2, 3.2, 3.3, 4.1	Outcomes Assessed 1.1, 1.3, 2.1, 2.5, 3.1, 3.2, 3.6,4.1,4.2, 4.4, 4.5	Total weighting from syllabus components
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, analysis and communication	20	20	20	60
Total Weighting	30	30	40	100

PRELIMINARY SPORT, LIFESTYLE AND RECREATION 2 UNIT SCOPE AND SEQUENCE

2025 Term 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Practical	Striking & Fielding										
	Theory	Sports Administration										
	Outcomes	1.1, 1.3, 1.6, 2.1, 2.4, 3.1, 3.2, 4.1, 4.2, 4.4, 4.5										

2025 Term 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Practical	Invasion Games										
	Theory	Sports Coaching										
	Outcomes	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5										

2025 Term 3		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Practical	Resistance Training						Formal examination	Resistance Training			
	Theory											
	Outcomes	1.2, 1.3, 2.1, 2.2, 2.5, 3.2, 3.3, 4.1, 4.4							1.2, 1.3, 2.1, 2.2, 2.5, 3.2, 3.3, 4.1, 4.4			

MUSIC 1 PRELIMINARY 2 UNIT ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Aural and Musicology	Composition and Performance Task	Aural & Performance Examination	
Timing	Term 1 Week 7	Term 2 Week 5	Term 3 Weeks 7-8	
Syllabus Components	Outcomes Assessed Musicology P2, P8 Aural P6	Outcomes Assessed Performance P3 Composition P5, P7	Outcomes Assessed Performance P1, P9 Aural P4	Total weighting from syllabus components
Musicology	25	0	0	25
Composition	0	25	0	25
Performance	0	10	15	25
Aural	10	0	15	25
Total Weighting	35	35	30	100

PRELIMINARY MUSIC (1) 2 UNIT SCOPE AND SEQUENCE

2025 Term 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Topic	An Instrument and its Repertoire										
	Unit Title											
	Outcomes											

2025 Term 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Topic	Film Music										
	Unit Title											
	Outcomes											

2025 Term 3		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Topic	Methods of Notating Music						Formal examination		Feedback		
	Unit Title											
	Outcomes											

DRAMA

PRELIMINARY 2 UNIT ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Group Performance and Logbook	Elements of Production Project	Formal Examination	
Timing	Term 1 Week 8	Term 2 Week 5	Term 3 Weeks 7 & 8	
Syllabus Components	Outcomes Assessed P1.1, P1.3, P1.5	Outcomes Assessed P1.6, P2.2, P2.3, P3.2, P3.3	Outcomes Assessed P3.1, P3.2, P3.3	Total weighting from syllabus components
Making	20	20		40
Performing	20	10		30
Critically Studying		10	20	30
Total Weighting	40	40	20	100

PRELIMINARY DRAMA 2 UNIT SCOPE AND SEQUENCE

2025 Term 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Improvisation, Play building, Acting									Group Performance and Logbook Assessment Due	Elements of Production in Performance	
	Unit Title												
	Outcomes	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8, P2.1, P2.2, P2.3, P2.4, P2.5 P2.6, P3.1 P3.2										P1.3, P1.4, P1.5, P1.6, P1.7, P2.1, P2.2	

2025 Term 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Elements of Production in Performance					Elements of Production Project Due	Theatrical Traditions and Performance Styles					
	Unit Title												
	Outcomes	P2.3, P2.4, P2.5, P2.6, P3.1, P3.2						P1.3, P1.4, P1.6, P2.4, P2.6, P3.1					

2025 Term 3		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Theatrical Traditions and Performance Styles						Formal Examination	Examination Feedback and Preparation for HSC				
	Unit Title												
	Outcomes	P3.2, P3.3, P3.4											

VISUAL ARTS

PRELIMINARY 2 UNIT ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research Task	Body of Work + VAPD & Half Year Exam	Formal Examination	
Timing	Term One Week 8	Term Two Week 5	Term Three Week 7-8	
Syllabus Components	Outcomes Assessed 5.7, 5.8, 5.9, 5.10	Outcomes Assessed 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	Outcomes Assessed 5.7, 5.8, 5.9, 5.10	Total weighting from syllabus components
Artmaking	15	15	20	50
Art criticism and art history	15	15	20	50
Total Weighting	30	30	40	100

PRELIMINARY VISUAL ARTS 2 UNIT SCOPE AND SEQUENCE

2025 Term 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Art and the Instagram age						How art made the world					
	Unit Title	Conceptual Framework/ Practice/ The Frames						Conceptual framework / historical					
	Outcomes	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10						P7, P8, P9, P10					

2025 Term 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	How art made the world					Contemporary art practice: conceptual art						
	Unit Title	Conceptual framework / historical					Practice/ the frames / conceptual framework						
	Outcomes	P7, P8, P9, P10					P1, P2, P3, P4, P5, P6, P7, P8, P9, P10						

2025 Term 3		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Contemporary artist: critical study							Formal examination		Body of Work exhibition and reflection		
	Unit Title	Practice / the frames/ conceptual framework									Body of Work exhibition and reflection		
	Outcomes	P7, P8, P9, P10									P10		

COMMUNITY AND FAMILY STUDIES
PRELIMINARY 2 UNIT ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research report	Report	Formal examination	
Timing	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 7-8	
Syllabus Components	Outcomes Assessed P4.1 P4.2 P6.1	Outcomes Assessed P2.1 P2.2 P2.3 P4.2	Outcomes Assessed P2.2, P2.3, P2.4, P3.1, P3.2, P5.1, P6.2, P7.3	Total weighting from syllabus components
Knowledge and understanding of course content	5	10	25	40
Skills in critical thinking, research methodology, analysing and communicating	25	20	15	60
Total Weighting	30	30	40	100

PRELIMINARY COMMUNITY AND FAMILY STUDIES 2 UNIT SCOPE AND SEQUENCE

2025 Term 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Resource Management								Individuals and Groups			
	Unit Title												
	Outcomes	P1.1, P1.2, P3.2, P4.1, P4.2, P5.1, P6.1								P1.2, P2.1, P2.3, P3.2, P4.1, P4.2, P6.2			
2025 Term 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Individuals and Groups								Families and Communities			
	Unit Title												
	Outcomes	P1.2, P2.1, P2.3, P3.2, P4.1, P4.2, P6.2								P1.1, P1.2, P2.2, P2.4, P3.1, P3.2, P4.1, P4.2, P6.1			
2025 Term 3		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Families and Communities					Revision	Formal examination	Research				
	Unit Title												
	Outcomes	P1.1, P1.2, P2.2, P2.4, P3.1, P3.2, P4.1, P4.2, P6.1					P4.1						

DESIGN AND TECHNOLOGY PRELIMINARY 2 UNIT ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Designer Case Study	Design Project & Folio	Formal Examination	
Timing	Term 1 Week 7	Term 3 Week 2	Term 3 Weeks 7-8	
Syllabus Components	Outcomes Assessed P1.1, P2.1, P2.2	Outcomes Assessed P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	Outcomes Assessed P1.1, P2.1, P2.2, P3.1, P6.1, P6.2	Total Weighting from syllabus components
Knowledge and understanding of course content	10%	10%	10%	40%
Knowledge and skills in designing, managing, producing, and evaluating a major design project	20%	30%	20%	60%
Total Weighting	30%	40%	30%	100%

PRELIMINARY DESIGN AND TECHNOLOGY 2 UNIT SCOPE AND SEQUENCE

2025 Term 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Designers and the Design Process							Project Proposal and Management				
	Unit Title	Design in Focus							Creating a Plan				
	Outcomes	P1.1, P2.1, P2.2							P1.1, P6.1				

2025 Term 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Materials in Design					Designing and Producing						
	Unit Title	The Life of Materials					Using the Design Process						
	Outcomes	P2.1, P2.2, P3.1					P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2						

2025 Term 3		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11		
	Topic	Evaluation			Exam Preparation						Exams			
	Unit Title	Project Evaluation			Exam Preparation						Exams			
	Outcomes	P4.3, P6.2			P1.1, P2.1, P2.2, P3.1, P6.1, P6.2						P1.1, P2.1, P2.2, P3.1, P6.1, P6.2			

ENGINEERING STUDIES

PRELIMINARY 2 UNIT ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Engineering Report – Engineered Products	Engineering Report – Biomedical Engineering	Formal Examination	
Timing	Term 2 Week 2	Term 3 Week 3	Term 3 Weeks 7-8	
Syllabus Components	Outcomes Assessed P1.1, P2.1, P3.2, P4.1, P4.2, P4.3	Outcomes Assessed P1.2, P2.1, P2.2, P3.2, P3.3	Outcomes Assessed P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	Total weighting from syllabus components
Knowledge and understanding of course content	20	20	20	60
Knowledge and skills in research, problem solving and communication related to engineering practice	10	10	20	40
Total Weighting	30	30	40	100

PRELIMINARY ENGINEERING STUDIES 2 UNIT SCOPE AND SEQUENCE

2025 Term 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Historical & Societal Impact	Mechanics/Materials		Drawing	Mechanics	Materials	Drawing	Societal Impact Research Activity	Mechanics		Materials	
	Unit Title	Engineering Fundamentals							Engineered Products				
	Outcomes	P1.1, P1.2, P2.1, P3.1, P3.3, P4.2, P4.3, P5.1, P6.1							P1.1, P2.2, P3.2, P4.1, P4.2, P6.1				

2025 Term 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Topic	Materials	Assessment Task 1	Electronics	Drawing	Historical and Societal Impact	Friction	Stress/Strain	Work, Energy and Power	Materials	Materials/ Testing	
	Unit Title	Engineered Products				Braking Systems						
Outcomes	P1.2, P2.2, P3.2, P3.3, P4.1, P4.2, P6.1				P1.1, P1.2, P2.2, P3.2, P4.3, P6.2							

2025 Term 3		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Topic	Historical & societal Impact	Mechanics Levers	Assessment Task 2	Materials/ Drawing	Control Technology	Exam Preparation	Major Examination Period		Feedback and Review		
	Unit Title	Biomedical Engineering										
Outcomes	P1.1, P1.2, P2.2, p3.2, P3.3, P4.3											

FOOD TECHNOLOGY

PRELIMINARY 2 UNIT ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Culture Study	Nutrition Research Task	Formal Examination	
Timing	Term 1 Week 7	Term 2 Week 9	Term 3 Weeks 7-8	
Syllabus Components	Outcomes Assessed P 1.1 P 1.2 P 4.2	Outcomes Assessed P 3.1 P 3.2 P 4.3 P 5.1	Outcomes Assessed P 1.1 P 4.4 P 1.2 P 3.1 P 2.1 P 5.1 P 2.2	Total weighting from syllabus components
Knowledge and understanding of course content	5	5	30	40
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	15	15		30
Total Weighting	30	30	40	100

PRELIMINARY FOOD TECHNOLOGY 2 UNIT SCOPE AND SEQUENCE

2025 Term 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Topic	Food Availability and selection										
	Unit Title											
	Outcomes											

2025 Term 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Topic	Nutrition										
	Unit Title											
	Outcomes											

2025 Term 3		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Topic	Food Quality						Formal Examination		Food Quality		
	Unit Title											
	Outcomes											

INDUSTRIAL TECHNOLOGY: TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES PRELIMINARY 2 UNIT ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Industry Study	Formal Examination	Preliminary Project	
Timing	Term 1 Week 10	Term 3 Weeks 7-8	Term 3 Week 6	
Syllabus Components	Outcomes Assessed P1.1, P1.2, P7.1	Outcomes Assessed P3.2, P7.2, P5.2, P6.1, P6.2	Outcomes Assessed P1.2, P2.1, P3.1, P3.3, P4.1, P4.2, P4.3, P5.1, P6.1	Total weighting from syllabus components
Knowledge and understanding of course content	20	20		40
Knowledge and skills in the design, management, communication and production of a major project	10	10	40	60
Total Weighting	30	30	40	100

PRELIMINARY INDUSTRIAL TECHNOLOGY: TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES 2 UNIT SCOPE AND SEQUENCE

2025 Term 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Topic	Industry Study										Task 1 Industry Study
	Unit Title											
	Outcomes	P1.1, P1.2, P7.1										

2025 Term 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Design, Management and Communication				Industry Related Manufacturing Technology							
	Unit Title					Processes			Tools and Machinery				
	Outcomes	P1.2, P2.1, P3.1, P3.3, P4.1, P4.2, P4.3, P5.1, P6.1											

2025 Term 3		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Topic	Industry Related Manufacturing Technology				Exam revision	Task 3 Prelim MDP Submission	Formal Examination	Industry Related Manufacturing Technology				
	Unit Title	Designing		Structural Factors					Work Health & Safety				
	Outcomes	P1.2, P2.1, P3.1, P3.3, P4.1, P4.2, P4.3, P5.1, P6.1							P1.2, P2.1, P3.1, P3.3, P4.1, P4.2, P4.3, P5.1, P6.1				

VET COURSES

QUALIFICATION: CPC20220 CERTIFICATE II IN CONSTRUCTION PATHWAYS & STATEMENT OF ATTAINMENT TOWARDS CPC20120 CERTIFICATE II IN CONSTRUCTION

School Name: KEIRA HIGH SCHOOL

Brick and Block Laying Assessment Schedule Year 11 – 2025

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. *Task 2 completion may be carried over to HSC year			Task 1 White card	Task 2 Tools and equipment	Task 3 Work safe	Task 4 Working it out
Code	Unit of Competency	HSC Examinable	Week Term Date TBA	Week Term Date TBA	Week Term Date TBA	Week Term Date TBA
CPCWHS1001	Prepare to work safely in the construction industry		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	P		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	P			X	
CPCCCM1011	Undertake basic estimation and costing					X
CPCCOM1015	Carry out measurements and calculations	P				X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

QUALIFICATION: HOSPITALITY - SIT20322 CERTIFICATE II IN HOSPITALITY

School Name: KEIRA HIGH SCHOOL

Assessment Schedule Year 11 – 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 Safety in the kitchen	Task 2 Service please
Code	Unit of Competency	HSC Examinable	Week Term Date TBA	Week Term Date TBA
SITXWHS005	Participate in safe work practices	X	X	
SITXFSA005	Use hygienic practices for food safety	X	X	
SITXFSA006	Participate in safe food handling practices	X	X	
SITHCCC025	Prepare and present sandwiches		X	
SITXCCS011	Interact with customers	X		X
SITXCOM007	Show social and cultural sensitivity			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIT20322 Certificate II in Hospitality.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student’s achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

MANUFACTURING AND ENGINEERING INTRODUCTION - MEM10119 CERTIFICATE I IN ENGINEERING & STATEMENT OF ATTAINMENT TOWARDS MEM20413 CERTIFICATE II IN ENGINEERING PATHWAYS

School Name: KEIRA HIGH SCHOOL

Assessment Schedule Year 11 - 2025

Assessment Tasks for MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. *Task 2 completion may be carried over to HSC year		Task 1	Task 2	Task 3
		Welcome to the industry	Right tool right job	Engineering in practice
		Week	Week	Week
Code	Unit Name	Term	Term	Term
		Date TBA	Date TBA	Date TBA
MEM13015	Work safely and effectively in manufacturing and engineering	X		
MEM16006	Organise and communicate information	X		
MEM11011	Undertake manual handling	X		
MEM18001	Use hand tools		X	
MEM18002	Use power tools/hand held operations		X	
MEM12025	Perform computations			X
MEM16008	Interact with computer technology			X
MEM07032	Use workshop machines for basic operations			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

PART FOUR: APPENDICES

FORMAL SCHEDULE

	TERM 1 2025	TERM 2 2025	TERM 3 2025
1			
2		Engineering Studies	English Extension 1 Design and Technology
3			Modern History Health and Movement Science Engineering Studies
4			Numeracy CEC
5	Modern History	Drama Mathematics Extension 1 Music Visual Arts	
6		English Advanced English EAL/D English Standard English Studies Mathematics Advanced	Industrial Technology-Timber
7	Biology Music Design and Technology Food Technology Legal Studies	Community and Family Studies Modern History Physics Numeracy CEC	Formal Examinations
8	Chemistry Visual Arts Business Studies Drama Community and Family Studies	Mathematics Standard Business Studies Chemistry	Formal Examinations
9	English Advanced English EAL/D English Standard English Studies	Food Technology Legal Studies Biology	
10	Industrial Technology-Timber Mathematics Advanced Numeracy CEC	Ancient History Society and Culture Sport Lifestyle and Recreation	Numeracy CEC
11	English Extension 1 Physics Health and Movement Science Sport Lifestyle and Recreation Ancient History Society and Culture Mathematics Extension 1 Mathematics Standard		

TERM 1 2025

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							

TERM 2 2025

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

TERM 3 2025

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

STUDENT PERSONAL RESULT SHEET

This page is included to enable a student to keep a record of assessment marks throughout the Preliminary year.

Students must note that raw marks are adjusted to take into account the weighting of the task as per the course assessment schedule.

Course	Assessment Task No.1	Assessment Task No.2	Assessment Task No.3



APPLICATION FOR CONSIDERATION

Students must read the relevant section in their Assessment Booklet before completing this form.

Student's Name: _____ Year: _____

Course: _____ Class Teacher Name: _____

Task: _____ Original Due Date: ____/____/____

Category:

- Appeal due to illness, absence or misadventure
- Appeal in relation to the assessment and/or course rank
- Request for extension of time
- Request for change of assessment date

Reason for Appeal/ Request:

- | | | | |
|--|--------------------------------------|---|--|
| <input type="checkbox"/> Illness/ injury | <input type="checkbox"/> Bereavement | <input type="checkbox"/> Misadventure | <input type="checkbox"/> Work placement |
| <input type="checkbox"/> School representation | <input type="checkbox"/> Excursion | <input type="checkbox"/> Approved leave | <input type="checkbox"/> Other (specify) |

State details to support your case or attach statement

Medical Certificate is attached: Yes No Additional information attached: Yes No

- I declare that the information I have provided is true and accurate
- If I am completing an assessment task before the scheduled date I will not discuss or divulge any information relating to the assessment task prior to the scheduled time and date
- If I am completing the assessment task after the scheduled date, I will not seek to gain information from other students.

_____/____/____ _____ _____ _____

Signature of student Date Signature of Parent/ Caregiver Date

Head Teacher Recommendation:

Reason for decision:

- Complete a substitute task _____
- Estimate to be given _____
- No marks to be awarded _____
- Sit or submit the task without penalty _____
- Task to be submitted with penalty _____
- Extension granted _____ New Due Date: ____/____/____

_____/____/____ _____ _____ _____

Signature of Head Teacher Date Signature of Principal Date

- | | |
|--|---|
| <input type="checkbox"/> Parent contact | <input type="checkbox"/> Original To Be Retained In Faculty Records |
| <input type="checkbox"/> Recorded on Sentral and NESA Schools Online | <input type="checkbox"/> Copy To Year Adviser And Relevant Deputy Principal |

GLOSSARY OF KEY WORDS

The syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse Identify components and the relationship between them; draw out and relate implications
Apply Use, utilise, employ in a particular situation
Appreciate Make a judgement about the value of
Assess Make a judgement of value, quality, outcomes, results or size
Calculate Ascertain/determine from given facts, figures or information
Clarify Make clear or plain
Classify Arrange or include in classes/categories
Compare Show how things are similar or different
Construct Make; build; put together items or arguments
Contrast Show how things are different or opposite
Critically (analyse/evaluate) Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce Draw conclusions
Define State meaning and identify essential qualities
Demonstrate Show by example
Describe Provide characteristics and features
Discuss Identify issues and provide points for and/or against

Distinguish Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate Make a judgement based on criteria; determine the value of
Examine Inquire into
Explain Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract Choose relevant and/or appropriate details
Extrapolate Infer from what is known
Identify Recognise and name
Interpret Draw meaning from
Investigate Plan, inquire into and draw conclusions about
Justify Support an argument or conclusion
Outline Sketch in general terms; indicate the main features of
Predict Suggest what may happen based on available information
Propose Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall Present remembered ideas, facts or experiences
Recommend Provide reasons in favour
Recount Retell a series of events
Summarise Express, concisely, the relevant details
Synthesise Putting together various elements to make a whole

