



Orange High School

Year 11 Assessment Policy and Guidelines



2024

Creating the future

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YEAR 11 ASSESSMENT GUIDELINES 2024

What is the Year 11 Certificate?

The Year 11 Certificate is awarded by the NSW Education Standards Authority (NESA) to eligible students at the end of the Year 11 Course, which concludes at the end of Term 3, Year 11.

The Year 11 Certificate is a pre-requisite for the Higher School Certificate. Students cannot progress to the HSC, unless they have achieved their Year 11 Certificate.

The main types of courses are outlined below:

- **Board Developed Courses** have HSC exams (except for Life Skills) and may contribute to the ATAR (Australian Tertiary Admission Rank).
- **Vocational Education Training (VET) and External Delivered Vet Courses (EVET) Curriculum Frameworks** can be learnt at school or through TAFE or other providers. Examples include Business Services, Construction, Hospitality, Information Technology and Automotive. VET subjects are based on competency-based assessment, where evidence is collected to determine competency has been achieved. The purpose of assessment is to confirm that an individual can perform to the standard expected in the workplace, as expressed in the relevant endorsed industry or enterprise competency standards.
- **Board Endorsed Courses** count towards the HSC, though there are no HSC exams. Results are based on school assessment marks. Board Endorsed courses cannot contribute to the ATAR (university admission).

NSW EDUCATION STANDARDS AUTHORITY/SCHOOL REQUIREMENTS

The required pattern of study for full time students is a **minimum** of 12 units of Year 11 courses in Year 11 and 10 units of HSC courses in Year 12. Some students may choose to study more than 12 units in Year 11. Students must study:

- At least **2** units of English
- At least **4** subjects
- At least **6** of the mandatory 12 units must be Board Developed courses
- At least **3** of the courses must be of 2 units or greater value
- No more than **7** units of Science courses may count towards Year 11 or Higher School Certificate.

The Record of Student Achievement (or RoSA)

The RoSA will be awarded to eligible students who commence Year 11/HSC courses but choose to leave school prior to receiving their HSC. Students will also be able to view and download a transcript of their achievements when applying for jobs or further education or training.

The RoSA is an electronic record of student achievements and includes:

- Grades for all the courses a student has completed up until the point they leave school – including those completed in Year 10, Year 11 or even Year 12.

Students will be required to submit assessment tasks as delivered by their schools. Teachers will then use marks from those assessments to allocate a grade for each student at the end of the course. Teachers will submit those grades to NESA for inclusion on the RoSA.

Student grades are based on the assessment tasks outlined in this document. These grades are based on the A - E Grade Scale and Course Performance Descriptors developed by NESA. Grades are given for individual achievement and are determined by the depth of knowledge and understanding and the range of skills that students demonstrate.

| Grade | General Performance Descriptors |
|------------------------------|--|
| A Outstanding achievement | The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations. |
| B High achievement | The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations. |
| C Sound achievement | The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills. |
| D Basic achievement | The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills. |
| E Limited achievement | The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills. |

ATAR – Requirements

From 2025, there will be no distinction between Category A and Category B courses. To be eligible for an ATAR in NSW, you must satisfactorily complete at least 10 units of HSC courses. These courses must include at least:

- 10 units of Board Developed courses
- 2 units of English
- Three Board Developed courses of 2 units or greater
- Four subject areas

Your ATAR is then calculated from your

- best 2 units of English
- best 8 units from your remaining units.

SCHOOL BASED ASSESSMENT

For each course, schools prepare and administer an assessment program in accordance with the syllabus. The syllabus identifies the components of the course to be assessed and their weightings. The timing and weighting of tasks are determined by the school within the rules set by NESA.

Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. Tasks may include tests, written assignments, practical activities, fieldwork and projects. The details of all Year 11 assessment tasks, including weighting and due dates are outlined in further detail in this policy.

This section deals with aspects relating to school-based assessment, including NESA rules, Orange High School (OHS) expectations and procedures to deal with situations that arise relating to school-based assessment.

THE SPECIFIC TOPICS COVERED IN THIS SECTION ARE:

- **NESA rules and work requirements relating to diligence and sustained effort**
- **OHS procedures for teaching staff regarding the Administration of Assessment Tasks**
- **Expectations of students regarding the satisfactory completion of school-based assessment following the course, working with diligence and sustained effort and achieving course outcomes**
- **Expectations of students regarding honesty and the submission of “All My Own Work”**

NESA RULES AND WORK REQUIREMENTS RELATING TO DILIGENCE AND SUSTAINED EFFORT

The satisfactory completion of all courses in the Year 11 Certificate requires the Principal to have sufficient evidence that the student has:

- a. followed the course developed or endorsed by the Board; **and**
- b. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school: **and**
- c. achieved some or all of the course outcomes

The satisfactory completion of all courses in the Year 11 Certificate (as outlined above) has **two** major components:

- 1. Completion of all course work:** This includes classwork, class tests, essays, set tasks in class, assignments and regular homework. Although course work may not be considered as formal assessment, it has a critical part in determining whether a student has met the NESA criteria for course completion mentioned above.
- 2. Completion of assessment tasks:** These are clearly identified tasks that must be completed in each course. The tasks for each course are identified in this Assessment Tasks and Schedule booklet and contribute to the final assessment mark for each course. For courses where school assessment marks are submitted, students must make a genuine attempt at assessment tasks that total **more than 50%** of the available school assessment marks for that course, otherwise they have not met the requirements of that course.

If the Principal determines that a student is in danger of not meeting the above course completion, they will be given written warning in sufficient time to correct any problems regarding the satisfactory completion of course requirements. If the Principal determines that a student has not met the above criteria for satisfactory completion of a course, the school will inform the student in writing and NESA.

Students have the right to appeal to the school against such determinations using school developed proformas and processes. If unsuccessful, they may appeal to NESA.

If a student does not satisfactorily complete a course, they will receive no results in that course, and the course will not count towards their pattern of study for the award of a Year 11 Certificate.

Completion of HSC: All My Own Work program

All students are required to have satisfactorily completed HSC: All My Own Work or its equivalent before any Year 11 or HSC course entries can be submitted. Students entered only for Stage 6 Life Skills courses are exempt from this requirement.

OHS procedure for completion of All My Own Work

In Term 4 of Year 10, students will complete the All My Own Work program in preparation for the Year 11 Course. This will be overseen in English in Year 10, Term 4. Students who have not completed All My Own Work upon commencement of Year 11 or upon arrival at OHS will be required to complete All My Own Work within a negotiated time frame.

OHS PROCEDURES FOR TEACHING STAFF REGARDING THE ADMINISTRATION OF ASSESSMENT TASKS

1. NESAs school-based assessment requirements

A balance is required between obtaining sufficient information and not over assessing. The HSC Standards were designed to help motivate and challenge students to achieve at their highest possible level and reduce excessive stress. Assessment requirements in each course include:

- Mandatory components and weightings for both Year 11 and Year 12 courses.
- Capping the maximum number of formal assessment tasks to three in Year 11 and four in Year 12.
- Capping the number of formal written examination tasks that mimic the HSC examination to one per course, with a maximum weighting of 30% for the Year 12 course.

The **Faculty Head Teacher** is responsible for ensuring these guidelines are followed.

The Year 11 Deputy Principal checks assessment schedules against subject specific requirements prior to publishing the policy.

2. OHS procedures relating to informing students in writing of their assessment schedules

Copies of this policy are provided to all Year 11 students who sign to acknowledge they have received the booklet. **The Year 11 Advisor** manages this process.

3. OHS procedures relating to planning the scheduling of tasks in a coordinated way

The Year 11 Deputy Principal oversees the coordination between subject areas so that students do not have too many assessment tasks scheduled close together.

Class teachers are required to follow the Assessment Schedule for their subject ensuring that outcomes listed in the schedule are assessed as per the task information and that the task is submitted on the scheduled week.

4. OHS procedures relating to changes of due date for assessment tasks

In rare and unforeseen circumstances, where the date of submission of an assessment task must be changed, the **Faculty Head Teacher** must gain approval from the relevant **Deputy Principal** using the relevant form (See Appendix- Forms). If approval to seek a change of date is granted, the **Faculty Head Teacher** will inform the class in writing of any change using the form "Notification for Change of Date of an Assessment Task". For the change of date to be approved students will be asked to sign that they acknowledge the new due date and any concerns can be addressed. A minimum of two weeks notice will be given in writing if the date of a task is to be varied.

5. OHS procedures relating to providing adequate notice for tasks

In addition to the schedule of dates for assessment tasks, there must be provision for adequate notice of the precise timing of each assessment task. **Class Teachers** must give students **at least TWO WEEKS** written notice for each assessment task, advising the due date, type of task, precise timing of task, weighting of the task, assessment criteria and outcomes being assessed. The **Faculty Head Teacher** is responsible for ensuring this occurs. Students are required to sign and date, acknowledging they have received the task notification.

When providing notice of assessment tasks, students are informed of:

- the scope of each assessment task
- the weighting of the task (e.g. 10%)
- the form the assessment task will take
- the proposed timing and duration of the task
- the outcomes being assessed
- the marking guidelines or criteria

6. OHS procedures relating to providing notice of assessment tasks when students are absent from school when assessment information is given out

It is ultimately the responsibility of **the student** to catch up on any missed work due to absence. This includes cases where assessment information is given out.

The Class Teacher may assist **the student** by checking assessment sign out sheets in the lessons following the handing out of the task notification, to ensure all students have the assessment information. If a **student** receives their assessment information within 2 weeks of the due date they may be able to follow processes for extension or illness/misadventure.

7. OHS procedures relating to occasions when estimates are given or substitute tasks administered

If a student fails to complete an assessment task specified in the assessment program, **the student** should follow the illness/misadventure or consideration of absence process. If the **Assessment Committee** considers the student to have a valid reason (for example illness or endorsed leave), an extension of time may be granted or a mark may be awarded based on a substitute task or in exceptional circumstances an estimate mark may be given.

If granting an extension of time is not possible, administering a substitute task is preferable to providing an estimate mark. Only **the Principal** will have this discretion and students should be aware that the estimate will be such that it will not change their current rank or gaps in relation to other students in the cohort.

8. OHS procedures relating to invalid tasks/parts of tasks or non-discriminating tasks

In exceptional circumstances where tasks do not function as required, or where there are problems in their administration, a suitable approach to maintain the overall component weightings will be determined by the **Faculty Head Teacher**. Such approaches may adjust within the mandatory weightings and components of the syllabus, adding an additional task (with sufficient notice). In extreme cases, an invalid task may need to be discarded completely, or a replacement task may be organised.

9. OHS procedures relating to situations when more than one class is undertaking the same course

Multiple Year 11 classes, whether on the same line (e.g. English) or different lines (e.g. Biology) will follow common assessment programs with common tasks, conditions and marking procedures at common times wherever possible.

10. OHS procedures relating to the recording of assessment marks

In addition to maintaining their own records, **class teachers**, use *Sentral Markbook* to record marks for individual assessment tasks. Raw marks should be entered immediately upon marking the assessment task. The **Faculty Head Teacher** is responsible for ensuring that the *Sentral Markbook* for each subject is set up accurately within deadlines.

11. OHS procedures relating to the awarding of marks for an assessment task

It is important to ensure that marks earned on individual tasks adequately reflect the differences in student performance. To achieve this, marking guidelines need to use the full range of marks available for the task. Students will be awarded marks commensurate with the quality of their response in relation to the marking guidelines. The marking guidelines for assessment tasks should enable **class teachers** to reward work that shows more complex development and higher order achievement with higher marks. At the same time, students whose work demonstrates only a basic level of achievement should receive relatively low marks.

12. OHS procedures relating to teacher feedback to students on their performance

Class teachers. Students should receive meaningful feedback which gives an indication of their performance relative to the outcomes being assessed and their general progress in all aspects of their course work. This may be in the form of marks, grades and/or written comments. Feedback on assessment tasks may be informed by the performance band descriptions and should be provided to students in a timely manner, recognising strengths and areas for improvement. To maximise the benefit for students, an assessment task should be marked by the **class teacher** and feedback to students finalised within two weeks of submission unless exceptional circumstances exist.

The features of quality assessment tasks

The following checklist can assist teachers to ensure that the tasks they design promote student learning as well as obtaining accurate measures of student achievement.

Assessment tasks should:

- Focus on outcomes
- Give students the opportunity to demonstrate what they know and can do and assist their learning
- Be valid and reliable, measuring what the task purports to assess, and providing accurate information on each student's achievement
- Allow for discrimination between the performances of individual students

The effective marking of assessment tasks requires consistent application of marking guidelines:

- Marking guidelines or criteria that provide clear descriptions of the quality of response required to receive each mark
- A mark range that allows for discrimination between the performances of individual students
- A shared understanding of the demands of the tasks among the teachers responsible for the marking

Feedback and reporting on student progress and achievement should be:

- Meaningful and constructive, designed to assist students to improve their performance
- Linked to the specific outcomes and marking criteria addressed by the task
- Provided in a timely manner

Marks for individual assessment tasks and records of competency should be:

- Recorded by the teacher responsible for marking the task
- Checked to ensure any marks for various parts of a task have been correctly totalled
- Entered into *SENTRAL Markbook* for all tasks for all students in the course
- Maintained in a secure and safe location

EXPECTATIONS OF STUDENTS REGARDING THE SATISFACTORY COMPLETION OF SCHOOL-BASED ASSESSMENT FOLLOWING THE COURSE, WORKING WITH DILIGENCE AND SUSTAINED EFFORT AND ACHIEVING COURSE OUTCOMES

Students are expected to attempt **all** work. Failure to work with due diligence and sustained effort and/or failure to make a genuine attempt at work could result in the award of an 'N' (non-completion) Determination.

Students must:

- Participate in all learning experiences, including classwork, homework, non-assessable items of work and assessment tasks
- Provide documentation to explain legitimate absences
- Attend regularly
- If absent from a lesson(s) actively pursue and catch up any work that was missed and check whether any assessment tasks have been issued
- Submit assessment tasks by the due date, to an acceptable standard, and in an appropriate format. (The specific date and time for the submission of the task will be provided with the formal written notification of the task at least two weeks prior to the due date)
- Make a serious attempt at the work
- Present their own work
- Acknowledge all sources of information used
- Complete the appropriate paperwork to acknowledge that the assessment task has been received

13. OHS procedures relating to the submission of assessment tasks

To ensure fairness for all, please note that any students submitting a task and NOT attending school the day of submission, will be required to provide documentation confirming a medical reason for non-attendance. Otherwise, the submitted task may be given a zero.

Students are expected to make a serious attempt and submit all submitted assessment items on the due date. **If students are granted an extension for an assessment task, the new due date and time is to be coordinated by the subject teacher.**

The student is required to complete all details on the assessment cover sheets (see appendix-assessment coversheet). **The staff** responsible for receiving the tasks will sign a receipt (part of the cover sheet) and give to the student and record the submission on a class list (see administration of tasks).

It is the responsibility of **the student** to ensure that all assessment tasks are submitted on time and in the correct format for marking.

Unforeseen circumstances: In the event of unforeseen circumstances occurring on the morning that a task is due to be submitted, the student or immediate relative is required to notify the class teacher at school as soon as possible.

Computer failures: Technical failures related to computing equipment **do not** constitute sufficient grounds for not submitting an assessment task on time, and extensions will not be granted in these instances. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date back up copies, allowing sufficient time to deal with potential technical failures and the retention of printed back-up copies.

Submission of non-written tasks: Students must ensure that any digital media is operable on standard school equipment. This must be checked **before** submission. Each student is responsible for maintaining an updated copy of his or her assessment task on USB or in The Cloud. It must be in a suitable program that can be easily accessed.

14. OHS procedures relating to occasions when zero marks are awarded

The following (in any course), will result in a **zero mark and an 'N' (non-completion) determination** warning letter:

- Failure to complete or submit assessment tasks **on time** without a valid reason and supporting evidence.
- Not being present for an assessment task without a valid reason and accompanying evidence.
- Not making, what the teacher marking the assessment task considers to be, a genuine or serious attempt to complete an assessment.
- Serious malpractice.

Students who make a non-serious attempt will be required to re-submit or complete the task to a standard that meets the course outcomes as required by NESAs. Refer to procedures below regarding non-serious attempts.

15. OHS procedures for advising students in writing when they are in danger of not meeting the assessment requirements in a course (n award determination warning letters)

Students must make a genuine attempt at assessment tasks that, combined, contribute more than 50% of the total weightings of tasks. Failure to meet this requirement may lead to an N determination in that subject.

In instances where students have failed to complete or submit an assessment task, or they have not made a serious attempt, an 'N' (non-completion) determination warning letter will be sent to their home, requiring **the student** to rectify the situation by submitting the task. If the task is submitted later the student will be deemed to have met the terms and requirements of the task, however, the zero mark will still apply.

The **class teacher** is required to enter a "new incident" in the "N award" section of Sentral *Wellbeing* within 3 days of marking the class task. Twice a week SASS Staff generate N award warning letters from teacher entries which specify a new date by which the task must be submitted.

Original task not submitted after N award letter sent

If after the new date for submission, a student has still not submitted the assessment task, a second "new incident" in the "N award" section of Sentral should be created by the **class teacher**. A second letter should be sent. No further letters will be required to be sent for that particular task, whether it is submitted or not.

Multiple N awards

Twice a term, **Deputy Principals** and the **Head Teacher Administration (Students)** will identify those students with multiple N award determination warning letters and communicate with the student and parent to discuss a formal learning plan to rectify the situation.

Attendance

While NESAs does not stipulate attendance requirements, significant absence has a negative impact on a student's ability to meet the course completion criteria. Twice a term, **Deputy Principals** and **the Head Teacher Administration (Students)** will identify those students with significant attendance concerns. N award determination warning letters will be sent to students, relating it to the non-completion of course requirements as a result of their absence.

16. OHS procedures for application for Illness/Misadventure

If a student is unable to complete or submit an assessment task on time, or they feel that their performance in a task has been affected by factors outside their control e.g. illness or accident, they may apply for **Illness/Misadventure**. Students must formally apply by completing the **Application for Special Consideration Form**. **Misadventure** refers to any **valid** reason immediately before or during task, other than illness, for not completing, submitting or being present for an assessment task. Whether an event is considered to be a valid misadventure, warranting consideration, will depend on the circumstances of the event and the independent **documentary evidence** that is handed in to support the misadventure claim.

Students who feel they have a **valid** reason for not submitting a task on time should follow the procedures as set out below. **The student** is responsible to pursue the illness/misadventure, extension or consideration of absence process. There is no onus on the class teacher to instigate this process. In the case of illness, a medical certificate or other appropriate supporting documentation must accompany an application form.

Step 1: The student collects the relevant application form (see appendix –forms) on the first day of student's return to school. (Form available on the OHS Website)

Step 2: The student must fully complete the **Application for Special Consideration Form** attaching any relevant documentation, ensuring that parents/guardians have signed the form.

Step 3: The student takes the completed form to the **Faculty Head Teacher** and asks for their recommendation.

Step 4: The Faculty Head Teacher will make a recommendation and hand the form back to the student.

Step 5: The student will hand the completed form to the relevant **Deputy Principal**, who may consult other members of the Assessment Committee before approving or rejecting the application.

Step 6: The relevant Deputy Principal will notify the student and the **Faculty Head Teacher** of the outcome of the illness/misadventure submission ASAP.

17. OHS procedures for application for Consideration of Absence or Extension

Students who cannot submit an assessment task on or by the due date, for reasons beyond their control, can make a written application for an extension of time to complete the task, **at least five days prior to the due date, on the Application for Special Consideration Form** (available on the OHS Website). Notice of foreseeable absences must be brought to the attention of the class teacher and subject head teacher by **the student** as soon as possible.

In general, activities such as work placement, sporting commitments and excursions, do not provide grounds for extensions unless exceptional circumstances exist. There is an expectation that students are organised and it is their responsibility to ensure that deadlines are met. This may involve submitting a task before the due date if the student has knowledge that they will be away on the due date of submission.

Students are permitted to submit tasks prior to the due date in these and other situations as long as the class teacher agrees. It is the student's responsibility to plan around foreseeable absences.

It is important to note that:

Students are responsible to pursue the illness/misadventure, extension or consideration of absence process. There is no onus on the class teacher to instigate this process.

In the case of illness, a medical certificate or other appropriate supporting documentation must accompany an application form.

Work submitted late without an application for illness/misadventure, will receive a zero '0'; and an 'N' Warning letter will be sent to the student's home address.

Students who feel they have a **valid** reason for not submitting a task on time should follow the procedures as set out below.

Step 1: *The student* collects the relevant application form from the OHS Website,

Step 2: *The student* must fully complete the ***Application for Special Consideration Form*** attaching any relevant documentation, ensuring that parents/guardians have signed the form.

Step 3: *The student* submits the completed form to the subject Head Teacher at least ***five days prior to the due date of the task.***

Step 4: *The Faculty Head Teacher* will discuss the circumstances of the application with the relevant Deputy Principal, make a recommendation and hand the form back to the student.

Step 5: *The student* will hand the completed form to the Deputy Principal, who may consult the assessment committee before approving or rejecting the application.

Step 6: *The Deputy Principal* will notify the student and the faculty Head Teacher of the result ASAP.

If the illness/misadventure, consideration of absence or extension application is upheld the student will complete the set task or an alternate task as soon as can be arranged by the ***class teacher***, preferably on the next school day.

Any substitute task should:

- Be based on the same components or outcomes as the original task
- Test or measure the same knowledge or skills as the original task
- As far as possible, be of comparable standard to the original task
- Be assessed in the same manner as the original task or, in exceptional circumstances an estimate will be used based on assessment evidence, in exceptional circumstances, with the Principal's approval, or the school will use a mark based on a substitute task.

Invalid reasons for illness/misadventure will result in a mark of zero '0' for that task.

18. OHS procedures for students who have prolonged absences

Following negotiations with the ***Deputy Principal*** and associated supporting evidence, in exceptional circumstances it may be possible, for students who are absent with leave during the conduct of a scheduled assessment task to complete the task or substitute task under supervised conditions while they are absent.

The student should contact the relevant ***Faculty Head Teacher*** or the relevant ***Deputy Principal*** to discuss prior to the task wherever possible.

EXPECTATIONS OF STUDENTS REGARDING HONESTY/SUBMITTING OWN WORK

The following standard sets out the NESA requirements concerning students submitting their own work in Year 11 assessments. Candidates for the Year 11 Certificate, as well as their teachers, and others who may guide them, are required to comply with the standard.

The honesty of **students** in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Year 11 Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the Board's subject-specific documentation. Use or inclusion of material from other sources, such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning does not require formal acknowledgement.

What constitutes malpractice?

All work presented in assessment tasks and Year 11 examinations must be the student's own work or it must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving zero marks for the task or examination, and will jeopardise your results.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- Using artificial intelligence to compose written responses and submitting these as your own work.
- Copying someone else's work in part or in whole and presenting it as their own.
- Using material directly from books, journals, CDs or the internet without reference to the source.
- Building on the ideas of another person without reference to the source.
- Buying, stealing or borrowing another person's work and presenting it as their own.
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Paying someone to write or prepare material.
- Breaching school examination rules.
- Using non-approved aides during an assessment task.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.

Malpractice in any form, including plagiarism, is unacceptable. NESA 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, NESA will report matters to the Independent Commission Against Corruption.

19. OHS processes for dealing with malpractice

Issues of alleged academic malpractice will be referred to the Assessment Committee for deliberation. Documentation or evidence must be presented by the Head Teacher and **reporting teacher(s)** to support the claim.

An award of 'zero' marks will be issued if a student is deemed to have gained an unfair advantage in an assessment task. The Assessment Committee will determine what, if any further penalties appropriate to the seriousness of the offence will apply.

In the case of suspected plagiarism, the **student** 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.

Strategies to ensure the authenticity of student responses to tasks completed partially or wholly outside of class time

Class teachers should incorporate strategies to ensure the authenticity of responses and minimise the chances of malpractice. The following suggestions could be incorporated into the administration of assessment tasks:

- Thoroughly briefing all students in relation to the requirements of each task.
- Allocating class time to the planning of a response to a task.
- Requiring that students maintain a process diary or journal to show how their response or project or work was developed.
- Checkpoints: asking students to submit part of the task at critical points in its development.
- Having students submit their original drafts in addition to their final work.
- Incorporating student oral presentations on the progress of their work.
- Communicating clearly to students the extent of teacher, or other expert or outside, involvement permitted in the development of the work.

When group tasks are required for internal assessment, the school should ensure that:

- They are designed to assess the contribution of individual group members.
- They allow each student's understanding of the process to be demonstrated.
- The group agrees on procedures for how the task will be developed.

OTHER FEATURES OF THE YEAR 11 CERTIFICATE

Accumulation of Year 11 and HSC courses (Pathways)

Students may accumulate HSC courses towards the Higher School Certificate over a period of up to five years – this is known as “pathways”. There is no time restriction on the accumulation of Year 11 courses.

Acceleration

Students may undertake Year 11 and/or HSC courses in advance of their usual cohort or in less than the Board’s stated indicative times. The exceptions are VET Industry Curriculum Framework Courses and Beginners language courses. Decisions about the acceleration of Higher School Certificate students will be made by principals in accordance with the principles contained in the Board’s Guidelines for Accelerated Progression.

Advanced standing

Prior learning may exempt a student from certain course requirements and internal assessment tasks. Such exemption is called Advanced Standing. Advanced Standing normally applies to Year 11 courses but in certain circumstances may apply to aspects of HSC courses. Advanced Standing gained through formal courses requires comparability of content and outcomes for exemption from course requirements and assessment tasks. Students granted Advanced Standing for the Year 11 course are still required to complete the Board’s eligibility requirements for the Year 11 year. In all cases, the onus is on students to demonstrate that the prior experience has enabled them to achieve the outcomes of the particular aspect(s) of the Board course for which they are seeking exemption.

Students re-entering the NSW school system

Students re-entering the NSW school system who do not hold a School Certificate may still be eligible to enter for the Higher School Certificate. If the Principal deems that the student has achieved other qualifications that the Board considers satisfactory, the Principal may allow the student to begin the Year 11 course. Student’s prior learning and experience, including study in other systems and life/work experience, may be included in the principal’s considerations.

Special examination provisions

The School may approve special examination provisions for the End of Course Examinations if a student has a special need that would, in a normal examination situation, prevent him or her from:

- (a) reading the examination questions; and/or
- (b) communicating his or her responses.

APPENDICES – FORMS

Application for Special Consideration

ORANGE HIGH SCHOOL

Application for Special Consideration - Stage 6 (Years 11 and 12)

Accident / Misadventure / Illness / Extension /
Special Circumstances / Consideration of absence



Students should always complete/hand in the task/exam as soon as possible and follow it up with an Application for Special Consideration to avoid a zero mark. Consideration of absence and extension documentation must be submitted at least 5 days prior to due date.

Student Name: _____ Class: _____

Subject / Course: _____ Teacher _____

Task/ Exam _____ Due Date: _____ Date of submission: _____

Student Statement: (to be completed by the student)

My appeal is being lodged for the following reason/s {please tick all those that apply ✓:

- | | |
|--|--|
| <input type="checkbox"/> Illness / misadventure / extension / consideration of absence | <input type="checkbox"/> Final course rank |
| <input type="checkbox"/> The awarding of zero / N warning | <input type="checkbox"/> Acceptable reason for late submission |
| <input type="checkbox"/> Final assessment mark | <input type="checkbox"/> Acceptable reason for non-submission |

I did not complete/submit the task/exam on the due date for the following reasons and effect on task was:

Attach supporting documentation (e.g. medical certificate) to this sheet and return it to the faculty head teacher.

Student signature: _____ Parent signature _____ Date: _____

CRT comment re student preparation for task Signature of CRT _____ Date: _____

Head Teacher comment:

Recommendation of Head Teacher:

- | | |
|---|--|
| <input type="checkbox"/> Non-attempt, zero awarded, N award | <input type="checkbox"/> Late submission, zero awarded |
| <input type="checkbox"/> Resit | <input type="checkbox"/> Estimate to be given |
| <input type="checkbox"/> Extension of time granted | <input type="checkbox"/> Other |

Signature of HT _____ Date: _____

Decision of Deputy Principal: approved not approved

Comment (Optional)

Signature of DP: _____ Date: _____

*Office Use: *HT to consult with CRT; HT to submit appeal to DP; DP considers application and consults with principal if required; DP informs HT of response via Central; HT informs student *Original to student file; two copies to Faculty HT teacher for monitoring folder and copy to give to the student*

ORANGE HIGH SCHOOL

Application for Special Consideration - Stage 6 (Years 11 and 12)

This process ensures that students are treated fairly and equitably across the school. It is vital that any student who does not hand in or sit a task at the appointed time uses this process. Students cannot negotiate ANY changes, no matter how small, in timing of the handing in or sitting of a task with their Teacher or Head Teacher, no matter what the circumstances.

You may lodge an **Application for Special Consideration for Accident/ Misadventure/ Illness/ Extension/ Special Circumstances/ Consideration of absence** if you believe that circumstances occurring immediately prior to or during an assessment task or exam, and which were beyond your control, affected your performance. The right to submit and the responsibility for doing so rests with you, except where it is impossible for you to do so, such as in cases of severe illness.

Students should complete/hand in the task/exam as soon as possible and follow it up with an Application for Special Consideration to avoid a zero mark.

All **Application for Special Consideration** relating to assessment tasks are to be lodged to the relevant Head Teacher within 48 hours of the due date of the task. Students lodging an appeal should carefully fill out the form. Teachers are available to provide support to students lodging an appeal. Completed forms are to be handed to the Head Teacher of the faculty concerned.

Applications for Special Consideration may be in respect of:

- Illness or accident – i.e. illness or physical injuries suffered directly by you which affected your performance in the assessment task (e.g. influenza, an asthma attack, cut hand).
- Misadventure – i.e. any other event beyond your control which affected your performance in the assessment task (e.g. death of a family member, car accident, witness to an accident).
- Regional or State representation at a sporting or cultural event.

Applications for Special Consideration process does not cover:

- Matters relating to long-term loss of preparation time, alleged inadequacies of teaching, loss of study time or facilities, computer technology failure.
- Matters that could have been avoided by the student (e.g. misreading of timetable).
- Long-term illness such as glandular fever, asthma and epilepsy.

In all cases the school requires evidence that clearly identifies the disadvantage you experienced for the task.

Your application must include:

- A statement explaining how you were affected during the assessment task.
- A medical certificate with details of the illness, together with a statement about how your performance in the assessment task may have been affected. In cases of misadventure, evidence from other sources (e.g. police statements and/or other statements explaining how your performance in the assessment task may have been affected) should be provided.
- A statement from your teacher. This should contain reference to your preparation for the assessment task and any other information deemed relevant to the genuineness of the appeal.

The Head Teacher will first consider applications for Special Consideration by making a recommendation and submitting the form to the Deputy Principal. The final decision on an appeal will be made by the Deputy Principal in consultation with the Principal and communicated to you by the Head Teacher.

If the appeal is upheld, you will receive either the mark you actually gained on the task, or an estimated mark, on the judgement of the teacher and Head Teacher or arrangements will be made for you to re-sit or resubmit the assessment. Since students often perform better under stressful conditions than they expect, **it is important to complete the task if possible rather than rely on predictions or estimates.**

If an **exam** is missed the student must follow the same procedure as outlined above.



Woodward Street
 PO Box 654, Orange NSW 2800
 P (02) 6362 3444
 F (02) 6361 3616
<https://orange-h.schools.nsw.gov.au/>

Orange High School

Honour the past, create the future

Year 11 Certificate Non-Completion of Course Determination - Student Appeal Form

*This form should be completed only if the student feels that he/she has met the NESA' course completion requirements as detailed in the **Principal's Determination Form** and is requesting a school review of the decision to issue the determination(s) of non-completion of course requirements.*

If submitting an appeal, this form is to be completed and signed by the student and the parent/guardian (if student is under 18 years of age) and submitted to the Principal by _____.

(Principal to insert date)

Student Name _____

Student Number: _____

School Name: _____

Student's Home Address: _____

In lodging an appeal, you are asking the Principal to reconsider his/her decision to give you a determination of non-completion of course requirements in a course. The Principal, in consultation with your class teacher or the Head Teacher of the course, will review your performance in the course and give consideration to your statement in support of your appeal. The Principal will decide whether there is sufficient evidence to change the original determination.

I wish to have the Principal reconsider his/her decision to issue me a determination of non-completion of course requirements in the following course(s):

| <i>Course Name (Please list Extension courses separately)</i> | Course Number |
|---|----------------------|
| | |
| | |
| | |
| | |
| | |

Student Statement in Support of Appeal

You need to detail how you have completed all NESA course completion requirements. You should refer to any warning letters you have been sent and provide details of tasks or assignments you may now have completed.

If you are appealing in a number of courses you need to **name and comment on each course separately**. Additional pages may be attached if you are appealing in more than three courses or if more space is needed.

My appeal is based on the following grounds:

Course: _____

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Course: _____

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Course: _____

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Your Principal will advise you of the outcome of the School Review of your appeal by the date specified in the *HSC and RoSA timetable of actions for schools*. If the Principal declines your appeal you may ask to have the matter reviewed by NESA. Once the Principal notifies you of the outcome of the School Review of your appeal, ask him/her about the process of having an unsuccessful appeal reconsidered by NESA.

Student's Signature: _____ **Date:** _____

Parent/Guardian's Signature: _____ **Date:** _____
(if student is under 18 years of age)

SCHOOL TERM DATES – 2024

| | |
|---------------|--|
| Term 1 | 30 January – 12 April 2024 (11 weeks) |
| Term 2 | 29 April – 5 July 2024 (10 weeks) |
| Term 3 | 22 July – 27 September 2024 (10 weeks) |
| Term 4 | 14 October – 20 December 2024 (10 weeks) |

EXAMINATION DATES

| | |
|----------------------------|-----------------------------------|
| END OF COURSE EXAMS | Term 3, Friday Week 8, Weeks 9-10 |
|----------------------------|-----------------------------------|

ASSESSMENT CALENDARS

| ASSESSMENT CALENDAR: TERM 1 2024 | | | | |
|---|---|-----------------|--|-----------------|
| Week Due | Subject | Task No. | Type of Task | Weight % |
| Term 1, Week 1 | | | | |
| Term 1, Week 2 | | | | |
| Term 1, Weeks 3-10 | Sport Lifestyle and Recreation | 1 | Practical skills assessment | 30 |
| Term 1, Week 4 | | | | |
| Term 1, Week 5 | | | | |
| Term 1, Week 6 | | | | |
| Term 1, Week 7 | Mathematics Advanced | 1 | Assignment | 30 |
| | Mathematics Standard | 1 | Assignment | 30 |
| | Physics | 1 | Practical report | 30 |
| Term 1, Week 8 | English Studies | 1 | Multimodal presentation | 30 |
| | Industrial Technology – Metal and Engineering technologies | 1 | Industry case study | 20 |
| | Industrial Technology – Timber products and Furniture technologies | 1 | Industry case study | 20 |
| | Numeracy | 1 | Assignment | 30 |
| | PDHPE | 1 | Presentation | 35 |
| Term 1, Week 9 | Business Studies | 1 | Case Study | 25 |
| | Legal Studies | 1 | In class topic quiz | 30 |
| | Mathematics Extension 1 | 1 | Assignment | 30 |
| | Visual Design | 1 | Design work submission & presentation | 35 |
| Term 1, Week 10 | Agriculture | 1 | First hand investigation | 30 |
| | Dance | 1 | Performance | 40 |
| | Drama | 1 | Group performance and logbook submission | 40 |
| | Engineering Studies | 1 | Research task | 30 |
| | English Advanced | 1 | Creative response and reflection | 30 |
| | English Standard | 1 | Creative response and reflection | 30 |
| | Exploring Early Childhood | 1 | Research task | 30 |
| | Geography | 1 | Research task with in-class response | 25 |
| | Society and Culture | 1 | Research report | 30 |
| Term 1, Weeks 10-11 | Modern History | 1 | Source based assessment task | 30 |
| Term 1, Week 11 | Music 1 | 1 | Composition portfolio and performance | 40 |
| | Visual Arts | 1 | Body of work submission & presentation | 40 |

| ASSESSMENT CALENDAR: TERM 2 2024 | | | | |
|---|--|-----------------|--|-----------------|
| Week Due | Subject | Task No. | Type of Task | Weight % |
| Term 2, Week 1 | Chemistry | 1 | Practical report | 30 |
| | Earth and Environmental Science | 1 | Resource extraction mining plan | 30 |
| Term 2, Week 2 | Community and Family Studies | 1 | Case study | 30 |
| | English Extension 1 | 1 | Creative writing | 30 |
| | Investigating Science | 1 | Practical report | 30 |
| | Textiles and Design | 1 | Preliminary project 1 | 30 |
| Term 2, Week 3 | Food Technology | 1 | Case study | 30 |
| Term 2, Week 4 | | | | |
| Term 2, Week 5 | | | | |
| Term 2, Weeks 5-7 | Sport Lifestyle and Recreation | 2 | Fitness training report | 30 |
| Term 2, Week 6 | PDHPE | 2 | Research task | 35 |
| Term 2, Week 7 | Exploring Early Childhood | 2 | Report | 30 |
| Term 2, Week 8 | Biology | 1 | Depth study | 30 |
| | Business Studies | 2 | Small Business Plan | 35 |
| | Legal Studies | 2 | In class essay – Research based | 40 |
| | Mathematics Advanced | 2 | In class test with notes | 30 |
| Term 2, Week 9 | Dance | 2 | Composition | 30 |
| | Drama | 2 | Directors portfolio | 30 |
| | Mathematics Extension 1 | 2 | In class test with notes | 30 |
| | Mathematics Standard | 2 | In class test with notes | 30 |
| | Music 1 | 2 | Musicology research and Viva Voce | 25 |
| | Society and Culture | 2 | Mini personal interest project | 30 |
| | Visual Design | 2 | Product design work and journal submission | 35 |
| Term 2, Week 10 | English Advanced | 2 | Multimodal presentation | 40 |
| | English Standard | 2 | Multimodal presentation | 40 |
| | Numeracy | 2 | Assignment | 30 |
| | Modern History | 2 | Research task | 40 |
| | Visual Arts | 2 | Body of work and diary submission | 30 |

| ASSESSMENT CALENDAR: TERM 3 2024 | | | | |
|---|---|---------------------------|-------------------------------------|-----------------|
| Week Due | Subject | Task No. | Type of Task | Weight % |
| Term 3, Week 1 | | | | |
| Term 3, Week 2 | Biology | 2 | Practical report | 30 |
| | Engineering Studies | 2 | Engineering report | 30 |
| | English Extension 1 | 2 | Research project | 30 |
| | Geography | 2 | Geographical investigation | 35 |
| Term 3, Week 3 | Food Technology | 2 | Food quality research task | 30 |
| Term 3, Week 4 | Community and Family Studies | 2 | Research task | 30 |
| | Sport Lifestyle and Recreation | 3 | Coaching diary and application | 40 |
| Term 3, Week 5 | English Studies | 2 | Portfolio of work | 35 |
| | Numeracy | 3 | Portfolio | 40 |
| Term 3, Week 6 | Agriculture | 2 | Report | 30 |
| | Chemistry | 2 | Depth study | 30 |
| | Earth and Environmental Science | 2 | First and second-hand data research | 30 |
| | Textiles and Design | 2 | Preliminary project 2 | 40 |
| Term 3, Week 7 | Investigating Science | 2 | Depth study | 30 |
| | Industrial Technology – Metal and Engineering technologies | 2 | Year 11 project | 40 |
| | Industrial Technology – Timber products and Furniture technologies | 2 | Year 11 project | 40 |
| Term 3, Week 8 | Physics | 2 | Depth Study | 30 |
| Term 3, Friday Week 8, Weeks 9-10 | Agriculture | 3 | End of year examination | 40 |
| | Biology | 3 | End of year examination | 40 |
| | Business Studies | 3 | End of Year examination | 40 |
| | Chemistry | 3 | End of Year examination | 40 |
| | Community and Family Studies | 3 | End of Year examination | 40 |
| | Construction VET | | End of Year examination | |
| | Dance | 3 | End of Year examination | 30 |
| | Drama | 3 | End of Year examination | 30 |
| | Earth and Environmental Science | 3 | End of Year examination | 40 |
| | Engineering Studies | 3 | End of Year examination | 40 |
| | English Advanced | 3 | Critical responses in examination | 30 |
| | English Standard | 3 | Critical responses in examination | 30 |
| | English Studies | 3 | End of year examination | 35 |
| | English Extension 1 | 3 | End of Year examination | 40 |
| | Exploring Early Childhood | 3 | End of Year examination | 40 |
| | Food Technology | 3 | End of Year examination | 40 |
| | Geography | 3 | End of Year examination | 40 |
| | Hospitality Operations VET | | End of Year examination | |
| | Industrial Technology – Metal ... | 3 | End of Year examination | 40 |
| | Industrial Technology – Timber... | 3 | End of Year examination | 40 |
| | Investigating Science | 3 | End of Year examination | 40 |
| | Legal Studies | 3 | End of Year examination | 30 |
| | Mathematics Advanced | 3 | End of Year examination | 40 |
| | Mathematics Extension 1 | 3 | End of Year examination | 40 |
| | Mathematics Standard | 3 | End of Year examination | 40 |
| | Modern History | 3 | End of Year examination | 30 |
| | Music 1 | 3 | End of Year examination | 35 |
| | PDHPE | 3 | End of Year examination | 30 |
| | Physics | 3 | End of Year examination | 40 |
| | Society and Culture | 3 | End of Year examination | 40 |
| Textiles and Design | 3 | End of Year examination | 30 | |
| Visual Arts | 3 | End of Year examination | 30 | |
| Visual Design | 3 | Scaffold study submission | 30 | |

YEAR 11 2024 LINE PATTERN

| LINE 1 | LINE 2 | LINE 3 | LINE 4 | LINE 5 | LINE 6 | LINE 7 Offline |
|--|---|---|--|---|---|------------------------------------|
| Biology Business Studies Community and Family Studies Drama Food Technology Geography Sport Lifestyle and Recreation | Mathematics Advanced Mathematics Standard Numeracy Visual Design | English Advanced English Standard English Studies | Biology Earth and Environmental Science Exploring Early Childhood Industrial Technology - Timber Products and Furniture Technologies Industrial Technology - Metal and Engineering Technologies Legal Studies Physics Sport Lifestyle and Recreation Textiles and Design | Business Studies Chemistry Construction VET Dance Engineering Studies Food Technology PDHPE Society and Culture Visual Arts | Agriculture Community and Family Studies Hospitality Food and Beverage VET Investigating Science Modern History Music 1 PDHPE Sport Lifestyle and Recreation | English Ext 1 Mathematics Ext 2 |

SUBJECTS

AGRICULTURE

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|--|---------------------------------------|--|-------------|
| | First-Hand Investigation | Report Farm Case study | End of Year Examination | |
| | Term 1 Week 10 | Term 3 Week 6 | Term 3 Friday Week 8, Weeks 9-10 | |
| | Outcomes assessed P1.1, P2.1, P2.3, P3.1, P5.1 | Outcomes assessed P2.1, P3.1, P5.1 | Outcomes assessed P1.1, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1 | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Knowledge, understanding and skills required to manage agricultural production systems | 10 | 15 | 15 | 40 |
| Skills in effective research, experimentation and communication | 10 | 5 | 5 | 20 |
| Total % | 30 | 30 | 40 | 100 |

| Component | Weighting % |
|--|-------------|
| Knowledge and understanding of course content | 40 |
| Knowledge, understanding and skills required to manage agricultural production systems | 40 |
| Skills in effective research, experimentation and communication | 20 |
| | 100 |

Table of Year 11 Outcomes: Agriculture

| Year 11 Course | A student: |
|----------------|---|
| P1.1 | Describes the complex, dynamic and interactive nature of agricultural production systems |
| P1.2 | Describes the factors that influence agricultural systems |
| P2.1 | Describes the biological and physical resources and applies the processes that cause changes in plant production systems |
| P2.2 | Describes the biological and physical resources and applies the processes that cause changes in animal production systems |
| P2.3 | Describes the farm as a basic unit of production |
| P3.1 | Explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements |
| P4.1 | Applies the principles and procedures of experimental design and agricultural research |
| P5.1 | Investigates the role of associated technologies and technological innovation in producing and marketing agricultural products |

BIOLOGY

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|-----------------------------|---|--|---|-------------|
| | Second-Hand Investigation Depth study | First-Hand Investigation Practical report | End of Course Examination | |
| | Term 2 Week 8 | Term 3 Week 2 | Term 3 Friday Week 8, Weeks 9-10 | |
| | Outcomes assessed 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.10, 11.11 | Outcomes assessed 11.1, 11.2, 11.3, 11.5, 11.6, 11.8 | Outcomes assessed 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.8, 11.9, 11.10, 11.11 | |
| Knowledge and understanding | 15 | 5 | 20 | 40 |
| Working Scientifically | 15 | 25 | 20 | 60 |
| Totals | 30 | 30 | 40 | 100 |

Table of Year 11 Outcomes: Biology

| Year 11 Course | A student: |
|----------------|---|
| B11 – 1 | Develops and evaluates questions and hypotheses for scientific investigation |
| B11 – 2 | Designs and evaluates investigations in order to obtain primary and secondary data and information |
| B11 – 3 | Conducts investigations to collect valid and reliable primary and secondary data and information |
| B11 – 4 | Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media |
| B11 – 5 | Analyses and evaluates primary and secondary data and information |
| B11 – 6 | Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes |
| B11 – 7 | Communicates scientific understanding using suitable language and terminology for a specific audience or purpose |
| B11 – 8 | Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes |
| B11 – 9 | Explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms |
| B11 – 10 | Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species |
| B11 – 11 | Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem |

BUSINESS STUDIES

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|---|--|--|-------------|
| | Case Study Nature of Business | Small Business Plan Business planning | End of Course Examination | |
| | Term 1 Week 9 | Term 2 Week 8 | Term 3 Friday Week 8, Weeks 9-10 | |
| | Outcomes assessed P1, P2, P6, P7, P8 | Outcomes assessed P1, P3, P6, P7, P9 | Outcomes assessed P3, P4, P5, P8, P9, P10 | |
| Knowledge and understanding of course content | 5 | 15 | 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 |
| Totals | 25 | 35 | 40 | 100 |

Table of Year 11 Outcomes: Business Studies

| Year 11 Course | A student: |
|----------------|---|
| P1 | Discusses the nature of business, its role in society and types of business structure |
| P2 | Explains the internal and external influences on businesses |
| P3 | Describes the factors contributing to the success or failure of small to medium enterprises |
| P4 | Assesses the processes and interdependence of key business functions |
| P5 | Examines the application of management theories and strategies |
| P6 | Analyses the responsibilities of business to internal and external stakeholders |
| P7 | Plans and conducts investigations into contemporary business issues |
| P8 | Evaluates information for actual and hypothetical business situations |
| P9 | Communicates business information and issues in appropriate formats |
| P10 | Applies mathematical concepts appropriately in business situations |

CHEMISTRY

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|-----------------------------|--|--|---|-------------|
| | First-Hand Investigation Practical report | Second-Hand Investigation Depth study | End of Course Examination | |
| | Term 2 Week 1 | Term 3 Week 6 | Term 3 Friday Week 8, Weeks 9-10 | |
| | Outcomes assessed 11.1, 11.2, 11.3, 11.5, 11.7, 11.8 | Outcomes assessed 11.1, 11.5, 11.6, 11.7, 11.9 | Outcomes assessed 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.8, 11.9, 11.10, 11.11 | |
| Knowledge and understanding | 5 | 15 | 20 | 40 |
| Working Scientifically | 25 | 15 | 20 | 60 |
| Totals | 30 | 30 | 40 | 100 |

Table of Year 11 Outcomes: Chemistry

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

COMMUNITY AND FAMILY STUDIES

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|--|---|--|-------------|
| | Resource Management Case study | Individual and Group Research task | Yearly Examination | |
| | Term 2 Week 2 | Term 3 Week 4 | Term 3 Friday Week 8, Weeks 9-10 | |
| | Outcomes assessed P1.2, P4.2, P5.1, P6.1, P6.2 | Outcomes assessed P2.1, P2.3, P4.2, P6.2 | Outcomes assessed P1.1 - P6.2 | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Skills in critical thinking, research methodology, analysing and communicating | 20 | 20 | 20 | 60 |
| Marks | 30 | 30 | 40 | 100 |

Table of Year 11 Outcomes: Community and Family Studies

| Year 11 Course | A student: |
|----------------|--|
| P1.1 | Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals |
| P1.2 | Proposes effective solutions to resource problems |
| P2.1 | Accounts for the roles and relationships that individuals adopt within groups |
| P2.2 | Describes the role of the family and other groups in the socialisation of individuals |
| P2.3 | Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement |
| P2.4 | Analyses the interrelationships between internal and external factors and their impact on family functioning |
| P3.1 | Explains the changing nature of families and communities in contemporary society |
| P3.2 | Analyses the significance of gender in defining roles and relationships |
| P4.1 | Utilises research methodology appropriate to the study of social issues |
| P4.2 | Presents information in written, oral and graphic form |
| P5.1 | Applies management processes to maximise the efficient use of resources |
| P6.1 | Distinguishes those actions that enhance wellbeing |
| P6.2 | Uses critical thinking skills to enhance decision making |

CONSTRUCTION (VET)

Education

Construction

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: 1B4BCPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Cohort 2024 - 2025

Training Package CPC Construction, Plumbing and Services Training Package

School Name: _____

Assessment Schedule Year 11 - 2024

| Assessment Tasks for 4BCPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) | | Task 1 White Card | Task 2 Work safe, stay safe | Task 3 Working it out | Task 4 Project planning | EXAM (Optional) |
|--|--|----------------------|-----------------------------------|-----------------------------|-------------------------------|--------------------|
| Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. | | Week | Week | Week | Week | Week |
| | | Term | Term | Term | Term | Term |
| Code | Unit of Competency | Date | Date | Date | Date | Date |
| CPCWHS1001 | Prepare to work safely in the construction industry | X | | | | |
| CPCCWHS2001 | Apply WHS requirements, policies, and procedures in the construction industry | | X | | | |
| CPCCCM1011 | Undertake basic estimation and costing | | | X | | |
| CPCCOM1015 | Carry out measurements and calculations | | | X | | |
| CPCCOM2001 | Read and interpret plans and specifications | | | | X | |
| CPCCOM1013 | Plan and organise work | | | | X | |

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward 1B4BCPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

* Examinable units to be confirmed by teacher.

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”.

CONSTRUCTION (VET)



Education

Construction

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: 1B4BCPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Cohort 2024 - 2025

Training Package CPC Construction, Plumbing and Services Training Package

School Name: _____

Assessment Schedule Year 12 - 2025

| Assessment Tasks for 1B4BCPC20220 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 5 Option 5.1, 5.2 or 5.3 | Task 6 Tools and equipment | Task 7 Group project | HSC TRIAL EXAM |
|--|--|-------------------------------------|----------------------------------|-------------------------|-------------------|
| Code | Unit of Competency | Week | Week | Week | Week |
| | | Term | Term | Term | Term |
| | | Date | Date | Date | Date |
| CPCCBL2001 | Handle and prepare bricklaying and blocklaying materials | X | | | |
| CPCCBL2002 | Use bricklaying and blocklaying tools and equipment | | | | |
| CPCCWF2002 | Use wall and floor tiling tools and equipment | X | | | |
| CPCCCM2013 | Undertake basic installation of wall tiles | | | | |
| CPCCJN2001 | Assemble components | X | | | |
| CPCCJN3004 | Manufacture and assemble joinery components | | | | |
| CPCCCA2002 | Use carpentry tools and equipment | | X | | |
| CPCCCM2005 | Use construction tools and equipment | | X | | |
| CPCCCA2011 | Handle carpentry materials | | X | | |
| CPCCVE1011 | Undertake a basic construction project | | | X | |
| CPCCOM1012 | Work effectively and sustainability in the construction industry | | | X | |

Depending on the achievement of units of competency, the possible qualification outcome is a 1B4BCPC20220 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 will be calculated using the HSC Trial Exam result.

* Examinable units to be confirmed by teacher.

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”.

Cohort 2024 - 2025 - Stage 6 - Construction - Qualification 1B4BCPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) - Training Package CPC Construction, Plumbing and Services Training Package Version 0.15

DANCE

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|-------------------|--|--|---|-------------|
| | Performance video analysis and diary submission | Composition of draft core composition and oral elaboration including diary submission. | End of Course Exam Critical evaluation of selected choreographers, major dance works, and socio-historic content. | |
| | Term 1, Week 10 | Term 2, Week 9 | Term 3, Friday week 8, Weeks 9-10 | |
| | Outcomes assessed P1.1, P1.2, P1.3, P1.4, P2.1, P2.3, P2.4, P2.5, P2.6 | Outcomes assessed P1.1, P1.2, P1.3, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6 | Outcomes assessed P4.1, P4.2, P4.3, P.4, P.5 | |
| Core Performance | 40 | | | 40 |
| Core Composition | | 30 | | 30 |
| Core Appreciation | | | 30 | 30 |
| Total % | 40 | 30 | 30 | 100 |

Table of Year 11 Outcomes: Dance

| Year 11 Course | A student: |
|----------------|--|
| P1.1 | Understands dance as the performance and communication of ideas through movement and in written and oral form |
| P1.2 | Understands the use of dance terminology relevant to the study of dance as an artform |
| P1.3 | Develops the skills of dance through performing, composing and appreciating dance |
| P1.4 | Values the diversity of dance as an artform and its inherent expressive qualities |
| P2.1 | Identifies the physiology of the human body as it is relevant to the dancer |
| P2.2 | Identifies the body's capabilities and limitations |
| P2.3 | Recognises the importance of the application of safe dance practice |
| P2.4 | Demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination |
| P2.5 | Performs combinations, phrases and sequences with due consideration of safe dance practices |
| P2.6 | Values self-discipline, commitment and consistency in technical skills and performance |
| P3.1 | Identifies the elements of dance composition |
| P3.2 | Understands the compositional process |
| P3.2 | Understands the function of structure as it relates to dance composition |
| P3.4 | Explores the elements of dance relating to dance composition |
| P3.5 | Devises movement material in a personal style in response to creative problem- solving tasks in dance composition |
| P3.6 | Structures movement devised in response to specific concept/intent |
| P3.7 | Values their own and others' dance activities as worthwhile |
| P4.1 | Understands the socio-historic context in which dance exists |
| P4.2 | Develops knowledge to critically appraise and evaluate dance |
| P4.3 | Demonstrates the skills of gathering, classifying and recording information about dance |
| P4.4 | Develops skills in critical appraisal and evaluation |
| P4.5 | Values the diversity of dance from national and international perspectives |

DRAMA

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---------------------|---|--|--|-------------|
| | Group Performance and Logbook submission | Directors portfolio with a performance component | End of Course Examination Performance task and written paper | |
| | Term 1 Week 10 | Term 2 Week 9 | Term 3 Friday Week 8, Weeks 9-10 | |
| | Outcomes assessed P1.1, P1.2, P1.3, P1.5, P1.6, P1.7, P1.8, P2.1, P2.3, P2.4, P2.5 | Outcomes assessed P1.2, P1.3, P1.4, P2.2, P3.1, P3.2, P3.4 | Outcomes assessed P2.1, P2.3, P2.4, P2.6, P3.1, P3.2, P3.3, P3.4 | |
| Making | 20 | 20 | | 40 |
| Performing | 20 | | 10 | 30 |
| Critically studying | | 10 | 20 | 30 |
| Total % | 40 | 30 | 30 | 100 |

Table of Year 11 Outcomes: Drama

| Year 11 Course | A student: |
|----------------|---|
| P1.1 | Develops acting skills in order to adopt and sustain a variety of characters and roles |
| P1.2 | Explores ideas and situations, expressing them imaginatively in dramatic form |
| P1.3 | Demonstrates performance skills appropriate to a variety of styles and media |
| P1.4 | Understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively |
| P1.5 | Understands, demonstrates and records the process of developing and refining ideas and scripts through to performance |
| P1.6 | Demonstrates directorial and acting skills to communicate meaning through dramatic action |
| P1.7 | Understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration |
| P1.8 | Recognises the value of individual contributions to the artistic effectiveness of the whole |
| P2.1 | Understands the dynamics of actor-audience relationship |
| P2.2 | Understands the contributions to a production of the playwright, director, dramaturg, designers, front-of house staff, technical staff and producers |
| P2.3 | Demonstrates directorial and acting skills to communicate meaning through dramatic action |
| P2.4 | Performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces |
| P2.5 | Understands and demonstrates the commitment, collaboration and energy required for a production |
| P2.6 | Appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance |
| P3.1 | Critically appraises and evaluates, both orally and in writing, personal performances and the performances of others |
| P3.2 | Understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques |
| P3.3 | Analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements |
| P3.4 | Appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest |

EARTH AND ENVIRONMENTAL SCIENCE

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|-----------------------------|---|---|--|-------------|
| | Resource Extraction Mining Plan | First and secondhand Data Research | End of Year Examination | |
| | Term 2 Week 1 | Term 3 Week 6 | Term 3 Friday Week 8, Weeks 9-10 | |
| | Outcomes assessed EES 11.1, EES 11.2 EES 11.4, EES 11.6 EES 11.8 | Outcomes assessed EES 11.1, EES 11.3 EES 11.6, EES 11.7 EES 11.10, EES 11.11 | Outcomes assessed EES 11.4, EES 11.5 EES 11.6, EES 11.8 EES 11.9, EES 11.10 EES11.11 | |
| Knowledge and Understanding | 10 | 10 | 20 | 40 |
| Working Scientifically | 20 | 20 | 20 | 60 |
| Totals | 30 | 30 | 40 | 100 |

Table of Year 11 Outcomes: Earth and Environmental Science

| Year 11 Course | A student: |
|----------------|---|
| EES11 – 1 | Develops and evaluates questions and hypotheses for scientific investigation |
| EES11 – 2 | Designs and evaluates investigations in order to obtain primary and secondary data and information |
| EES11 – 3 | Conducts investigations to collect valid and reliable primary and secondary data and information |
| EES11 – 4 | Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media |
| EES11 – 5 | Analyses and evaluates primary and secondary data and information |
| EES11 – 6 | Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes |
| EES11 – 7 | Communicates scientific understanding using suitable language and terminology for a specific audience or purpose |
| EES11 – 8 | Describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated |
| EES11 – 9 | Describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries |
| EES11 – 10 | Describes the factors that influence how energy is transferred and transformed in the Earth's systems |
| EES11 – 11 | Describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes |

ENGINEERING STUDIES

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---|--|--|---|-------------|
| | Research task Reverse engineering | Engineering report | End of Year Examination | |
| | Term 1 Week 10 | Term 3 Week 2 | Term 3 Friday Week 8, Weeks 9-10 | |
| | Outcomes assessed P1.2, P2.1, P4.1, P4.2 | Outcomes assessed P1.1, P2.2, P3.1, P3.2 P5.1, P5.2, P6.2 | Outcomes assessed P1.2, P2.1, P3.1, P3.3, P4.2, P4.3, P6.1 | |
| Knowledge and understanding of course content | 10 | 10 | 40 | 60 |
| Knowledge and skills in research, problem solving and communication related to engineering practice | 20 | 20 | | 40 |
| Total % | 30 | 30 | 40 | 100 |

Table of Year 11 Outcomes: Engineering Studies

| Year 11 Course | A student: |
|----------------|--|
| P1.1 | Identifies the scope of engineering and recognises current innovations |
| P1.2 | Explains the relationship between properties, structure, uses and applications of materials in engineering |
| P2.1 | Describes the types of materials, components and processes and explains their implications for engineering development |
| P2.2 | Describes the nature of engineering in specific fields and its importance to society |
| P3.1 | Uses mathematical, scientific and graphical methods to solve problems of engineering practice |
| P3.2 | Develops written, oral and presentation skills and applies these to engineering reports |
| P3.3 | Applies graphics as a communication tool |
| P4.1 | Describes developments in technology and their impact on engineering products |
| P4.2 | Describes the influence of technological change on engineering and its effect on people |
| P4.3 | Identifies the social, environmental and cultural implications of technological change in engineering |
| P5.1 | Demonstrates the ability to work both individually and in teams |
| P5.2 | Applies management and planning skills related to engineering |
| P6.1 | Applies knowledge and skills in research and problem-solving related to engineering |
| P6.2 | Applies skills in analysis, synthesis and experimentation related to engineering |

OHS ENGLISH DRAFTING POLICY

The English Faculty at OHS is passionate about improving the quality of our students' writing. Educational research makes it clear that the process of drafting, receiving quality feedback and reflecting on their own work is a key way for students to improve their writing.

The English Faculty is committed to facilitating this process with our students to enable them to become confident, independent writers. To make this process as effective as possible for our staff and students, students are required to submit drafts for teacher feedback – **no later than one week prior to the deadline.**

- **Drafts are marked on a first come first served basis, so students are encouraged to submit a completed draft as early as possible.**
- The English staff will provide feedback on **one draft per assessment**, if submitted within the outlined guidelines.
- **Teachers will at no time provide students with an approximate grade/mark based on a draft.** Students are encouraged to view the drafting exercise as an opportunity to improve their work, not to receive a formal mark.
- **Students should not assume that applying teacher feedback will ensure full marks.** As students are incredibly diverse in their ability levels, teachers will seek to provide meaningful feedback to ensure they achieve their best.
- **In the instance of a student not meeting a drafting deadline due to unforeseen circumstances, the student is to discuss the possibility of an extension for their draft with the classroom teacher.** Students are encouraged to have open dialogue with their teacher to allow the teacher to assist them during their time of difficulty while following the drafting policy guidelines.

If you have any questions regarding this policy, please do not hesitate to contact your child's classroom teacher or the Head Teacher English.

Monica Peasley
Head Teacher English

ENGLISH ADVANCED

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---|--|--|--|-------------|
| | Creative response and reflection | Multimodal presentation | Critical responses in Examination | |
| | Term 1 Week 10 | Term 2 Week 10 | Term 3 Friday Week 8, Weeks 9-10 | |
| | Outcomes assessed EA11-1, EA11-4, EA11-7, EA11-9 | Outcomes assessed EA11-2, EA11-3, EA11-6, EA11-8 | Outcomes assessed EA11-1, EA11-3, EA11-5, EA11-7 | |
| Reading to Write | 30 | | | 30 |
| Module A: Narratives That Shape Our World | | 40 | | 40 |
| Module B: Critical Study of Text | | | 30 | 30 |
| Totals | 30 | 40 | 30 | 100 |

Table of Year 11 Outcomes: English Advanced

| Year 11 Course | A student: |
|----------------|---|
| EA11-1 | Responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure |
| EA11-2 | Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies |
| EA11-3 | Analyses and uses language forms, features and structures of texts, considers appropriateness for specific purposes, audience and contexts and evaluates their effects on meaning |
| EA11-4 | Strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts |
| EA11-5 | Thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments |
| EA11-6 | Investigates and evaluates the relationships between texts |
| EA11-7 | Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued |
| EA11-8 | Explains and evaluates cultural assumptions and values in texts and their effects on meaning |
| EA11-9 | Reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner |

ENGLISH – ENGLISH STUDIES

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---|---|--|--|-------------|
| | Multimodal presentation | Portfolio of work | End of Course Examination | |
| | Term 1 Week 8 | Term 3 Week 5 | Term 3 Friday Week 8, Weeks 9-10 | |
| | Outcomes assessed ES11-1, ES11-8, ES11-10 | Outcomes assessed ES11-3, ES11-4, ES11-7 | Outcomes assessed ES11-2, ES11-5, ES11-6, ES11-9 | |
| Mandatory Module: Achieving Through English | 30 | | | 30 |
| Elective Module 1 | | 35 | | 35 |
| Elective Module 2 | | | 35 | 35 |
| Totals | 30 | 35 | 35 | 100 |

Table of Year 11 Outcomes: English Studies

| Year 11 Course | A student: |
|----------------|--|
| ES11-1 | Comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes |
| ES11-2 | Identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts |
| ES11-3 | Gains skills in accessing, comprehending and using information to communicate in a variety of ways |
| ES11-4 | Composes a range of texts with increasing accuracy and clarity in different forms. |
| ES11-5 | Develops knowledge, understanding and appreciation of how language forms and features that convey meaning in texts |
| ES11-6 | Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes |
| ES11-7 | Represents own ideas in critical, interpretive and imaginative texts |
| ES11-8 | Identifies and describes relationships between texts |
| ES11-9 | Identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade |
| ES11-10 | Monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning |

ENGLISH STANDARD

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--------------------------------------|--|--|--|-------------|
| | Creative response and reflection | Multimodal presentation | Critical responses in Examination | |
| | Term 1 Week 10 | Term 2 Week 10 | Term 3 Friday Week 8, Weeks 9-10 | |
| | Outcomes assessed EN11-1, EN11-4, EN11-6, EN11-9 | Outcomes assessed EN11-2, EN11-3, EN11-5, EN11-6 | Outcomes assessed EN11-3, EN11-4, EN11-7, EN11-8 | |
| Reading to Write | 30 | | | 30 |
| Module A: Contemporary Possibilities | | 40 | | 40 |
| Module B: Close Study of Text | | | 30 | 30 |
| Totals | 30 | 40 | 30 | 100 |

Table of Year 11 Outcomes: English Standard

| Year 11 Course | A student: |
|----------------|---|
| EN11-1 | Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure |
| EN11-2 | Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies |
| EN11-3 | Analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning |
| EN11-4 | Applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts |
| EN11-5 | Thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments |
| EN11-6 | Investigates and explains the relationships between texts |
| EN11-7 | Understands and explains the diverse ways texts can represent personal and public worlds |
| EN11-8 | Identifies and explains cultural assumptions in texts and their effects on meaning |
| EN11-9 | Reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner |

ENGLISH EXTENSION 1

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|----------------------------------|--|---|--|-------------|
| | Creative writing | Research project | Examination | |
| | Term 2 Week 2 | Term 3 Week 2 | Term 3 Friday Week 8, Weeks 9-10 | |
| | Outcomes assessed EE11-3, EE11-2, EE11-1 | Outcomes assessed EE11-1, EE11-3, EE11-4, EE11-5, EE11-6 | Outcomes assessed EE11-1, EE11-2, EE11-3, EE11-5 | |
| Module: Texts, Culture and Value | 30 | 30 | 40 | 100 |
| Totals | 30 | 30 | 40 | 100 |

Table of Year 11 Outcomes: English Extension 1

| Year 11 Course | A student: |
|----------------|--|
| EE11-1 | Demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies |
| EE11-2 | Analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts |
| EE11-3 | Thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts. |
| EE11-4 | Develops skills in research methodology to undertake effective independent investigation |
| EE11-5 | Articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts |
| EE11-6 | Reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity |

EXPLORING EARLY CHILDHOOD

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|--|---|---|-------------|
| | Pregnancy and childbirth Research task | Child growth and development Report | Yearly Examination | |
| | Term 1 Week 10 | Term 2 Week 7 | Term 3 Friday Week 8, Weeks 9-10 | |
| | Outcomes assessed P1.1, P1.4, P 2.1, P5.1, P6.1, P6.2 | Outcomes assessed P1.1, P2.3, P4.1, P4.2, P6.1 | Outcomes assessed All outcomes may be assessed | |
| Knowledge and understanding of course content | 20 | 10 | 20 | 50 |
| Skills in critical thinking, research methodology, analysing and communicating | 10 | 20 | 20 | 50 |
| Marks | 30 | 30 | 40 | 100 |

Table of Year 11 Outcomes: Exploring Early Childhood

| Year 11 Course | A student: |
|----------------|---|
| P1.1 | Analyses prenatal issues that have an impact on development |
| P1.2 | Examines major physical, social-emotional, behavioural, cognitive and language development of young children |
| P1.3 | Examines the nature of different periods in childhood — infant, toddler, preschool and the early school years |
| P1.4 | Analyses the ways in which family, community and culture influence the growth and development of young children |
| P1.5 | Examines the implications for growth and development when a child has special needs |
| P2.1 | Analyses issues relating to the appropriateness of a range of services for different families |
| P2.2 | Critically examines factors that influence the social world of young children |
| P2.3 | Explains the importance of diversity as a positive issue for children and their families |
| P2.4 | Analyses the role of a range of environmental factors that have an impact on the lives of young children |
| P2.5 | Examines strategies that promote safe environments |
| P3.1 | Evaluates strategies that encourage positive behavior in young children |
| P4.1 | Demonstrates appropriate communication skills with children and/or adults |
| P4.2 | Interacts appropriately with children and adults from a wide range of cultural backgrounds |
| P4.3 | Demonstrates appropriate strategies to resolve group conflict |
| P5.1 | Analyses and compares information from a variety of sources to develop an understanding of child growth and development |
| P6.1 | Demonstrates an understanding of decision-making processes |
| P6.2 | Critically examines all issues including beliefs and values that may influence interactions with others |

FOOD TECHNOLOGY

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|---|--|---|-------------|
| | Case study Food availability and selection | Research task Food quality | End of Year Examination | |
| | Term 2 Week 3 | Term 3 Week 3 | Term 3 Friday Week 8, Weeks 9-10 | |
| | Outcomes assessed P2.2, P3.2, P4.1, P4.2, P4.4, P5.1 | Outcomes assessed P2.2, P4.1, P4.4 | Outcomes assessed P1.1, P1.2, P2.2, P4.4, P5.1 | |
| Knowledge and understanding of course content | 5 | 5 | 30 | 40 |
| Knowledge and skills in designing, researching, analysing and evaluating | 15 | 5 | 10 | 30 |
| Skills in experimenting with and preparing food by applying theoretical concepts | 10 | 20 | | 30 |
| Total % | 30 | 30 | 40 | 100 |

Table of Year 11 Outcomes: Food Technology

| Year 11 Course | A student: |
|----------------|---|
| P1.1 | Identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods |
| P1.2 | Accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors |
| P2.1 | Explains the role of food nutrients in human nutrition |
| P2.2 | Identifies and explains the sensory characteristics and functional properties of food |
| P3.1 | Assesses the nutrient value of meals/diets for particular individuals and groups |
| P3.2 | Presents ideas in written, graphic and oral form using computer software where appropriate. |
| P4.1 | Selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food |
| P4.2 | Plans, prepares and presents foods which reflect a range of the influences on food selection |
| P4.3 | Selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups |
| P4.4 | Applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products |
| P5.1 | Generates ideas and develops solutions to a range of food situations |

GEOGRAPHY

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|---|---|--|-------------|
| | Research task with in-class response Human environment interactions | Geographical Investigation | Yearly Examination | |
| | Term 1 Week 10 | Term 3 Week 2 | Term 3 Friday Week 8, Weeks 9-10 | |
| | Outcomes assessed GE-11-01, GE-11-03, GE-11-09 | Outcomes assessed GE-11-05, GE-11-06, GE-11-07, GE-11-09 | Outcomes assessed GE-11-01, GE-11-02, GE-11-04, GE-11-07, GE-11-08 | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Geographical skills and tools | 5 | 10 | 5 | 20 |
| Geographical inquiry and research, including fieldwork | 5 | 10 | 5 | 20 |
| Communication of geographical information, ideas and issues in appropriate forms | 5 | 5 | 10 | 20 |
| Total % | 25 | 35 | 40 | 100 |

Table of Year 11 Outcomes: Geography

| Year 11 Course | A student: |
|----------------|--|
| GE-11-01 | Examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time. |
| GE-11-02 | Explains geographical processes and influences, at a range of scales, that form and transform places and environments. |
| GE-11-03 | Explains geographical opportunities and challenges, and varying perspectives and responses. |
| GE-11-04 | Assesses responses and management strategies, at a range of scales, for sustainability. |
| GE-11-05 | Analyses and synthesises relevant geographical information from a variety of sources. |
| GE-11-06 | Identifies geographical methods used in geographical inquiry and their relevance in the contemporary world. |
| GE-11-07 | Applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments. |
| GE-11-08 | Applies mathematical ideas and techniques to analyse geographical data. |
| GE-11-09 | Communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms. |

HOSPITALITY OPERATIONS – FOOD AND BEVERAGE VET

Education

Hospitality

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: 1B4BSIT20322 Certificate II in Hospitality

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

School Name: _____

Assessment Schedule Year 11 - 2024

| Assessment Tasks for 4BSIT20322 Certificate II in Hospitality | | Task 1 Safety in the kitchen | Task 2 Service please | Optional EXAM |
|--|---|---------------------------------|--------------------------|------------------|
| <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i> | | Week | Week | Week |
| Code | Unit of Competency | Term | Term | Term |
| | | Date | Date | Date |
| SITXFSA005 | Use hygienic practices for food safety | X | | |
| SITXWHS005 | Participate in safe work practices | X | | |
| SITXFSA006 | Participate in safe food handling practices | X | | |
| SITHCCC025 | Prepare and present sandwiches | X | | |
| SITXCCS011 | Interact with customers | | X | |
| SITXCOM007 | Show social and cultural sensitivity | | X | |

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a 1B4BSIT20322 Certificate II in Hospitality.

* **Examinable units to be confirmed by teacher.**

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”.

HOSPITALITY OPERATIONS – FOOD AND BEVERAGE VET

Education

Hospitality

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: 1B4BSIT20322 Certificate II in Hospitality

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

School Name: _____

Assessment Schedule Year 12 - 2025

| Assessment Tasks for 1B4BSIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i> | | Task 3 The hospitality industry | Task 4 Beverage making 101 | Task 5 Working 9 to 5 | HSC TRIAL EXAM |
|--|--|------------------------------------|-------------------------------|--------------------------|----------------------|
| Code | Unit of Competency | Week Term Date | Week Term Date | Week Term Date | Week Term Date |
| SITHIND006 | Source and use information on the hospitality industry | X | | | |
| SITHFAB024 | Prepare and serve non-alcoholic beverages | | X | | |
| SITHFAB025 | Prepare and serve espresso coffee | | X | | |
| SITHFAB027 | Serve food and beverages | | X | | |
| BSBTWK201 | Work effectively with others | | | X | |
| SITHIND007 | Use hospitality skills effectively | | | X | |

Depending on the achievement of units of competency, the possible qualification outcome is a 1B4BSIT20322 Certificate II in Hospitality.

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using **XXX (insert exam(s) and weighting % eg 40% Preliminary 60% HSC Trial)**

* Examinable units to be confirmed by teacher.

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”.

INDUSTRIAL TECHNOLOGY: METAL AND ENGINEERING TECHNOLOGIES

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|---|---|---|-------------|
| | Industry Case study | Year 11 Project | Yearly Examination | |
| | Term 1 Week 8 | Term 3 Week 7 | Term 3 Friday Week 8, Weeks 9-10 | |
| | Outcomes assessed P1.1, P1.2, P5.1, P6.2, P7.1, P7.2 | Outcomes assessed P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2 | Outcomes assessed P1.1, P1.2, P2.1, P6.1, P7.1 | |
| Knowledge and understanding of course content | 10 | 15 | 15 | 40 |
| Knowledge and skills in the management, communication and production of projects | 10 | 25 | 25 | 60 |
| Total % | 20 | 40 | 40 | 100 |

Table of Year 11 Outcomes: Industrial Technology: Metal and Engineering Technologies

| Year 11 Course | A student: |
|----------------|---|
| P1.1 | Describes the organisation and management of an individual business within the focus area industry |
| P1.2 | Identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies |
| P2.1 | Describes and uses safe working practices and correct workshop equipment maintenance techniques |
| P2.2 | Works effectively in team situations |
| P3.1 | Sketches, produces and interprets drawings in the production of projects |
| P3.2 | Applies research and problem-solving skills |
| P3.3 | Demonstrates appropriate design principles in the production of projects |
| P4.1 | Demonstrates a range of practical skills in the production of projects |
| P4.2 | Demonstrates competency in using relevant equipment, machinery and processes |
| P4.3 | Identifies and explains the properties and characteristics of materials/components through the production of projects |
| P5.1 | Uses communication and information processing skills |
| P5.2 | Uses appropriate documentation techniques related to the management of projects |
| P6.1 | Identifies the characteristics of quality manufactured products |
| P6.2 | Identifies and explains the principles of quality and quality control |
| P7.1 | Identifies the impact of one related industry on the social and physical environment |
| P7.2 | Identifies the impact of existing, new and emerging technologies of one related industry on society and the environment |

INDUSTRIAL TECHNOLOGY: TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|--|--|--|-------------|
| | Industry Case study | Year 11 Project | Yearly Examination | |
| | Term 1 Week 8 | Term 3 Week 7 | Term 3 Friday Week 8, Weeks 9-10 | |
| | Outcomes assessed P1.1, P1.2, P5.1, P6.2, P7.1, P7.2 | Outcomes assessed P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2 | Outcomes assessed P1.1, P1.2, P2.1, P6.1, P7.1 | |
| Knowledge and understanding of course content | 10 | 15 | 15 | 40 |
| Knowledge and skills in the management, communication and production of projects | 10 | 25 | 25 | 60 |
| Total % | 20 | 40 | 40 | 100 |

Table of Year 11 Outcomes: Industrial Technology: Timber Products and Furniture Technologies

| Year 11 Course | A student: |
|----------------|---|
| P1.1 | Describes the organisation and management of an individual business within the focus area industry |
| P1.2 | Identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies |
| P2.1 | Describes and uses safe working practices and correct workshop equipment maintenance techniques |
| P2.2 | Works effectively in team situations |
| P3.1 | Sketches, produces and interprets drawings in the production of projects |
| P3.2 | Applies research and problem-solving skills |
| P3.3 | Demonstrates appropriate design principles in the production of projects |
| P4.1 | Demonstrates a range of practical skills in the production of projects |
| P4.2 | Demonstrates competency in using relevant equipment, machinery and processes |
| P4.3 | Identifies and explains the properties and characteristics of materials/components through the production of projects |
| P5.1 | Uses communication and information processing skills |
| P5.2 | Uses appropriate documentation techniques related to the management of projects |
| P6.1 | Identifies the characteristics of quality manufactured products |
| P6.2 | Identifies and explains the principles of quality and quality control |
| P7.1 | Identifies the impact of one related industry on the social and physical environment |
| P7.2 | Identifies the impact of existing, new and emerging technologies of one related industry on society and the environment |

INVESTIGATING SCIENCE

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|-----------------------------|--|---|---|-------------|
| | First-Hand Investigation Practical report | Second-Hand Investigation Depth study | End of Course Examination | |
| | Term 2 Week 2 | Term 3 Week 7 | Term 3 Friday Week 8, Weeks 9-10 | |
| | Outcomes assessed 11.1, 11.2, 11.3, 11.5, 11.8, 11.9 | Outcomes assessed 11.1, 11.4, 11.6, 11.7, 11.10 | Outcomes assessed 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.8, 11.9, 11.10, 11.11 | |
| Knowledge and understanding | 5 | 15 | 20 | 40 |
| Working Scientifically | 25 | 15 | 20 | 60 |
| Totals | 30 | 30 | 40 | 100 |

Table of Year 11 Outcomes: Investigating Science

| Course | A student: |
|------------|--|
| INS11 – 1 | Develops and evaluates questions and hypotheses for scientific investigation |
| INS11 – 2 | Designs and evaluates investigations in order to obtain primary and secondary data and information |
| INS11 – 3 | Conducts investigations to collect valid and reliable primary and secondary data and information |
| INS11 – 4 | Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media |
| INS11 – 5 | Analyses and evaluates primary and secondary data and information |
| INS11 – 6 | Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes |
| INS11 – 7 | Communicates scientific understanding using suitable language and terminology for a specific audience or purpose |
| INS11 – 8 | Identifies that the collection of primary and secondary data initiates scientific investigations |
| INS11 – 9 | Examines the use of inferences and generalisations in scientific investigations |
| INS11 – 10 | Develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes |
| INS11 – 11 | Describes and assesses how scientific explanations, laws and theories have developed |

LEGAL STUDIES

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---|--------------------------------------|--|---|-------------|
| | In class Topic Quiz | Research-based In class essay | End of Course Examination | |
| | Term 1 Week 9 | Term 2 Week 8 | Term 3 Friday Week 8, Weeks 9-10 | |
| | Outcomes assessed P1, P6, P8, P10 | Outcomes assessed P1, P5, P6, P7, P9, P10 | Outcomes assessed P1, P2, P3, P4, P5, P6 | |
| Analysis and Evaluation | | 10 | 10 | 20 |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Inquiry and research | 10 | 10 | | 20 |
| Communication | 10 | 10 | | 20 |
| Marks | 30 | 40 | 30 | 100 |

Table of Year 11 Outcomes: Legal Studies

| Year 11 Course | A student: |
|----------------|---|
| P1 | Identifies and applies legal concepts and terminology |
| P2 | Describes the key features of Australian and international law |
| P3 | Describes the operation of domestic and international legal systems |
| P4 | Discusses the effectiveness of the legal system in addressing issues |
| P5 | Describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change |
| P6 | Explains the nature of the interrelationship between the legal system and society |
| P7 | Evaluates the effectiveness of the law in achieving justice |
| P8 | Locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents |
| P9 | Communicates legal information using well-structured responses |
| P10 | Accounts for differing perspectives and interpretations of legal information and issues |

MATHEMATICS ADVANCED

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|--|---|--|-------------|
| | Assignment | In class test with notes | End of Course Examination | |
| | Term 1 Week 7 | Term 2 Week 8 | Term 3 Friday Week 8, Weeks 9-10 | |
| | Outcomes assessed MA11-8, MA11-9, MA11-1 | Outcomes assessed MA11-1, MA11-2, MA11-3, MA11-8, MA11-9 | Outcomes assessed All outcomes | |
| Understanding, Fluency and Communicating | 15 | 15 | 20 | 50 |
| Problem Solving, Reasoning and Justification | 15 | 15 | 20 | 50 |
| Totals | 30 | 30 | 40 | 100 |

Table of Year 11 Outcomes: Mathematics Advanced

| Year 11 Course | A student: |
|----------------|---|
| MA11-1 | Uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems |
| MA11-2 | Uses the concepts of functions and relations to model, analyse and solve practical problems |
| MA11-3 | Uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes |
| MA11-4 | Uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities |
| MA11-5 | Interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems |
| MA11-6 | Manipulates and solves expressions using the logarithmic and index laws, and used logarithms and exponential functions to solve practical problems |
| MA11-7 | Uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions |
| MA11-8 | Uses appropriate technology to investigate, organize, model and interpret information in a range of contexts |
| MA11-9 | Provides reasoning to support conclusions which are appropriate to the context |

MATHEMATICS STANDARD

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|--|---|--|-------------|
| | Assignment | In class test with notes | End of Course Examination | |
| | Term 1 Week 7 | Term 2 Week 9 | Term 3 Friday Week 8, Weeks 9-10 | |
| | Outcomes assessed MS11-1, MS11-2, MS11-6, MS11-7, MS11-9, MS11-10 | Outcomes assessed MS11-3, MS11-4, MS11-9, MS11-10 | Outcomes assessed All outcomes | |
| Understanding, Fluency and Communicating | 15 | 15 | 20 | 50 |
| Problem Solving, Reasoning and Justification | 15 | 15 | 20 | 50 |
| Totals | 30 | 30 | 40 | 100 |

Table of Year 11 Outcomes: Mathematics Standard

| Year 11 Course | A student: |
|----------------|--|
| MS11-1 | Uses algebraic and graphical techniques to compare alternative solutions to contextual problems |
| MS11-2 | Represents information in symbolic, graphical and tabular form |
| MS11-3 | Solves problems involving quantity measurement, including accuracy and the choice of relevant units |
| MS11-4 | Performs calculations in relation to two-dimensional and three-dimensional figures |
| MS11-5 | Models relevant financial situations using appropriate tools |
| MS11-6 | Makes predictions about everyday situations based on simple mathematical models |
| MS11-7 | Develops and carries out simple statistical processes to answer questions posed |
| MS11-8 | Solves probability problems involving multistage events |
| MS11-9 | Uses appropriate technology to investigate, organise and interpret information in a range of contexts |
| MS11-10 | Justifies a response to a given problem using appropriate mathematical terminology and/or calculations |

MATHEMATICS EXTENSION 1

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|--|---|--|--------------|
| | Assignment | In class test with notes | End of Course Examination | |
| | Term 1 Week 9 | Term 2 Week 9 | Term 3 Friday Week 8, Weeks 9-10 | |
| | Outcomes assessed ME11-1, ME11-2, ME11-6, ME11-7 | Outcomes assessed ME11-1, ME11-2, ME11-4, ME11-5, ME11-6, ME11-7 | Outcomes assessed All outcomes | |
| Understanding, Fluency and Communicating | 15 | 15 | 20 | 50 |
| Problem Solving, Reasoning and Justification | 15 | 15 | 20 | 50 |
| Totals | 30 | 30 | 40 | 100 * |
| * This will be reported as a total mark out of 50 | | | | |

Table of Year 11 Outcomes: Mathematics Extension 1

| Year 11 Course | A student: |
|----------------|---|
| ME11-1 | Uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses |
| ME11-2 | Manipulates algebraic expressions and graphical functions to solve problems |
| ME11-3 | Applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems |
| ME11-4 | Applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change |
| ME11-5 | Uses concepts of permutations and combinations to solve problems involving counting or ordering |
| ME11-6 | Uses appropriate technology to investigate, organize and interpret information to solve problems in a range of contexts |
| ME11-7 | Communicates making comprehensive use of mathematical language, notation, diagrams and graphs |

Please also refer to Table of Year 11 Outcome for Advanced Mathematics as they are the prerequisites for the Extension 1 course.

MODERN HISTORY

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---|--|---|---|-------------|
| | Source-based Assessment task | Research task | End of Course Examination | |
| | Term 1 Weeks 10-11 | Term 2 Week 10 | Term 3 Friday Week 8, Weeks 9-10 | |
| | Outcomes assessed MH11-6 MH11-10 | Outcomes assessed MH11-3, MH11-4 MH11-7, MH11-9 | Outcomes assessed MH11-1 MH11-3 MH11-5 | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 20 | | | 20 |
| Historical inquiry and research | | 20 | | 20 |
| Communication of historical understanding in appropriate forms | | 10 | 10 | 20 |
| Marks | 30 | 40 | 30 | 100 |

Table of Year 11 Outcomes: Modern History

| Year 11 Course | A student: |
|----------------|---|
| MH11-1 | Describes the nature of continuity and change in the modern world |
| MH11-2 | Proposes ideas about the varying causes and effects of events and developments |
| MH11-3 | Analyses the role of historical features, individuals, groups and ideas in shaping the past |
| MH11-4 | Accounts for the different perspectives of individuals and groups |
| MH11-5 | Examines the significance of historical features, people, ideas, movements, events and developments of the modern world |
| MH11-6 | Analyses and interprets different types of sources for evidence to support an historical account or argument |
| MH11-7 | Discusses and evaluates differing interpretations and representations of the past |
| MH11-8 | Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources |
| MH11-9 | Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms |
| MH11-10 | Discusses contemporary methods and issues involved in the investigation of modern history |

MUSIC 1

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--------------|---|--|---|-------------|
| | Composition Portfolio and Performance Topic 1 Composition portfolio incorporating stylistic features and detailed aural analysis. Solo performance of one piece in any style. | Musicology Research and Viva Voce Topic 2 Detailed aural analysis and musicological research of stylistic features within the focus area of the chosen topic demonstrated through viva voce. | End of Course Examination Responses to four aural excerpts using a range of concepts. Solo performance of two pieces in any style. | |
| | Term 1 Week 11 | Term 2 Week 9 | Term 3 Friday Week 8, Weeks 9-10 | |
| | Outcomes assessed P1, P2, P3, P4, P5, P7, P8 | Outcomes assessed P4, P5, P6, P7, P8 | Outcomes assessed P1, P2, P3, P7, P9, P10 | |
| Performance | 10 | | 15 | 25 |
| Composition | 25 | | | 25 |
| Musicology | | 25 | | 25 |
| Aural | 5 | | 20 | 25 |
| Marks | 40 | 25 | 35 | 100 |

Table of Year 11 Outcomes: Music 1

| Year 11 Course | A student: |
|----------------|---|
| P1 | Performs music that is characteristic of the topics studied |
| P2 | Observes, reads, interprets and discusses simple musical scores characteristic of topics studied |
| P3 | Improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied |
| P4 | Recognises and identifies the concepts of music and discusses their use in a variety of musical styles |
| P5 | Comments on and constructively discusses performances and compositions |
| P6 | Observes and discusses concepts of music in works representative of the topics studied |
| P7 | Understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied |
| P8 | Identifies recognises, experiments with and discusses the use of technology in music |
| P9 | Performs as a means of self-expression and communication |
| P10 | Demonstrates a willingness to participate in performance, composition, musicology and aural activities |

NUMERACY

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|-----------------------------|---|---|--|-------------|
| | Assignment | Assignment | Portfolio | |
| | Term 1 Week 8 | Term 2 Week 10 | Term 3 Week 5 | |
| | Outcomes assessed N6-1.1, N6.1.2, N6.2.1, N6-2.2, N6-3.1, N6-3.2 | Outcomes assessed N6-1.2, N6-1.3, N6-2.2, N6-2.3, N6-2.5, N6-3.1 | 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, N6-3.1 N6-3.2 | |
| Knowledge and understanding | 15 | 15 | 20 | 50 |
| Skills | 15 | 15 | 20 | 50 |
| Totals | 30 | 30 | 40 | 100 |

Table of Outcomes: Numeracy

| Year 11 Course | A student: |
|----------------|---|
| N6-1.1 | Recognizes and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts |
| N6-1.2 | Applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems |
| N6-1.3 | Determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions |
| N6-2.1 | Chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems |
| N6-2.2 | Chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature |
| N6-2.3 | Chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability |
| N6-2.4 | Chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance |
| N6-2.5 | Chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design |
| N6-3.1 | Chooses and uses appropriate technology to access, organize and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts |
| N6-3.2 | Chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts |

PDHPE

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|--|--|--|-------------|
| | Presentation Influences on the health of individuals | Research task Physical fitness, training and movement efficiency | Yearly Examination | |
| | Term 1 Week 8 | Term 2 Week 6 | Term 3 Friday Week 8, Weeks 9-10 | |
| | Outcomes assessed P1, P2, P3, P4, P15, P16 | Outcomes assessed P7, P8, P9, P10, P11, P16, P17 | Outcomes assessed P1 - P12 | |
| Knowledge and understanding of course content | 15 | 15 | 10 | 40 |
| Skills in critical thinking, research, analysing and communicating | 20 | 20 | 20 | 60 |
| Total % | 35 | 35 | 30 | 100 |

| Component | Weighting % |
|-------------------|-------------|
| Core Module One | 30 |
| Core Module Two | 30 |
| Option Module One | 20 |
| Option Module Two | 20 |
| Marks | 100% |

Table of Year 11 Outcomes: PDHPE

| Year 11 Course | A student: |
|----------------|---|
| P1 | Identifies and examines why individuals give different meanings to health and to physical activity |
| P2 | Explain how a range of health behaviors affect an individual's health |
| P3 | Describes how an individual's health is determined by a range of factors |
| P4 | Evaluates aspects of health over which individuals have some control |
| P5 | Describes factors that contribute to effective health promotion |
| P6 | Proposes actions that can improve and maintain an individual's health |
| P7 | Explains how body systems influence the way the body moves |
| P8 | Describes the components of physical fitness and explains how they are monitored |
| P9 | Describes biomechanical factors that influence the efficiency of the body in motion |
| P10 | Plans for participation in physical activity to satisfy a range of individual needs |
| P11 | Assesses and monitors physical fitness levels and physical activity patterns |
| P12 | Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings |
| P15 | Forms opinions about health-promoting actions based on a critical examination of relevant information |
| P16 | Uses a range of sources to draw conclusions about health and physical activity concepts |
| P17 | Analyses factors influencing movement and patterns of participation |

PHYSICS

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|-----------------------------|--|--|--|-------------|
| | First-Hand Investigation Practical report | Second-Hand Investigation Depth study | End of Course Examination | |
| | Term 1 Week 7 | Term 3 Week 8 | Term 3 Friday Week 8, Weeks 9-10 | |
| | Outcomes assessed PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-7, PH11-8 | Outcomes assessed PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH 11-10 | Outcomes assessed PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11 | |
| Knowledge and understanding | 5 | 15 | 20 | 40 |
| Working Scientifically | 25 | 15 | 20 | 60 |
| Totals | 30 | 30 | 40 | 100 |

Table of Year 11 Outcomes: Physics

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

SOCIETY AND CULTURE

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---------------|--------------------------------------|-------------------------------------|--|-------------|
| | Research report | Mini Personal interest project | End of Course Examination | |
| | Term 1 Week 10 | Term 2 Week 9 | Term 3 Friday Week 8, Weeks 9-10 | |
| | Outcomes assessed P6, P8, P9, P10 | Outcomes assessed P1, P3, P5, P7 | Outcomes assessed All outcomes | |
| Knowledge | 10 | 10 | 30 | 50 |
| Communication | 10 | 10 | 0 | 20 |
| Application | 10 | 10 | 10 | 30 |
| Marks | 30 | 30 | 40 | 100 |

Table of Year 11 Outcomes: Society and Culture

| Year 11 Course | A student: |
|----------------|--|
| P1 | Identifies and applies social and cultural concepts |
| P2 | Describes personal, social and cultural identity |
| P3 | Identifies and describes relationships and interactions within and between social and cultural groups |
| P4 | Identifies the features of social and cultural literacy and how it develops |
| P5 | Explains continuity and change and their implications for societies and cultures |
| P6 | Differentiates between social and cultural research methods |
| P7 | Selects, organises and considers information from a variety of sources for usefulness, validity and bias |
| P8 | Plans and conducts ethical social and cultural research |
| P9 | Uses appropriate course language and concepts suitable for different audiences and contexts |
| P10 | Communicates information, ideas and issues using appropriate written, oral and graphic forms |

SPORT LIFESTYLE AND RECREATION

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---------------------------------|--|--|---|-------------|
| | Practical Skills assessment | Fitness Training report | Coaching Diary and application | |
| | Term 1 Week 3 - Week 10 | Term 2 Week 5 - Week 7 | Term 3 Week 4 | |
| | Outcomes assessed P1.1, P1.3, P1.6, P2.1, P2.2, P2.3, P3.1, P3.2, P3.3, P4.4 | Outcomes assessed P1.2, P1.3 P2.1, P2.2, P2.3, P2.5, P3.2, P3.3, P4.4 | Outcomes assessed P1.1, P1.3, P2.1, P3.1, P3.2, P4.1, P4.4 | |
| Practical skills | 30 | | | 30 |
| Fitness | | 30 | | 30 |
| Games and Sports Applications 1 | | | 40 | 40 |
| Total | 30 | 30 | 40 | 100 |

Table of Year 11 Outcomes: Sport Lifestyle and Recreation

| Year 11 Course | A student: |
|----------------|---|
| P1.1 | Applies the rules and conventions that relate to participation in a range of physical activities |
| P1.2 | Explains the relationship between physical activity, fitness and healthy lifestyle |
| P1.3 | Demonstrates ways to enhance safety in physical activity |
| P1.4 | Investigates and interprets the patterns of participation in sport and physical activity in Australia |
| P1.5 | Critically analyses the factors affecting lifestyle balance and their impact on health status |
| P1.6 | Describes administrative procedures that support successful performance outcomes |
| P2.1 | Explains the principles of skill development and training |
| P2.2 | Analyses the fitness requirements of specific activities |
| P2.3 | Selects and participates in physical activities that meet individual needs, interests and abilities |
| P2.4 | Describes how societal influences impact on the nature of sport in Australia |
| P2.5 | Describes the relationship between anatomy, physiology and performance |
| P3.1 | Selects appropriate strategies and tactics for success in a range of movement contexts |
| P3.2 | Designs programs that respond to performance needs |
| P3.3 | Measures and evaluates physical performance capacity |
| P3.4 | Composes, performs and appraises movement |
| P3.5 | Analyses personal health practices |
| P3.6 | Assesses and responds appropriately to emergency care situations |
| P3.7 | Analyses the impact of professionalism in sport |
| P4.1 | Plans strategies to achieve performance goal |
| P4.2 | Demonstrates leadership skills and a capacity to work cooperatively in movement context |
| P4.3 | Makes strategic plans to overcome the barriers to personal and community health |
| P4.4 | Demonstrates competence and confidence in movement contexts |
| P4.5 | Recognises the skills and abilities required to adopt roles that support health, safety and physical activity |

TEXTILES AND DESIGN

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---|--|--|--|-------------|
| | Preliminary Project 1 | Preliminary Project 2 | Yearly Examination | |
| | Term 2, Week 2 | Term 3, Week 6 | Term 3, Friday Week 8 Weeks 9-10 | |
| | Outcomes assessed P1.1, P1.2, P2.1, P2.3, P4.1 | Outcomes assessed P2.1, P2.2, P2.3, P3.1, P3.2, P4.1 | Outcomes assessed P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1 | |
| Knowledge and understanding of course content | 10 | 10 | 30 | 50 |
| Skills and knowledge in the design, manufacture and management of textiles projects | 20 | 30 | | 50 |
| Total % | 30 | 40 | 30 | 100 |

Table of Year 11 outcomes: Textiles and Design

| Year 11 Course | A student: |
|----------------|---|
| P1.1 | describes the elements and principles of design and uses them in a variety of applications |
| P1.2 | identifies the functional and aesthetic requirements and features of a range of textile items |
| P2.1 | demonstrates the use of a variety of communication skills, including computer-based technology |
| P2.2 | develops competence in the selection and use of appropriate manufacturing techniques and equipment |
| P2.3 | manages the design and manufacture of textile projects |
| P3.1 | identifies properties of a variety of fabrics, yarns and fibres |
| P3.2 | justifies the selection of fabrics, yarns and fibres for end-uses |
| P4.1 | identifies and selects textiles for specific end-uses based on analysis of experimentation |
| P5.1 | examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context |
| P5.2 | investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries |
| P6.1 | identifies and appreciates the factors that contribute to the quality and value of textiles in society |

VISUAL ARTS

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|-------------------------------|--|--|---|-------------|
| | Body of Work submission and multi-media presentation | Body of Work submission and Visual Arts Process Diary submission | End of Course Examination | |
| | Term 1 Week 11 | Term 2 Week 10 | Term 3 Friday Week 8, Weeks 9-10 | |
| | Outcomes assessed P1, P2, P3, P4, P5, P6 | Outcomes assessed P1, P2, P3, P4, P5, P6 | Outcomes assessed P7, P8, P9, P10 | |
| Artmaking | 20 | 30 | | 50 |
| Art criticism and art history | 20 | | 30 | 50 |
| Total | 40 | 30 | 30 | 100 |

Table of Year 11 Outcomes: Visual Arts

| Year 11 Course | A student: |
|----------------|--|
| P1 | Explores the conventions of practice in art making |
| P2 | Explores the roles and relationships between the concepts of artist, artwork, world and audience |
| P3 | Identifies the frames as the basis of understanding expressive representation through the making of art |
| P4 | Investigates subject matter and forms as representations in art making |
| P5 | Investigates ways of developing coherence and layers of meaning in the making of art |
| P6 | Explores a range of material techniques in ways that support artistic intentions |
| P7 | Explores the conventions of practice in art criticism and art history |
| P8 | Explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art |
| P9 | Identifies the frames as the basis of exploring different orientations to critical and historical investigations of art |
| P10 | Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed |

VISUAL DESIGN

| Component | Task 1 | Task 2 | Task 3 | Weighting % | |
|---------------------------------|--|---|---|-------------|--|
| | Illustration and Cartooning Design Work submission and Multimedia presentation | Product Design Work submission and Visual Design Journal submission | Wearable Designer – Scaffold Study submission | | |
| | Term 1, Week 9 | Term 2, Week 9 | Term 3, Weeks 9-10 | | |
| | Outcomes assessed DM1 - 6 | Outcomes assessed DM1 - 6 | Outcomes assessed CH 1 - 4 | | |
| Designing and Making | 35 | 35 | | 70 | |
| Critical and Historical Studies | | | 30 | 30 | |
| Total | 35 | 35 | 30 | 100 | |

Table of Year 11 Outcomes: Visual Design

| Year 11 Course | A student: - |
|----------------|--|
| DM1 | Generates a characteristic style that is increasingly self-reflective in their design practice |
| DM2 | Explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works |
| DM3 | Investigates different points of view in the making of designed works |
| DM4 | Generated images and ideas as representations/simulations |
| DM5 | Develops different techniques suited to artistic design intentions in the making of a range of works |
| DM6 | Takes into account issues of Work Health and Safety in the making of a range of works |
| CH1 | Generates in their critical and historical practice, ways to interpret and explain design |
| CH2 | Investigates the roles and relationships among the concepts or artist/designer, work world and audience/consumer in critical and historical investigations |
| CH3 | Distinguishes between different points of, using the frames in their critical and historical investigations |
| CH4 | Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design |

DM – Designing and Making

CH – Critical and Historical Studies

NOTES