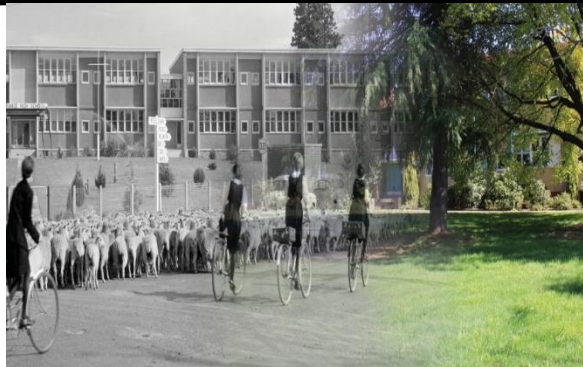




Orange High School

# Year 11 Assessment Policy and Guidelines



2022

*Creating the future*

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## Year 11 Assessment Guidelines 2022

### 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).  
  
**Category A:** Based on academic rigour, knowledge and understanding.  
**Category B:** Based on competency, knowledge and understanding e.g. VET Curriculum Frameworks which provide both VET qualifications and HSC unit credit.
- **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.

A	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	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	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	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	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**

Completion of at least 10 units of Board Developed Courses including at least:

- 8 units from Category A courses (no more than 2 units of Category B or VET courses)
- 2 units of English
- 3 Board Developed Courses of 2 units or greater
- 4 subjects

### **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:**

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

**A. NESAs 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:

**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 NESAs criteria for course completion mentioned above.

**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 NESAs.

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

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.

## B. OHS procedures for teaching staff regarding the administration of assessment tasks

### 1. NESA 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. In most cases a maximum of two subject lines per week will be assessed. There may be occasional exceptions to this, where it is not possible to limit assessment items to a maximum of two.

**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.

The **class teacher** will provide the library supervisor with a copy of the task when it is distributed to the class as well as a class list.

**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 **Assessment Committee** in consultation with 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.

### C. 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 conforming 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 prior to the first morning bell (9:00 am). Submission of all submitted tasks will occur in the school Student Hub between 8:30 and 9:00 am.

**If students are granted an extension for an assessment task, it must be submitted to the Faculty Head Teacher by 9.00 am on the new due date.**

**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 disks, films or tapes are 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 a CD, DVD or thumb drive 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** (i.e. after 9:00 am on the due date) 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 NES. 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 Welfare* 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 Illness/Misadventure 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 Illness/Misadventure form attaching any relevant documentation, ensuring that parents/guardians have signed the form.

**Step 3: The student** submits the completed form to the **Faculty Head Teacher**.

**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 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 two days prior to the due date*, on the Extension Application form or Consideration of Absence form (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 Extension Application or Consideration of Absence 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 **two 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.

## D. Expectations of students regarding honesty/submitting own work

The following standard sets out the NESAs 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:

- 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. NESAs treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESAs will report matters to the Independent Commission Against Corruption.

### **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**

### **a) 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.

### **b) 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.

### **c) 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.

### **d) 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.

### **e) 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.



E. Appendices - Forms



Woodward Street  
PO Box 654, Orange NSW 2800  
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F (02) 6361 3616  
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Appendix A

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Consideration of Absence

Name: Year: Date:

Subject: Teacher:

Assessment Task Number (As per Assessment Policy booklet):

Assessment Task Title:

*I apply for an extension based on the consideration of the following factors which may affect my performance in this Assessment Task. (Documentary evidence must be provided, except in exceptional circumstances)*

*In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.*

Student's Signature:

Parent/Guardian's Signature:

Recommendation of Teacher/Head Teacher:

Signature of Teacher/Head Teacher: .....

-----  
Recommendation of Assessment Committee: Application for Absence

Subject/Course:

Assessment Task Number:

Assessment Task Title:

Principal/Deputy Principal:

Assessment Coordinator:

Date:

This form is located: [www.orange-h.schools.nsw.edu.au](http://www.orange-h.schools.nsw.edu.au) and then to the assessment tab.



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Appendix B

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## Application for Extension

**Name:** \_\_\_\_\_ **Year:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Subject:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**Assessment Task Number (As per Assessment Policy booklet):** \_\_\_\_\_

**Assessment Task Title:** \_\_\_\_\_

*I apply for an extension based on the consideration of the following factors which may affect my performance in this Assessment Task. (**Documentary evidence must be provided, except in exceptional circumstances**)*

*In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.*

Student's Signature: \_\_\_\_\_

Parent/Guardian's Signature: \_\_\_\_\_

**Recommendation of Teacher/Head Teacher:**

**Signature of Teacher/Head Teacher:**

-----  
**Recommendation of Assessment Committee: Application for Extension**

**Subject/Course:** \_\_\_\_\_

**Assessment Task Number:** \_\_\_\_\_

**Assessment Task Title:** \_\_\_\_\_

**Principal/Deputy Principal:** \_\_\_\_\_

**Assessment Coordinator:** \_\_\_\_\_

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

This form is located: [www.orange-h.schools.nsw.edu.au](http://www.orange-h.schools.nsw.edu.au) and then to the assessment tab.



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**Orange High School**

Appendix C

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**Year 11 Certificate Illness/Misadventure Form**

**Name:** \_\_\_\_\_ **Year:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Subject:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**Assessment Task Number (As per Assessment Policy booklet):**

**Assessment Task Title:**

*I apply for an extension based on consideration of the following factors which may affect my performance in this Assessment Task. (**Documentary evidence must be provided, except in exceptional circumstances**).*

*In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.*

Student's Signature: \_\_\_\_\_

Parent/Guardian's Signature: \_\_\_\_\_

**Recommendation of Teacher/Head Teacher:**

**Signature of Teacher/Head Teacher:**

-----  
**Recommendation of Assessment Committee: Illness/Misadventure**

**Subject/Course:**

**Assessment Task Number:**

**Assessment Task Title:**

**Principal/Deputy Principal:**

**Assessment Coordinator:**

**Date:**

This form is located: [www.orange-h.schools.nsw.edu.au](http://www.orange-h.schools.nsw.edu.au) and then to the assessment tab.



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### Year 11 Certificate Assessment Task – Cover Sheet

**Subject:**

**Year:**

**Teacher:**

**Assessment Task Number (As per Assessment Policy booklet):**

**Assessment Task Title:**

**Assessment Weighting:**            %

**Date Distributed:**

**Date Due:**

*All Higher School Certificate Assessment Tasks, other than in-class tasks, must be handed in at the Student Hub between 8.30am and 8.55am (before the first morning bell) on the due date. Zero marks if the Assessment Task is submitted late, unless an Illness/ Misadventure or application for extension form has been submitted.*

**Comments by Teacher:**

**Assessment Criteria/Marking Rubric:**

Attach copy given to you when task was distributed.

---

### Year 11 Certificate Assessment Submission Receipt

**Student's Name:**

**Assessment Task Title:**

**Date received to Student:**

**Student's Signature:**

**Teacher's Signature:**

**Subject Name:**

**Class Title:**

This form is located: [www.orange-h.schools.nsw.edu.au](http://www.orange-h.schools.nsw.edu.au) and then to the assessment tab.



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# Orange High School

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## 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 ESA' 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):

<b>Course Name</b> (Please list Extension courses separately)	<b>Course Number</b>

**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:** \_\_\_\_\_


**Course:** \_\_\_\_\_


**Course:** \_\_\_\_\_


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 – 2022**

<b>Term 1</b>	28 January 2022 – 8 April 2022 (11 weeks)
<b>Term 2</b>	26 April 2022 – 1 July 2022 (10 weeks)
<b>Term 3</b>	18 July 2022 – 23 September 2022 (10 weeks)
<b>Term 4</b>	10 October 2022 – 20 December 2022 (10 weeks)

**Examination Dates**

<b>END OF COURSE EXAMS</b>	Term 3, end Week 8, Weeks 9-10
----------------------------	--------------------------------

## Assessment Calendars

<b>Assessment Calendar: Term 1 2022</b>				
<b>Week Due</b>	<b>Subject</b>	<b>Task No.</b>	<b>Type of Task</b>	<b>Weight %</b>
Term 1, Week 1				
Term 1, Week 2				
Term 1, Weeks 3-10	<b>Sport Lifestyle &amp; Recreation</b>	1	Athletics Skills Assessment	30
Term 1, Week 4				
Term 1, Week 5				
Term 1, Week 6	<b>Physics</b>	1	Practical Report	30
Term 1, Week 7	<b>Mathematics Advanced</b>	1	In class test	30
	<b>Mathematics Standard</b>	1	In class test	30
Term 1, Week 8	<b>English Studies – CEC</b>	1	Multimodal Presentation	35
	<b>Industrial Tech – Timber &amp; Furniture/Metal</b>	1	Industry Case Study	20
	<b>Mathematics Numeracy</b>	1	Investigation	30
	<b>Modern History</b>	1	Source based assessment task	30
	<b>PDHPE</b>	1	Presentation	35
	<b>Textiles and Design</b>	1	Portfolio	20
	<b>Work Studies</b>	1	Portfolio	30
Term 1, Week 9	<b>Business Studies</b>	1	Nature of Business	25
	<b>Dance</b>	1	Performance & Diary Submission	40
	<b>Geography</b>	1	Research Task	20
	<b>Legal Studies</b>	1	Research Assignment	30
	<b>Music 1</b>	1	Composition Portfolio & Performance	40
	<b>Music 2</b>	1	Composition Portfolio & Performance	40
	<b>Visual Arts</b>	1	Body of Work and presentation	30
<b>Visual Design</b>	1	Illustration and Cartooning Design Work	35	
Term 1, Week 10	<b>Drama</b>	1	Written Task	40
	<b>Engineering Studies</b>	1	Research Task	30
	<b>English Advanced</b>	1	Creative Response & Reflection	30
	<b>English Standard</b>	1	Creative Response & Reflection	30
	<b>Exploring Early Childhood</b>	1	Research task	35
	<b>Society &amp; Culture</b>	1	Oral Research Report	30
Term 1, Week 11	<b>Ancient History</b>	1	Research & Presentation	30



<b>Assessment Calendar: Term 2 2022</b>				
<b>Week Due</b>	<b>Subject</b>	<b>Task No.</b>	<b>Type of Task</b>	<b>Weight %</b>
Term 2, Week 1	<b>Chemistry</b>	1	Practical Report	30
	<b>Earth &amp; Environmental Science</b>	1	Resource Extraction Plan	30
	<b>Japanese Continuers</b>	1	Rotary Exchange Application and Listening Test	30
Term 2, Week 2	<b>Community &amp; Family Studies</b>	1	Case Study	30
	<b>English Extension 1</b>	1	Creative Writing	30
Term 2, Week 3	<b>Biology</b>	1	Practical Report	30
	<b>Food Technology</b>	1	Case Study	30
	<b>Work Studies</b>	2	Work Experience or Reflection Task	35
Term 2, Week 4	<b>English Studies – CEC</b>	2(a)	Portfolio of Work	35
	<b>Mathematics Extension 1</b>	1	In class test	30
Term 2, Week 5	<b>Engineering Studies</b>	2	Biomedical Engineering report	30
Term 2, Weeks 5-7	<b>Sport Lifestyle and Recreation</b>	2	Fitness Practical Demonstration	40
Term 2, Week 6	<b>PDHPE</b>	2	Research Task	35
	<b>Textiles and Design</b>	2	Project	40
Term 2, Week 7	<b>Exploring Early Childhood</b>	2	Report	30
	<b>Modern History</b>	2	Presentation research task	40
Term 2, Week 8	<b>Business Studies</b>	2	Business Planning	35
	<b>Dance</b>	2	Composition & diary submission	30
	<b>Legal Studies</b>	2	In class Essay	40
	<b>Music 2</b>	2	Musicology Research & Viva Voce	25
Term 2, Week 9	<b>Drama</b>	2	Directors Portfolio	30
	<b>English Advanced</b>	2	Multimodal Presentation	40
	<b>English Studies - CEC</b>	2 (b)	Portfolio of Work	Refer 2(a)
	<b>English Standard</b>	2	Multimodal Presentation	40
	<b>Mathematics Advanced</b>	2	In class test	30
	<b>Mathematics Extension 1</b>	2	In class test	30
	<b>Mathematics Standard</b>	2	In class test	30
	<b>Music 1</b>	2	Musicology Research & Viva Voce	25
	<b>Society &amp; Culture</b>	2	Mini – Personal Interest Project	30
	<b>Visual Arts</b>	2	Body of Work and Diary submission	30
Term 2, Week 10	<b>Visual Design</b>	2	Product Design Work & Journal submission	35
	<b>Ancient History</b>	2	Site Study	35
	<b>Mathematics Numeracy</b>	2	Investigation	40

<b>Assessment Calendar: Term 3 2022</b>				
<b>Week Due</b>	<b>Subject</b>	<b>Task No.</b>	<b>Type of Task</b>	<b>Weight %</b>
Term 3, Week 1				
Term 3, Week 2	<b>English Extension 1</b>	2	Research Project	30
	<b>Geography</b>	2	Senior Geography Project	40
	<b>Japanese Continuers</b>	2	Report and Reading Test	30
	<b>Physics</b>	2	Practical Report	30
Term 3, Week 3				
Term 3, Week 4	<b>Community &amp; Family Studies</b>	2	Research Task	30
	<b>Sport Lifestyle &amp; Recreation</b>	3	Practical Task	30
Term 3, Week 5	<b>Work Studies</b>	3	Cover letter and Resume	35
	<b>Mathematics Numeracy</b>	3	Portfolio	30
Term 3, Week 6	<b>Biology</b>	2	Depth Study	30
	<b>Chemistry</b>	2	Depth Study	30
	<b>Earth &amp; Environmental Science</b>	2	Data research	30
Term 3, Week 7	<b>Food Technology</b>	2	Portfolio	30
	<b>Industrial Tech – Timber &amp; Furniture/Metal</b>	2	Year 11 Project	40
Term 3, Week 8	<b>English Advanced</b>	3	Critical responses in Examination	30
	<b>English Studies – CEC</b>	3	End of Year Examination	30
	<b>English Standard</b>	3	Critical responses in Examination	30
Term 3, Weeks 9-10	<b>Ancient History</b>	3	End of Year Examination	35
	<b>Biology</b>	3	End of Year Examination	40
	<b>Business Studies</b>	3	End of Year Examination	40
	<b>Chemistry</b>	3	End of Year Examination	40
	<b>Community &amp; Family Studies</b>	3	End of Year Examination	40
	<b>Construction VET</b>		End of Year Examination	
	<b>Dance</b>	3	End of Year Examination	30
	<b>Drama</b>	3	End of Year Examination	30
	<b>Earth &amp; Environmental Science</b>	3	End of Year Examination	40
	<b>Engineering Studies</b>	3	End of Year Examination	40
	<b>English Extension 1</b>	3	End of Year Examination	40
	<b>Exploring Early Childhood</b>	3	End of Year Examination	35
	<b>Food Technology</b>	3	End of Year Examination	40
	<b>Geography</b>	3	End of Year Examination	40
	<b>Hospitality Operations VET</b>		End of Year Examination	
	<b>Industrial Tech – Timber/Metal</b>	3	End of Year Examination	40
	<b>Japanese Continuers</b>	3	End of Year Examination	40
	<b>Legal Studies</b>	3	End of Year Examination	30
	<b>Mathematics Advanced</b>	3	End of Year Examination	40
	<b>Mathematics Extension 1</b>	3	End of Year Examination	40
	<b>Mathematics Standard</b>	3	End of Year Examination	40
	<b>Modern History</b>	3	End of Year Examination	30
	<b>Music 1</b>	3	End of Year Examination	35
	<b>Music 2</b>	3	End of Year Examination	35
	<b>PDHPE</b>	3	End of Year Examination	30
	<b>Physics</b>	3	End of Year Examination	40
	<b>Primary Industries VET</b>		End of Year Examination	
	<b>Society &amp; Culture</b>	3	End of Year Examination	40
<b>Textiles and Design</b>	3	End of Year Examination	40	
<b>Visual Arts</b>	3	End of Year Examination	40	
<b>Visual Design</b>	3	Wearable Designer – Scaffold Study	30	

## Year 11 2022 Line Pattern

LINE 1	LINE 2	LINE 3	LINE 4	LINE 5	LINE 6	LINE 7
Ancient History Business Studies Community and Family Studies Chemistry Drama Food Technology Physics Primary Industries VET Sport Lifestyle & Recreation	Mathematics Advanced Mathematics Standard Mathematics Numeracy Visual Arts Visual Design	Biology Geography Hospitality Food & Beverage VET Industrial Technology - Metal Industrial Technology – Timber Legal Studies Music 1 Music 2 Textiles and Design	English Advanced English Standard English Studies	Biology Dance Earth & Environmental Science Engineering PDHPE Society & Culture Sport Lifestyle & Recreation Visual Arts Work Studies	Business Studies Construction VET Exploring Early Childhood Geography Hospitality Food & Beverage VET Japanese Continuers Modern History PDHPE	English Ext 1 Mathematics Ext 1

## Subjects

### Ancient History

Component	Task 1	Task 2	Task 3	Weighting %
	Research and Presentation Historical Investigation	Case Study Site Study	End of Year Examination	
	Term 1, Week 11	Term 2, Week 10	Term 3, Weeks 9-10	
	Outcomes assessed AH 11-2, AH 11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	Outcomes assessed AH11-7, AH11-10	Outcomes assessed AH11-1 AH11-6 AH11-7 AH11-9	
Knowledge and understanding of course content		20	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5		15	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	15	5		20
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

### Table of Year 11 Outcomes: Ancient History

Year 11 Course	A student:
AH11-1	Describes the nature of continuity and change in the ancient world
AH11-2	Proposes ideas about the varying causes and effects of events and developments
AH11-3	Analyses the role of historical features, individuals and groups in shaping the past
AH11-4	Accounts for the different perspectives of individuals and groups
AH11-5	Examines the significance of historical features, people, places, events and developments of the ancient world
AH11-6	Analyses and interprets different types of sources for evidence to support an historical account or argument
AH11-7	Discusses and evaluates differing interpretations and representations of the past
AH11-8	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH11-9	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH11-10	Discusses contemporary methods and issues involved in the investigation of ancient history

## Biology

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 3	Term 3, Week 6	Term 3, Weeks 9-10	
	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, 11.10, 11.11	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
<b>Totals</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**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, 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
<b>Totals</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

**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, Weeks 9-10	
	Outcomes assessed 11.1, 11.2, 11.3, 11.5, 11.7, 11.8	Outcomes assessed 11.1, 11.4, 11.7, 11.10, 11.11	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
<b>Totals</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Table of Year 11 Outcomes: Chemistry

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 & Group Research Task	Yearly Examination	
	Term 2, Week 2	Term 3, Week 4	Term 3, 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
<b>Marks</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### 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)

### Assessment Advice for HSC VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed “Competent” if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses. Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

**The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS)** will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

**Recognition of Prior Learning (RPL)** on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

**Credit Transfer (CT)** may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

**N Determination** letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

**Work placement** is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer.
- a ‘N’ determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

#### Work placement advice from NESA in response to COVID

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

**HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).**

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.

## Assessment Summary for CPC20211 Certificate II in Construction Pathways

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 3, 2022, Term 4, 2022
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3, 2023.

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples,	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status: Mandatory
Cluster 1 – Working safely in the construction industry	CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry (Core)	X		X	Y
Cluster 2 – Carpentry Basics	CPCCCA2011A CPCCCA2002B	Handle carpentry materials (B) Use carpentry tools and equipment (B)	X	X	X	- **
Cluster 3 – White Card	CPCCWHS1001	Prepare to work safely in the construction industry (Imported)	X	X	X	Y
Cluster 4 – Levelling	CPCCCM2006B	Apply basic levelling procedures (H)	X	X	X	-
Cluster 5 – Reading plans	CPCCCM2001A	Read and interpret plans and specifications (Core)		X	X	Y
Cluster 6 – Prepare for concreting	CPCCCA2003A CPCCCM1015A	Erect and dismantle formwork for footings and slabs on ground (B) Carry out measurements & calculations (Core)	X	X		- Y
Cluster 7 – Group Project	CPCCCM1013A CPCCCM2004A	Plan and organise work (Core) Handle construction materials (H)	X	X	X	Y -
Cluster 8 – Skills into action	CPCCCM1012A CPCCCM1014A	Work effectively and sustainably in the construction Industry (Core) Conduct workplace communication (Core)			X	Y Y
Cluster 9 – Option 1 - Joinery	CPCCJN2001A CPCCJN2002B	Assemble components (F) Prepare for off-site manufacturing process (F)	X	X	X	- -

\*\* [CPCCCM2005B](#) Use construction tools and equipment – syllabus content to be delivered  
Depending on the achievement of units of competency; the possible AQF qualification outcome is CPC20211 Certificate II in Construction Pathways or a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways.

## Dance

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

**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 %
	Written task	Directors Portfolio with a performance component	End of Course Exam Performance task & Written Paper	
	Term 1, Week 10	Term 2, Week 9	Term 3, 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
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

**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 & Environmental Science

Component	Task 1	Task 2	Task 3	Weighting %
	Resource Extraction Mining Plan	First and Secondhand Data Research	End of Course Examination	
	Term 2, Week 1	Term 3, Week 6	Term 3, Weeks 9-10	
	Outcomes assessed ES 11.1 ES 11.2 ES 11.4 ES 11.6 ES 11.8 ES 11.9	Outcomes assessed ES 11.1 ES 11.3 ES 11.6 ES 11.7 ES 11.10 ES 11.11	Outcomes assessed ES 11.4 ES 11.5 ES 11.6 ES 11.8 ES 11.9 ES 11.10 ES11.11	
Knowledge and Understanding	10	10	20	40
Working Scientifically	20	20	20	60
<b>Totals</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**Table of Year 11 Outcomes: Earth & 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 %
	<b>Research Task</b> Reverse Engineering	<b>Report</b> Biomedical Engineering	<b>End of Year Examination</b>	
	Term 1, Week 10	Term 2, Week 5	Term 3, Weeks 9-10	
	<b>Outcomes assessed</b> P1.2, P2.1, P4.1, P4.2	<b>Outcomes assessed</b> P1.1, P2.2, P3.1, P3.2 P5.1, P5.2, P6.2	<b>Outcomes assessed</b> P1.2, P2.1, P3.1, P3.3, P4.2, P4.3, P6.1	
Knowledge and understanding of course content	10	10	40	<b>60</b>
Knowledge and skills in research, problem solving and communication related to engineering practice	20	20		<b>40</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**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.

Kimberley Scott  
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 9	Term 3, Friday Week 8	
	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
<b>Totals</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

### 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 2, Weeks 4 & 9	Term 3, Friday Week 8	
	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	35			35
On the Road		35		35
Part of the Family			30	30
<b>Totals</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

**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 9	Term 3, Friday Week 8	
	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
<b>Totals</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

**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, 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 & Value	30	30	40	<b>100</b>
<b>Totals</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**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 %
	<b>Pregnancy and Childbirth</b> Research Task	<b>Child growth and Development</b> Report	<b>Yearly Examination</b>	
	Term 1, Week 10	Term 2, Week 7	Term 3, Week 9-10	
	<b>Outcomes assessed</b>	<b>Outcomes assessed</b>	<b>Outcomes assessed</b>	
	P1.1, P1.4, P 2.1, P5.1, P6.1, P6.2	P1.1, P2.3, P4.1, P4.2, P6.1	All outcomes may be assessed	
Knowledge and understanding of course content	20	10	20	<b>50</b>
Skills in critical thinking, research methodology, analysing and communicating	15	20	15	<b>50</b>
<b>Marks</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

### 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 %
	<b>Case Study</b> Food availability and selection	<b>Portfolio</b> Food Quality Experiments and Preparation	<b>End of Year Examination</b>	
	Term 2, Week 3	Term 3, Week 7	Term 3, Weeks 9-10	
	<b>Outcomes assessed</b> P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	<b>Outcomes assessed</b> P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	<b>Outcomes assessed</b> P1.1, P1.2, P2.2, P4.4, P5.1	
Knowledge and understanding of course content	5	5	30	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	15	5	10	<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts	10	20		<b>30</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### 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 Biophysical Interactions	Senior Geography Project	Yearly Examination	
	Term 1, Week 9	Term 3, Week 2	Term 3, Week 9	
	Outcomes assessed P1, P2, P3, P7, P8	Outcomes assessed P7, P8, P9, P10, P11, P12	Outcomes assessed P1, P3, P4, P5, P6, P12	
Knowledge and understanding of course content	10	10	20	40
Geographical tools and skills	5	10	5	20
Geographical inquiry and research, including fieldwork	5	10	5	20
Communication of geographical information, ideas and issues in appropriate forms		10	10	20
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

**Table of Year 11 Outcomes: Geography**

Year 11 Course	A student:
P1	Differentiates between spatial and ecological dimensions in the study of geography
P2	Describes the interactions between the four components which define the biophysical environment
P3	Explains how a specific environment functions in terms of biophysical factors
P4	Analyses changing demographic patterns and processes
P5	Examines the geographical nature of global challenges confronting humanity
P7	Formulates a plan for active geographical inquiry
P8	Selects, organises and analyses relevant geographical information from a variety of sources
P9	Uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries
P10	Applies mathematical ideas and techniques to analyse geographical data
P11	Applies geographical understanding and methods ethically and effectively to a research project
P12	Communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms

## Hospitality Operations – Food and Beverage VET Assessment Advice for HSC VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed “Competent” if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses.

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

**The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS)** will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

**Recognition of Prior Learning (RPL)** on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

**Credit Transfer (CT)** may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

**N Determination** letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

**Work placement** is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer.
- a ‘N’ determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

### Work placement advice from NESA in response to COVID

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

**HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).**

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.

### Assessment Summary for SIT20316 Certificate II in Hospitality

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 3 2022, Term 4 2022.
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 2023

Assessment Plan			Evidence Collection				HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio or direct observation – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory
Cluster 1 – Working Together	BSBWOR203 BSBCMM201	Work effectively with others Communicate in the Workplace		X X		X X	Y -
Cluster 2 – Safe and hygienic food preparation	SITXFSA001 SITHCCC001 SITXFSA002	Part A Use hygienic practices for food safety Part B Use food preparation equipment Participate in safe food handling practices	X X X	X X		X X X	Y - -
Cluster 3 – Café Skills	SITHFAB005 SITHFAB004	Part A Prepare and serve espresso coffee Part B Prepare and serve non-alcoholic beverages	X X	X X	X X	X X	Y Y
Cluster 4 – Safe and Sustainable work practices	SITXWHS001 BSBSUS201	Participate in safe work practices Participate in environmentally sustainable work practices	X X	X X		X X	Y -
Cluster 5 – Interacting with diverse customers	SITXCCS003 SITXCOM002	Interact with customers Show social and cultural sensitivity	X X	X X		X X	Y -
Cluster 6 – Serving food and beverages	SITHFAB007	Serve food and beverage	X	X	X	X	Y
Cluster 7 – Keeping up to date with industry	SITHIND002	Source and use information on the hospitality industry				X	Y
Cluster 8 – Use hospitality skills effectively	SITHIND003	Use hospitality skills effectively	X	X	X	X	-

**\*\*Units highlighted need to be assessed by an assessor that holds three years industry experience ie Cluster 3, 6 and 8. Please refer to the Public Schools NSW, Wagga Wagga RTO 90333 Assessment Strategy for details.**

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIT20316 Certificate II in Hospitality. The Statement of Attainment towards SIT20316 Certificate II in Hospitality will only be the possible AQF outcome if at least one UoC has been achieved.



### Industrial Technology: Metal and Engineering/Timber Products and Furniture Industries

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, 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
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

**Table of Year 11 Outcomes: Industrial Technology: Metal and Engineering/Timber Products and Furniture Industries**

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

## Japanese Continuers

Component	Task 1	Task 2	Task 3	Weighting %
	Rotary Exchange Application and Listening Test	Report and Reading Test	Yearly Examination	
	Term 2, Week 1	Term 3, Week 2	Term 3, Weeks 9-10 Examination block	
	Outcomes Assessed 1.4, 2.1, 3.1 & 3.2	Outcomes assessed 2.2, 2.3, 3.3 & 3.4	Outcomes assessed 1.1, 1.3, 3.5 & 3.6	
Listening and responding	20		10	<b>30</b>
Reading and responding		20	10	<b>30</b>
Writing in Japanese		10	10	<b>20</b>
Speaking in Japanese	10		10	<b>20</b>
<b>Marks</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**Table of Year 11 Outcomes: Japanese for Continuers**

Objectives	Outcomes A student:
1. Exchange information, opinions and experiences in Japanese	1.1 Uses a range of strategies to maintain communication
	1.2 Conveys information appropriate to context, purpose and audience
	1.3 Exchanges and justifies opinions and ideas
	1.4 Reflects on aspects of past, present and future experience
2. Express ideas through the production of original texts in Japanese	2.1 Applies knowledge of language structures to create original text
	2.2 Composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
	2.3 Structures and sequences ideas and information
3. Analyse, process and respond to texts that are in Japanese	3.1 Conveys the gist of texts and identifies specific information
	3.2 Summarises the main ideas
	3.3 Identifies the tone, purpose, context and audience
	3.4 Draws conclusions from or justifies an opinion
	3.5 Interprets, analyses and evaluates information
	3.6 Infers points of view, attitudes or emotions from language and context
4. Understand aspects of the language and culture of Japanese-speaking communities	4.1 Recognises and employs language appropriate to different social contexts
	4.2 Identifies values, attitudes and beliefs of cultural significance
	4.3 Reflects upon significant aspects of language and culture

## Legal Studies

Component	Task 1	Task 2	Task 3	Weighting %
	Research Assignment	Research based in-class essay	End of Course Examination	
	Term 1, Week 9	Term 2, Week 8	Term 3, 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	<b>20</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Inquiry and research	10	10		<b>20</b>
Communication	10	10		<b>20</b>
<b>Marks</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

**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 %
	In class test	In class test	End of Course Examination	
	Term 1, Week 7	Term 2, Week 9	Term 3, 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
<b>Totals</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### 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 Extension 1

Component	Task 1	Task 2	Task 3	Weighting %
	In class test	In class test	End of Course Examination	
	Term 2, Week 4	Term 2, Week 9	Term 3, 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
<b>Totals</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100 *</b>
* 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.

## Mathematics Numeracy

Component	Task 1	Task 2	Task 3	Weighting %
	Investigation	Investigation	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	20	15	50
Skills	15	20	15	50
<b>Totals</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

### Table of Outcomes: Mathematics 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

## Mathematics Standard

Component	Task 1	Task 2	Task 3	Weighting %
	In class test	In class test	End of Course Examination	
	Term 1, Week 7	Term 2, Week 9	Term 3, 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
<b>Totals</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### 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

## Modern History

Component	Task 1	Task 2	Task 3	Weighting %
	Source based assessment task	Presentation Research Task	End of Course Examination	
	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 9-10	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	MH11-6 MH11-10	MH11-3, MH11-4 MH11-7, MH11-9	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
<b>Marks</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

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

**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

## Music 2

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Composition Portfolio and Performance</b> <b>Mandatory topic 1</b> Music 1600–1900 Composition portfolio with aural analysis of one work with reference to the concepts of music and compositional techniques. Solo performance of one piece in any style.	<b>Musicology Research</b> <b>Mandatory topic 2</b> Music 1600–1900 Detailed aural analysis and musicological research of stylistic features of two pieces within the focus area of the chosen topic demonstrated through viva voce.	<b>End of course exam</b> Solo performance of two pieces in any style and Aural exam with score reading.	
	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9-10	
	<b>Outcomes assessed</b> P1, P2, P3, P4, P5, P7, P8	<b>Outcomes assessed</b> P4, P5, P6, P7, P8, P9	<b>Outcomes assessed</b> P1, P2, P3, P7, P9, P10	
Performance	10		15	<b>25</b>
Composition	25			<b>25</b>
Musicology		25		<b>25</b>
Aural	5		20	<b>25</b>
<b>Marks</b>	<b>40</b>	<b>25</b>	<b>35</b>	<b>100</b>

**Table of Year 11 Outcomes: Music 2**

Year 11 Course	A student:
P1	Confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble
P2	Demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics
P3	Composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles
P4	Creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
P5	Analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations
P6	Discusses and evaluates music making constructive suggestions about performances and compositions
P7	Observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics
P8	Understands the capabilities of performing media, explores and uses current technologies as uses current technologies as studied
P9	Identifies, recognises, experiments with, and discusses the use of technology in music
P10	Performs as a means of self-expression and communication
P11	Demonstrates a willingness to participate in performance, composition, musicology and aural activities
P12	Demonstrates a willingness to accept and use constructive criticism

**PDHPE**

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

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	First-Hand Investigation Practical Report	End of Course Examination	
	Term 1, Week 6	Term 3, Week 2	Term 3, Weeks 9-10	
	Outcomes assessed PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-8, PH11-7	Outcomes assessed PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7	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
<b>Totals</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**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

## Primary Industries – Certificate II Agriculture

### Assessment Advice for HSC VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed “Competent” if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses.

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

**The achievement of units of competency** will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

**Recognition of Prior Learning (RPL)** on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

**Credit Transfer (CT)** may be given for units of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer prior to the commencement of the delivery of this UoC.

**N Determination** letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

**Work placement** is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer.
- a ‘N’ determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

#### Work placement advice from NESA in response to COVID

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

**HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).**

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.

### Assessment Summary for AHC20116 Certificate II in Agriculture

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 3 2022, Term 4 2022.
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 2023

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 1	<a href="#">AHCWHS201</a>	Participate in WHS processes	X	X	X	Mandatory
Cluster 2	<a href="#">AHCWRK204</a>	Work effectively in the industry	X		X	Mandatory
Cluster 2	<a href="#">AHCWRK209</a>	Participate in environmentally sustainable work practices	X	X	X	Mandatory
Cluster 2	<a href="#">AHCWRK205</a>	Participate in workplace communications	X	X	X	
Cluster 3	<a href="#">AHCWRK201</a>	Observe and report on weather	X	X	X	Mandatory
Cluster 4	<a href="#">AHCPMG201</a>	Treat weeds	X	X	X	
Cluster 4	<a href="#">AHCCHM201</a>	Apply chemicals under supervision	X	X	X	Mandatory

### Cluster 5 (includes Livestock stream)

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 5	<a href="#">AHCLSK202</a>	Care for health and welfare of livestock	X	X	X	Stream focus area
Cluster 5	<a href="#">AHCLSK205</a>	Handle livestock using basic techniques	X	X	X	
Cluster 5	<a href="#">AHCLSK206</a>	Identify and mark livestock	X		X	
Cluster 5	<a href="#">AHCLSK204</a>	Carry out regular livestock observations	X		X	

## Cluster 7 Tractors and machinery

Assessment Plan			Evidence Collection		
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 7	<a href="#">AHCMOM202</a>	Operate tractors	X	X	X
Cluster 7	<a href="#">AHCMOM304</a>	Operate machinery and equipment	X	X	X

## Cluster 8 Feed and Water Livestock

Cluster 8	<a href="#">AHCLSK211</a>	Provide feed for livestock	X	X	X
Cluster 8	<a href="#">AHCLSK209</a>	Monitor water supplies	X	X	X

## Cluster 9 Fencing

Cluster 9	<a href="#">AHCINF202</a>	Install, maintain, and repair farm fencing	X	X	X
Cluster 9	<a href="#">AHCINF201</a>	Carry out basic electric fencing operations	X	X	X

## Cluster 12 Clean machinery

Cluster 12	<a href="#">AHC BIO201</a>	Inspect and clean machinery for plant, animal and soil material	X	X	X
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## Society and Culture

Component	Task 1	Task 2	Task 3	Weighting %
	Oral Research Report	Mini – Personal Interest Project	End of Course Examination	
	Term 1, Week 10	Term 2, Week 9	Term 3, 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
<b>Marks</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**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 %
	Athletics Skills Assessment	Fitness Practical Demonstration	Practical Task	
	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	
Athletics	30			30
Fitness		40		40
Games and Sports Applications 1			30	30
	30	40	30	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 %
	Communication Techniques Portfolio	Preliminary Textiles Project	Yearly Examination	
	Term 1, Week 8	Term 2, Week 6	Term 3, Weeks 9-10	
	Outcomes assessed P2.1, P2.3, P3.2	Outcomes assessed P1.1, P1.2, P2.1, P2.2, P2.3, 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	10	30	10	50
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

**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 Exam	
	Term 1, Week 9	Term 2, Week 9	Term 3, 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	10		40	50
Total	30	30	40	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 – NON ATAR

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

**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

## Work Studies – NON ATAR

Components	Task 1	Task 2	Task 3	Weighting %
	Core: My Working Life Portfolio	Work Experience or VERTO Excursion Reflection Task	Completed Cover Letter and Resume	
	Term 1, Week 8	Term 2, Week 3	Term 3, Week 5	
	Outcomes assessed 7, 8, 9	Outcomes assessed 1, 2, 3	Outcomes assessed 1, 5, 6,	
Knowledge	10	10	10	30
Communication	20	25	25	70
<b>Marks</b>	30	35	35	100

Component	Weighting
Knowledge	30
Application	70

### Table of Year 11 Outcomes: Work Studies

Outcomes	A student:
O1	Investigates a range of work environments
O2	Examines different types of work and skills for employment
O3	Analyses employment options and strategies for career management
O4	Assesses pathways for further education, training and life planning
O5	Communicates and uses technology effectively
O6	Applies self-management and teamwork skills
O7	Utilises strategies to plan, organise and solve problems
O8	Assesses influences on people's working lives
O9	Evaluates personal and social influences on individuals and groups