Liverpool Girls High School

Course and Assessment Information
Stage 6 Year 11 Courses, 2020
Principal’s Message

A word from the Principal …

Welcome to the Year 11 Course and your final two years of study resulting in the award of the HSC. The next two years will be the busiest, most challenging and most rewarding years during your time at school. This booklet, one of the most important tools for your Year 11 course preparation, outlines the rules and regulations that govern and guide your assessment at Liverpool Girl’s’ High School which is based on expectations as set down by the NSW Education Standards Authority and the NSW Department of Education, Public Schools.

In the first part of the booklet, information about Stage 6 and what is required by NSW Education Standards Authority, the Department of Education and the school is outlined for you. Make sure that you read and familiarise yourself with these requirements, there is no excuse for not knowing.

You will also find a summary of each course outlining the requirements, the Year 11 Course Outcomes you will be working toward the achievement of during the year and the evidence of learning / assessment task schedules for each course. The course outcomes form a foundation of your courses and the assessment program that your teachers have designed for you so you are able demonstrate your learning in a variety of different ways.

Your assessment tasks provide evidence of your learning throughout the course of study. You need to ensure that you are working hard at all times and do your very best with every task that you complete to maximise your marks that are submitted to the NSW Education Standards Authority. You are expected to accept full responsibility for your personal organisation and the submission and completion of all tasks by the due dates.

Make sure that you make the most of the support that is offered to you. There are a lot of people, programs and activities that are designed to offer advice, support, help and guidance. Use the Learning Centre, the Help Centre, support services through well-being programs and make use of the extra tuition offered by your teachers at various times during the course. Do not leave your tasks until the last moment to complete. Rushed work usually is of inferior quality. Make sure at any time you are in doubt about anything ASK SOMEONE for assistance or advice. It is your HSC and you are fully responsible in how you approach your study.

You need to ensure that you read your booklet carefully and map out the dates of assessment tasks so that you are aware of what is coming up and plan to utilise your time effectively. The time will fly past very quickly. Good luck for a most rewarding Stage 6 Year 11 year of high school.

David Hargrave
PRINCIPAL
# Contents

A word from the Principal

## Introduction to Stage 6

- Study requirements
- Types of courses
- What are units
- Change of patterns of study

## The HSC Credential

- The HSC Testamur
- HSC Record of Achievement
- Course reports
- What I must do to gain an HSC

## School Reporting of Achievement

## Attendance for the HSC – Year 11

- School leaving age
- School attendance
- Extended leave
- Attendance on the day of a task
- Flexible attendance

## Meeting Requirements for the Award of the HSC

## Assessment Procedures for the school based

- Course completion criteria
- Principles of good academic conduct
- Student rights
- Student responsibilities
- School responsibilities
- Assessment procedures for school based assessment
- Understanding NSW Education Standards Authority and school assessment guidelines
- Types of tasks
- Submission of assessment tasks
- Penalties for late submission
- Failure to complete a task
- Absences
- Computer Failure
- Group Tasks
- Appeals process
- Academic misconduct / Malpractice
- Working in tasks during lessons
- Zero marks
- A note on medical certificates
- Disability Provision
- ‘N’ Determinations

## Key points for completing your HSC

## Assessment task completion

Vocational Education

- Vocational Education and Training
- Business Services
- Retail Services

Examination Rules and Expectations

- Year 11 Assessment Planning
- Personal Assessment Planning

Student appeal and misadventure form

- Glossary of Key Terms

Key support for your HSC

Checking your pattern of study

Course assessment information and schedules

- Ancient History
- Biology
- Business Studies
- Chemistry
- Community and Family Studies
- Design and Technology
- Drama
- English (Advanced)
- English (Standard)
- English (Extension)
- English (Studies)
- English (EALD)
- Food Technology
- Geography
- Investigating Science
- Legal Studies
- Mathematics (Advanced)
- Mathematics (Extension)
- Mathematics (Standard)
- Modern History
- Music
- PDHPE
- Society and Culture
- Spanish
- Sports Lifestyle and Recreation
- Studies of Religion
- Textiles Technology
- Visual Arts

- Liverpool Girls’ High School | Stage 6 Year 11 Assessment Information | 2020
Study Requirements

English is the only compulsory HSC subject.

To be eligible for the award of the HSC you must satisfactorily complete at least 12 units of the Year 11 Course pattern of study and 10 units of a Year 12 Course pattern of study comprising:

- At least 2 units of English; and
- At least 6 units of Board Developed Courses (BDC);
- At least 4 subjects including a BDC of English;
- At least 3 courses of 2 unit value or greater;
- No more than 6 units of Science Courses.

If you do not follow the necessary pattern of study, you will not receive a Higher School Certificate. You must complete Year 11 Courses before you can study for the HSC in Year 12.

Each course must be satisfactorily completed to count towards the HSC.

For an ATAR (Australian Tertiary Assessment Rank) you need;

- At least 10 units of BDCs including at least the best 2 units of English;
- At least 3 courses of 2 units or greater and at least 4 subjects;
- No more than 2 units of Category B subjects.

Types of Courses

There are two main types of courses - Board Developed and Board Endorsed.

Board Developed Courses

These are courses that are developed and externally examined, through the HSC examination, by the NSW Education Standards Authority (NESA). A syllabus is available for each of these courses. Schools are required to use the current syllabus for any Board Developed Year 11 or Year 12 course they offer. Board Developed courses count towards the HSC and may count towards in the calculation of the Australian Tertiary Admission Rank (ATAR). Board Developed courses can be either category A or category B courses.

Board Endorsed Courses (BECs)

All Board Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Board Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).

There is no external examination for Board Endorsed Courses. Assessment is school based. Board Endorsed Courses may be studied as 1 or 2 units of study and as Year 11 and/or Year 12 courses.

There are two types of Board Endorsed Courses – Content Endorsed Courses and School Developed Courses.

Content Endorsed Courses have syllabuses endorsed by the NSW Education Standards Authority (NESA) to cater for areas of special interest not covered in Board Developed Courses. Schools may also develop
special courses in order to meet student needs. Content Endorsed Courses must be approved by the NSW Education Standards Authority (NESA). At Liverpool Girl’s High School we offer the following **Content Endorsed Courses**:

- English Studies
- Exploring Early Childhood
- Photography, Video and Digital Imaging
- Sport, Lifestyle and Recreation Studies
- Visual Design and
- Work Studies

**School Developed Courses** are designed by an individual school, or group of schools, to meet the local needs of a group of students. School Developed Courses require the endorsement of the NSW Education Standards Authority (NESA) through the Board Endorsement Panel.

It is possible to study a Board Developed or Board Endorsed Course at an institution such as Saturday School or a TVET at TAFE which is other than your own school or with a private tutor whose credentials are approved by your Principal.

**What are Units?**
Each unit of study involves class time of three forty minute periods a week, so a 2 unit course involves six forty minute periods per week. In the HSC examination, each unit has a value of 50 marks, so a 1 Unit course has a value of 50 marks and a 2 unit course has a value of 100 marks.

**Changing or reducing your pattern of study**
At the beginning of the Year 12 course you may reconsider your pattern of study and decide to withdraw from a course. You are unable to add a different course unless you have studied the Year 11 course first. In order to do this, you need to:

- discuss your options with the Careers Advisor, your parents and your teachers;
- complete a green ‘Change of Course or Class’ form;
- attach a note from your parents to the green form that shows that you have discussed this with them and they give permission for you to change your course;
- have the green ‘Change of Course or Class’ form signed by the Head Teacher of the course you which to drop; and
- return the green form, with your parents note attached, to your Deputy Principal for processing.

You **are not able** withdraw from a course unless you have **satisfactorily completed** the Year 11 course by completing 12 units of study.

You **cannot** withdraw from a course if you are studying a language at the Saturday School of Languages until you can **provide written evidence** that you are satisfactorily meeting course requirements and that your teacher, or the Principal, states in writing that they are confident that you will complete the language course satisfactorily.

You **will continue to attend** class until you are informed by the Deputy Principal that your request has been approved, and you are given a new timetable. You will then be required attend the **senior study centre** during this class time.
The HSC Credential ~ What you are working towards

The HSC testamur is delivered by post in January. Students are able to download their credentials via their Student’s Online account in December. You can read more about accessing HSC credentials on Students Online.

The Higher School Certificate Record of Achievement
The Higher School Certificate (HSC) Record of Achievement (RoSA) includes students' Year 12 HSC (Stage 6) results, Year 11 (Year 11 Stage 6) grades and, if applicable, Year 10 (Stage 5) grades. Results for each Stage appear on separate pages.

This certificate provides formal recognition of a student's senior secondary school (Stage 6) achievements, and includes:

- **Assessment mark**: School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for most courses, which may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit an HSC assessment mark based on performance in these tasks for every student in every course. NESA puts the marks through a process of moderation to allow a fair comparison of marks in each course across different schools.

- **Examination mark**: The examination mark for each course demonstrates the student's performance in the NESA HSC examination for that course. The examination consists of a written paper and, for some courses, may include speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.

- **HSC mark**: The HSC mark is a 50:50 combination of a student's external examination mark and school-based assessment mark for each course.

- **Performance band**: A student's HSC mark for each course will fall within one of six performance bands, where the highest achievement is Band 6 (90–100 marks) and where the minimum standard expected is 50 marks. A performance band of E1–E4 is shown for Extension courses. Each performance band is aligned to what a student at that level of performance typically knows, understands and can do.

- **Stage 6 Year 11 grades**: Schools use the Common Grade Scale for Year 11 courses to award A–E grades for Stage 6 Year 11 courses (other than Life Skills and Vocational Educational and Training (VET) courses).

- **Stage 5 grades**: Schools use the Common Grade Scale and course performance descriptors, to award A–E grades for Stage 5 courses (other than Life Skills and Vocational Education and Training (VET) courses).

**Course Reports**
For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state wide distribution of marks in the course is also shown.

The HSC does not report a single, overall score.
WHAT MUST I DO TO GAIN THE HSC?

To be eligible for the award of the Higher School Certificate, you must have:

- gained the *Record of School Achievement* (RoSA) or other qualifications as the NSW Education Standards Authority (NESA) considers satisfactory;

- **attended** a government school, an accredited non-government school, a school outside New South Wales recognised by the NSW Education Standards Authority (NESA) or a college of TAFE;

- **completed** HSC: *All My Own Work*;

- **satisfactorily completed** courses that comprise the **pattern of study** required by the NSW Education Standards Authority (NESA) for the award of the *Higher School Certificate*; and

- **sat for and made a serious attempt** at the requisite *Higher School Certificate examinations*.

In addition to NESA requirements for students to gain an HSC, NSW Department of Education, Public Schools are to provide students with:

- the 25-hour personal development and health education course, *Crossroads*;

- 80 – 120 minutes per week for sport, if students are in Year 11, and for students in Year 12, if Year 12 students wish to participate; and

- special Religious Education, where authorised personnel from approved providers are available.
School Reporting of Achievement

Students will receive a grade for the Year 11 Course – Record of Achievement based on their progress throughout the Year 11 Course. The same gradings are used to report on student progress for school reports during the HSC year. Meaning of these grades are indicated in the table below in all school course reports.

The Common Grade Scale describes performance at each of five grade levels. These are the same grades that have reported your progress throughout your school years. These grades will be used in your school reports issued throughout the year to report your performance.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Performance Descriptors - (Meanings of Grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.</td>
</tr>
<tr>
<td>B</td>
<td>The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.</td>
</tr>
<tr>
<td>C</td>
<td>The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.</td>
</tr>
<tr>
<td>D</td>
<td>The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.</td>
</tr>
<tr>
<td>E</td>
<td>The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.</td>
</tr>
</tbody>
</table>

*Meanings of School-based Assessment Grades for all Subjects from NSW Education Standards Authority Grading Descriptions (2013).*
Attendance for the HSC – Year 11 Course

SCHOOL LEAVING AGE

Students in NSW must be involved in some form of recognised learning or education until they are 17 years old. This means you must be;

- in school, or registered for home schooling (subject to approval from NESA), or in approved education or training course (e.g. TAFE, private education provider, traineeship, apprenticeship); or;
- in full-time, paid employment (average 25 hours/week); or
- in a combination of work, education and/or training.

SCHOOL ATTENDANCE

The Principal may determine that, due to absence, course completion criteria may not be met.

You are expected to attend all school activities on time. Regular attendance helps you:

- develop the skills needed to access the work of work or further study;
- learn the importance of punctuality and routine;
- make and keep friendships, and
- fully engage in learning opportunities.

Only a small number of reasons for absence may be accepted by the Principal. For example: if you:

- have to go to a special recognised gazetted religious ceremony;
- are required to attend a serious or urgent family situation (e.g. a funeral); or
- are too sick to go to school or have an infectious illness (for which you will be able to provide a current medical certificate on day of return).

Absences will not be granted for:

- translating for family members;
- sleeping in;
- working around the house;
- minding younger siblings and other children;
- minor family events such as birthdays; or
- haircuts, doctors and dentist appointments which can be made out of school hours.
EXTENDED LEAVE - (TRAVEL OR HOLIDAY)

Family holidays and travel are no longer considered by the Department of Education under Exemption from School procedures. Travel outside the vacation period is now counted as an absence. The Department of Education encourages families to travel during school holidays. If travel during school term is necessary an Application for Extended Leave or Travel form needs to be completed at least 4 weeks prior to the date of intended travel. Only if the principal accepts the reason (in exceptional circumstances) for the extended absence will an application for illness/misadventure be considered. The student will be expected to complete all work and tasks while away and keep in contact with teachers though the student portal and email. All work tasks will be expected to be submitted by the due dates.

ATTENDANCE ON DAY TASK / EXAMINATION IS DUE

Students must arrive to school on time and attend all scheduled lessons on the day of a task, unless other arrangements have been communicated (eg. Half-yearly and Trial HSC examinations). Students who arrive late or truant classes will have gained an unfair advantage over other students and will consequently receive a non-attempt or zero for that task. ‘N Determination’ conditions apply. If the task is completed and redeemed the task will be taken into account for achieving requirements but will not be used to determine final results.

FLEXIBLE ATTENDANCE IN STAGE 6:

Each term Stage 6 attendance is reviewed. Stage 6 students with good attendance are allowed the privilege of a flexible timetable. At the Principal’s discretion and with your parents’ permission, you may be permitted to arrive later and leave early on certain days. If you are a student with poor attendance, you will be timetabled into the Senior Study Centre during Wednesday period 1 and Friday periods 7 and 8. This provides you with the extra support you will need to catch up work missed by your absence and allows you the opportunity to seek study assistance to consolidate your learning.

The Department of Education has strict attendance criteria for students attending NSW Public Schools. Students are expected to attend school each day. Department of Education Policy and information can be found at the following web site:

MEETING REQUIREMENTS FOR
THE AWARD OF THE HIGHER SCHOOL CERTIFICATE
~ Year 11 Course ~

~ Course completion Criteria ~

YOU need to Show evidence of ...

(a) following the course developed by the NSW Education Standards Authority

(b) Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school

(c) Achieving the course outcomes

ATTENDANCE - 85% or more

✓ 85% or more attendance rate.
✓ Full day absences = expectation of a parent note and doctor's certificate.
✓ Late to school = note from parent with a valid reason.
✓ Leaving school early = note from parents with a valid reason.

✓ In each of your subjects.
✓ The syllabus details.
✓ The content or information of classwork.
✓ Completed all classwork and assessments.

✓ Diligence means hard work and applying yourself to all of your work all of the time.
✓ Sustained effort means keeping working continuously.
✓ Set tasks = class work, activities and assessments.
✓ Experiences = excursions and all activities.
✓ Attending all classes

✓ Following the teachers' guidance in what is required in the course.
✓ Succeed in completing classwork.
✓ Completing assessments, tests and examinations successfully.
✓ Work is handed in ON TIME!

Do you meet these requirements?
ASSESSMENT PROCEDURES FOR SCHOOL-BASED ASSESSMENT TASKS and COURSE COMPONENTS

COURSE COMPLETION CRITERIA

The following course completion criteria refer to both Year 11 and Year 12 courses.

A student will be considered to have satisfactorily completed a course if, in the Principal’s view, there is sufficient evidence that the student has:

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

Students studying a Year 12 course are to make a genuine attempt to complete the course requirements. For courses where internal assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of the available marks. The student must fulfil the course completion criteria.

HSC students, who do not make a serious attempt at the examination or in school based assessment tasks, may not receive an award in the course concerned. This may render some students ineligible for the award of the Higher School Certificate.

Non-serious attempts include:

- frivolous or objectionable material; or
- provide answers to examination questions in a language other than English (unless specifically instructed to do so).

Non-attempts include those where only multiple-choice questions are attempted and not other sections of the task.

Any student identified as making a non-serious or non-attempt will be asked by the Principal to justify why they should receive marks for the assessment task or examination concerned and may be asked to complete and submit an alternative task. The NSW Education Standards Authority (NESA) will also identify any student in the external examinations who made a non-serious or non-attempt in their examination papers.

PRINCIPLES AND PRACTICES OF GOOD ACADEMIC CONDUCT ~
What is meant by good scholarship?

Good scholarship means being honest and ethical about what is your own work and what isn't, and about where you got your information.

Research using different sources of information is an important part of HSC work. Being an ethical researcher and a good scholar means listing all your sources and correctly citing each source and using your own words to communicate what you have learnt.

Good scholarship means being an effective researcher and applying effective study habits.
STUDENT RIGHTS

Student have the right to …

▪ be informed of the assessment policies of the school and the NSW Education Standards Authority (NESA);
▪ receive clear guidelines and information relating to what is required of you for each assessment task;
▪ be told in advance of the due date and requirements for each assessment task;
▪ receive feedback that assists you to review your work and guide how you can improve your work;
▪ query the mark/grade for an individual task at the time it is returned to you; and
▪ request from the Principal an appeal against any assessment and/or the RoSA grade(s) awarded.

STUDENT RESPONSIBILITIES

Students are expected to …

▪ become familiar with, follow and fulfil the assessment requirements of your study as set by the school;
▪ understand what is required of you;
▪ complete all set tasks on time, or follow correct procedures if you are unable to meet a deadline;
▪ not truant class at any time to complete any assessment tasks. Tasks maybe worked on during regular study periods.
▪ record your task information and dates in your school diary;
▪ be fair and honest in all aspects of your work;
▪ perform all tasks required and attend all tests scheduled in assessment programs. Students should endeavour to complete each task to the best of their ability;
▪ not engage in behaviour which could be considered cheating or malpractice, including plagiarism;
▪ ensure that all assessment work is your own or acknowledge the contribution of others;
▪ respect the rights of and integrity of others; and
▪ follow up any concerns you have with tasks at the time they are marked and returned.

It is the responsibility of absent students, including students on work placement, or extended leave to check whether an assessment task has been issued in their absence. Absence will not be accepted as a reason for assessment activities not completed on time.

SCHOOL RESPONSIBILITIES

The school is responsible to …

▪ to set assessment tasks which will be used to measure student performance fairly in each component of a course;
▪ to realistically specify a mark / weighting for each assessment task;
▪ to inform students of the requirements of each assessment task;
▪ to give reasonable advance notice in writing (usually two weeks) of the exact date for completing or submitting the task;
▪ to keep records of each student’s performance on each assessment task; and
▪ to provide students with information and feedback about their progress.
ASSESSMENT PROCEDURES FOR SCHOOL-BASED ASSESSMENT

Assessment is the process of identifying, gathering and interpreting information about students' learning. The central purpose of assessment is to provide information and feedback on student achievement and progress and set the direction for ongoing teaching and learning. Assessment in Stage 6:

- provides opportunities for teachers to gather evidence and provide feedback about student achievement in relation to outcomes;
- enables students to demonstrate their learning - what they know and can or are able to do;
- clarifies student understanding of concepts and promotes deeper understanding; and
- provides evidence that current understanding is a suitable basis for future learning.

In the context of the HSC courses, the school based assessment program provides a measure of a student's achievement in each course based on:

- a wider range of syllabus outcomes than can be measured by an external examination; and
- multiple measures and observations made throughout the HSC course rather than a single assessment event such as a single paper and pen test.

Measuring achievement at several points during the course can provide a better indication of student achievement than a single, final assessment event.

Each assessment task allows teachers to collect information and evidence about a student’s learning and achievement in relation to course outcomes and provides the opportunity for constructive feedback about progress.

Understanding the NSW Education Standards Authority (NESA) and School Assessment Guidelines

In accordance with NSW Education Standards Authority (NESA) policy no student will be told their final assessment mark in any course.

Every effort will be made to balance the assessment program for each student over the assessment period so that students are not inundated with an unreasonable number of tasks in any single week or on any specific day. However, it must be realised that overlap will be unavoidable where long-term “hand-in” tasks and Extension Course tasks coincide with in-class assessments. To some extent problems of assessment overload can be avoided with careful planning ahead and the cumulative preparation of assignment/research tasks rather than “last minute – late night” efforts. Use this booklet to help you plan what is due ahead of time.

It is important to remember that the purpose of assessment is to measure a wider range of student performance throughout the HSC course than is possible to measure by examination only. Assessment is therefore fair as it allows the full range of your achievements to be measured in each course, including research, practical skills and fieldwork where appropriate.

HSC Assessments typically begin in Term 4 of Year 11. However, it is important that you develop the habit of optimising your school assessment marks long before entry into the Higher School Certificate year.

In order to have satisfactorily completed a course, you will be required to satisfactorily complete the assessment tasks set as part of the assessment program as well as other class tasks which are set from time to time for diagnostic purposes.

You are required to submit all assessment tasks punctually but even if they are late they must still be submitted, as these can be used to determine whether you have fulfilled the requirements of the course. However, failure to complete sufficient assessment tasks will preclude eligibility for the Higher School Certificate in that course. In such cases that course will not be recorded on the final result notice.
To meet the minimum requirements of the NSW Education Standards Authority (NESA), you must satisfactorily complete tasks that contribute in **excess of 50 per cent** of the available marks in any course.

At Liverpool Girls’ High School you must hand in assessment tasks in line with the school’s and faculty’s assessment frameworks. Hand-in information, deadlines and organisation will be stated on each assessment notification sheet. Make sure that you know what the organisation is for **every** task you are involved in completing. Check with this booklet or your assessment notifications.

Breaches of the school’s assessment framework will be communicated to your parents in a ‘N’ Course Warning letter and may result in an ‘N’ Determination for the course.

As a general rule, should you be unable, for a valid reason, to complete a task by the due date in a particular course, the course Head Teacher will decide whether you should complete the missed task or be given an alternative task. **A valid medical certificate will be required for extensions to be given.** Failure to submit an assessment task, without valid reason, will result in a **zero mark** for that particular task.

At the completion of Year 12, your final assessment mark for each course is sent to the NSW Education Standards Authority (NESA). Here it is averaged with your HSC Examination mark. This produces your final mark which is reported on the **HSC Record of Achievement** and which the universities use in the calculation of your ATAR for tertiary course entrance.

In cases where you suffer an accident or misadventure near the time of the HSC Examinations the NSW Education Standards Authority (NESA) may need to rely entirely on your Assessment grades. These marks will then be used as the chief (and perhaps only) measure of your achievement for the two-year Stage 6 program.

For these reasons, if for no other, you must seek to maximise your assessment marks as a form of insurance against the risk of illness or misadventure during the HSC examination period.

**TYPES OF TASKS**

**Examinations** – require students to complete an examination of the course learning applying what has been learned in a formal examination situation.

**In-class tasks** – require students to prepare for the task at home and in previous lessons in class. The task is completed in-class, as part of a timetabled lesson. These types of tasks may include: review test and quizzes, writing tasks, practical tasks, performances, speeches or presentations.

**Hand-in tasks** – these require students to satisfactorily complete and submit a task by a due date. These types of tasks may include: research assignments, design or representation tasks and portfolios.

**Group tasks**: some tasks will require group participation. When this is the case each member of the group will be responsible for their contribution and will be assessed individually.

Students will complete school-based assessments as part of their HSC, which contribute 50% of their final HSC mark for a course (except VET courses) and which are used to assign an A-E grade. Tasks may include tests, written assignments, practical activities, fieldwork and projects.

**SUBMISSION OF ASSESSMENT TASKS**

- All students will be given notification of what the requirements and expectations are for assessment in each subject area.
▪ All hand-in assessment tasks should be submitted in class on the date due or according to the instructions on the assessment notification sheet.

▪ A faculty coversheet must be completed and receipt retained or signed in on a class hand-in register. All assessment tasks must be signed in with a teacher.

**PENALTIES FOR LATE OR NON-SUBMISSION**

▪ Failure to hand in assessment work will result in ‘N’ Course Warning letters being sent home and recorded as non-attempts for determining the Final Stage Grade.

▪ Failure to meet the deadlines will result in a non-attempt being recorded and a ‘N’ Course Warning letter being generated. (This includes students on unapproved leave who fail to meet deadlines).

▪ The task must be completed and submitted to a satisfactory standard to meet NESA requirements.

▪ ‘N’ Determinations will be made where the student has failed to demonstrate with evidence from performance and tasks, their progress in any course over time.

**FAILURE TO COMPLETE A TASK**

▪ If a student fails to complete a task as specified in the assessment program and feel they have a valid reason they must complete a Misadventure Form and attach the supporting evidence and issue to Head Teacher of the course.

▪ The Head Teacher will determine, on the basis of this evidence, the validity of the claim and may grant an extension of time or a mark to be awarded based on a substitute task.

▪ The inability to print assessment tasks by the due time is not an acceptable excuse for the late submission of a task. ‘N’ Course Warning letter will be generated.

▪ When there is no valid reason for not completing an assessment task, as determined by the Head Teacher, a non-attempt will be recorded and a ‘N’ Course Warning letter will be generated.

▪ Students at risk of not meeting LGHS internal assessment requirements will be given formal ‘N’ Course Warning letters which may lead to a ‘N’ Determination being made for the course.

**ABSENCES**

If a student is absent on the day of an assessment task or the day a task is due they must follow the flow chart as outlined.

▪ The student or their parent/guardian MUST ring the school and inform the Head Teacher.

▪ The student MUST report to the Deputy Principal or Head Teacher of the subject on the first day of return to school with a valid medical certificate or supporting evidence. Failure to report with appropriate documentation will result non-attempt being recorded.

▪ The student MUST complete a Misadventure Form issued by and returned to the Head Teacher within five days.

▪ To satisfy NESA requirements the task must be completed and submitted at the time determined by the Head Teacher. Failure to follow these procedures could lead to an ‘N’ Course Warning letter being generated.

▪ Absence from school when a task is distributed does not automatically entitle a student to extra time to complete the task.
Any student who will be absent from school for an assessment task or for the submission of a task, because of their involvement in a conflicting school activity (e.g: debating, sport commitments etc) must inform the class teacher or Head Teacher who will arrange an alternative date for the task to be completed. Failure to inform your teacher or Head Teacher will result in a non-attempt being recorded and an ‘N’ Warning letter being generated.

For all absences greater than four weeks, an estimate will be provided or a substitute task given, only if the student has had their leave approved by the Principal prior to the absence.

**COMPUTER FAILURE**

- A student presenting work produced via computer or submitting work on-line who experiences computer or printer failure **MUST follow these procedures**:
  1. (a) present to the Head Teacher before school, documentary evidence eg : note from home; working drafts and working papers
  2. (b) plus work saved on a USB key;
  3. (c) or hard copy of drafts, rough notes etc.

- Only after these initial procedures have been completed on the due date, will the Head Teacher consider a student’s request for misadventure.

- A Misadventure Form must be completed as normal and submitted for determination by the Principal.

**GROUP TASKS**

- The same rules apply as for other tasks as outlined above.

- An individual student will be penalised for failure to meet group requirements.

**APPEALS PROCESS**

- Students should ensure that any questions or problems they have, about the marks/grades or teacher feedback for a piece of work, are resolved at the time the work is returned.

- Students have the right to appeal the result of a formal assessment, the marking process or the Head Teacher determination of a misadventure based on the following grounds:
  1. The assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency.
  2. The students were not informed in advance of the conditions and method of assessment.
  3. The process was discriminatory in some way.
  4. The student was ill or suffered misadventure at the time of the assessment (must be supported by a valid medical certificate).

- To begin the appeal process, collect an appeal form from the Deputy Principal and when all paper work is completed present these forms to the Principal for a final determination.

**ACADEMIC MISCONDUCT / MALPRACTICE**

- If any student participates in any form of academic misconduct they will be awarded a non-attempt, have an interview with the Head Teacher, be issued with a letter of caution and attend a parent interview, if deemed appropriate. The work will not be used as evidence to determine satisfying course requirements an ‘N’ Course Warning letter may be generated. The student may be required to re complete the task or an alternative.
Examples of academic misconduct include:

- Plagiarism, that is,
  
  (a) copying someone else’s work in part or whole and presenting it as your own;
  
  (b) using large amounts of material directly from books, journals, CDs or the internet without reference to the original source;
  
  (c) downloading documents directly from the internet or site;
  
  (d) buying, stealing or borrowing another person’s work and presenting it as your own; and
  
  (e) submitting work to which another person, such as a parent, coach or subject expert has contributed substantially.

Plagiarism is dishonest. It is a scholarly requirement that you must acknowledge the ideas of others when you use them to build your own insights and understanding.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to the student:
- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas;
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills;

- breaching school examination rules;
- paying someone to write material for you or attend an examination posing as you;
- using non-approved aids during an assessment task or examination;
- contributing false explanations to explain why work was not submitted by the due date;
- assisting another student to engage in malpractice;
- disrupting an assessment task or examination;
- after having been given permission to submit a task at a later date, you attempt to find out details of the task;
- deliberately not attending school for a day, or part of a day, before an assessment task is due, therefore gaining additional study time, will be questioned in the validity of the work with extra time; or
- Assisting another student to engage in malpractice.

Working on tasks during lessons of other courses

Students must not truant classes to work on assessment tasks or use time during lessons of other courses. Students may work on assessment tasks during designated study periods. Students who use time during lessons of other courses to work on assessment tasks will have gained an unfair advantage over other students and will consequently receive a non-attempt or zero score for this task.

Students who engage in malpractice, including plagiarism, in examinations and assessment tasks will receive a zero score, be asked to satisfactorily complete and submit an alternative task and will have their name recorded on the NSW Education Standards Authority (NESA) malpractice register by the school. They may be awarded an ‘N’ Determination for that course that will not be counted towards the HSC.
ZERO MARKS / NON ATTEMPT

Zero marks / Non-attempt will be awarded for an assessment task or an examination if:

▪ a student does not complete and submit an illness/misadventure application the day of return after absence;
▪ a claim based on illness is not supported by an appropriate medical certificate or documentation; and
▪ insufficient evidence is provided in support of an application based on misadventure.

A NOTE ON VALID MEDICAL CERTIFICATES

When providing a medical certificate as supporting evidence for an illness/misadventure application, it is important that the medical practitioner gives a reason why you are unable to attend school or complete the examination or assessment task. General reasons such as ‘unfit for work’ are not sufficient. A more detailed explanation allows the school to more fairly decide about illness and misadventure applications. A medical centre may be contacted to verify your attendance at the time indicated on the medical certificate.

SPECIAL EXAMINATION – DISABILITY PROVISIONS

Students in Year 11 or Year 12 requiring special provisions for examinations (such as a ‘reader’, ‘writer’, extra time, rest breaks, large print papers, braille papers, coloured paper or the use of a computer) should contact the Head Teacher, Teaching and Learning for further advice. For Year 12 students, applications from students with special examination and disability needs for the Higher School Certificate are assessed by NESA in order to provide eligible students with practical support in NESA examinations. Special Examination Provisions need to be usually completed by the end of Term 1 with supporting documentation to support the application.

For more details, refer to the NESA website:

www.educationstandards.nsw.edu.au

Disability provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. The provisions granted are solely determined by how the student’s examination performance is affected.

‘N’ DETERMINATIONS

‘N’ determinations are issued for the non-completion of requirements in a course. This is issued after at least three ‘N’ Course Warning letters have been issued in the once subject.

Students who have not complied with the requirements for satisfactory completion of a course cannot be regarded as having satisfactorily completed the course. The Principal will then issue an ‘N’ determination. All students who are issued with an ‘N’ determination have the right to appeal against the Principal’s determination.

Where a student fails to satisfactorily complete a Stage 6 course the student:

▪ may be ineligible for the HSC credential.
▪ may be ineligible to enter the HSC (Year 12) course.
The following chart indicates the procedures, which will be followed after the Principal makes an ‘N’ determination.

Principal makes ‘N’ Determination

- Principal warns student though at least three Course Warning letters in a course. (Student have opportunity to redeem themselves by completing work outstanding.)

Principal notifies student

- Student makes no appeal

Student Appeals

- Principal reviews determination

Principal confirms determination and makes comments on appeal

- Principal notifies NSW Education Standards Authority

Principal revises determination

- Principal notifies student

NSW Education Standards Authority reconsiders determination and submission

NSW Education Standards Authority makes decision

- NSW Education Standards Authority notifies student

NSW Education Standards Authority notifies Principal
KEY POINTS in SUMMARY

✓ Being a part of the school community means that you agree to follow and abide by the school’s *Guiding Principles of REACH* and Department of Education’s *Code of Conduct*.

✓ Unless specified on your *Assessment Notification Sheet*, you are required to submit assessment tasks in class on the day that the task is due.

✓ You must be in attendance for the full day that an assessment task is due or is to be completed. The exception is examinations that run within a whole school examination timetable and you have been advised of times that you are required for examinations.

✓ Failure to be in attendance for the day that an assessment task is due or is to be completed will result in the award of a non-attempt or zero (depending on Stage Course), for which you will need to submit an *Illness/misadventure application* the day of return after the absence.

✓ An *Illness/misadventure application* must be submitted the day of return after the absence for the assessment task or examination being due or being conducted. A detailed doctor’s certificate in support of the application made on the day of illness must be attached to the misadventure form.

✓ Tasks that are submitted late will be awarded a non-attempt or zero, for which you must submit an *Illness/misadventure application*. An ‘N’ Course Warning letter will be issued. To satisfy NESA requirements the task will need to be completed for the non-attempt can be redeemed.

✓ Valid medical certificates must state the reason why you are unable to attend school or complete the assessment task or examination.

✓ Malpractice, including plagiarism, will result in a zero award and the issue of a ‘N’ Course Warning letter. An alternative task may be issued to satisfy that the student has completed requirements however the task result will not count towards consideration of final awards.

✓ To satisfactorily complete a course, you need to:
  - *follow the course* developed or endorsed by NESA;
  - *apply yourself* with diligence and sustained effort; and / or
  - *achieve some or all of the course outcomes*.

✓ The Principal may determine that, due to absence, you have not met the course requirements.

✓ Flexible attendance in Stage 6 is a privilege, not a right!
ASSESSMENT TASK COMPLETION

Task issued by teacher

Failure to complete or submit task by due date

Ring school to notify absence from assessment task / exam

Report to Head Teacher with Medical Certificate or appropriate documents on first day back at school

Collect Misadventure Form from Head Teacher and complete form as requested within five days

Complete/submit/sit task at time determined by Head Teacher

Complete and submit task according to instructions

Task will be marked, recorded and feedback provided

File task/feedback in your portfolio folder (Yr 12), or in your class work book

Penalty for Non-Submission of Tasks

- Late submission of task = Non-attempt
- Absence due to illness: A Misadventure form submitted with a valid medical certificate within five (5) days of return.
- Task must be submitted to meet NSW Education Standards Authority or LGHS assessment requirements. Failure to do so will result in an “N” Determination Course Warning letter being generated.
Each course specifies the units of competency students must demonstrate to gain qualification under the Australian Qualifications Framework (AQF).

Each teacher will maintain a central record of student achievement.

VET courses involve competency based assessment of skills and knowledge. Assessment will be an ongoing process throughout the year.

Assessment events may combine skills and knowledge across units and elements of competency and thus more than one unit of competency.

Students in each course will be given a program specifying the modules that will be taught, and the approximate times that the modules will be taught throughout the year.

**Note:** some units of competency are delivered simultaneously.

Students should refer to the Information to Students section in this booklet for information relating to student responsibilities, the consequences of failure to undertake assessment events, illness and misadventure provisions.

The results of individual assessments can be queried only at the time that the result of the assessment is given.

If students are dissatisfied with the assessment of their competency, they may appeal to the Principal, in writing, within 5 days of the date of the assessment. Within 10 days the Appeals Committee, comprising the Deputy Principal, VET Coordinator, VET teacher and Careers Adviser, will make a determination on the appeal.

Work Placement is a compulsory component of all industry curriculum framework courses – the minimum mandatory requirement in a 240 hour (two unit) course is 35 hours spent in a workplace setting per year.

Students not continuing a Year 11 Year 11 Course into Year 12 will still be required to complete the work placement for Year 11. Students not completing a 35 hour work placement by the end of the Year 11 course will receive an ‘N’ Determination.

Students may apply for RPL (Recognition of Prior Learning) via the school VET Co-ordinator or their class teacher. This might include work samples, previous employer references or documentation from a recognised RTO.

The purpose of these courses is to provide students with a range of skills and knowledge suitable for employment and also for university and other tertiary study. Students may achieve a FULL AQF Certificate II or higher in some frameworks.

An external written HSC examination will be conducted but is optional. Students can nominate during the HSC year whether or not they will undertake the external written examination.

Students who have dropped this subject at the end of the Year 11 year will only be accredited as a Statement of Attainment (eg IT1)
Examination dates for students are published in the school calendar and students are notified ahead of time. It is the responsibility of each student to arrive on time at the correct venue and to remain for the set duration of the task / examination.

GENERAL

▪ Students are not required to attend school on days that they do not have an examination.

▪ **FULL SCHOOL UNIFORM IS REQUIRED DURING EACH EXAM.**

▪ When students have an examination that starts later in the day, they are required to arrive at school at least 30 minutes prior to the commencement time.

▪ Students unable to make their own way home after an early exam finish are to utilise the school library for private study or the Senior Learning Centre.

▪ Examinations will be conducted in the school Hall and rooms as indicated in the examination timetable.

▪ All examinations will be supervised by ‘outside’ supervisors under the management of the Presiding Officer. (Examinations will be conducted under the same rules that will apply in the HSC.)

▪ Examination conditions commence on entry into the exam room. No talking will be allowed.

EQUIPMENT

▪ Written work must be written in blue or black pen not pencil. You may also have a pencil, eraser, sharpener, ruler in metric measurement, highlighter pens, non-programmable watch placed on desk.

▪ Electronic devices such as Smart Phones, mobile and portable devices, MP3 players, tablets and dictionaries, paper, correctional fluid or tapes are not to be used in assessments and examinations.

▪ All paper and writing pages will be supplied. No paper will be allowed in the examination room.

▪ Any specific equipment you are required to bring, must be in working order.

▪ **No food.** (unless prior medical condition). Water may be brought into the room (minus labelling)

CONDUCT

▪ Students must not speak to any other person during an in-class assessment or examination other than the supervisor of the task.

▪ Students must not behave in any way likely to disturb the work of any other student or upset the conduct of the task.

▪ If a student does not follow these rules, they will receive zero for the task.
Students who do not follow the Code of Conduct, including issues involving the use of electronic devices, writing on body parts, unauthorised material or notes and communicating with others will receive a breach notice and be penalised.

1. All examinations have at least a 5 minute period of time for reading at the start of the examination. During this time, you must not use your pen. (English Paper 1 has a 10 minute reading time).

2. Students are not permitted to leave the exam room prior to the official end of the exam.

3. Students who arrive later than 30 minutes after the commencement of the examination will not be permitted to enter.

Practical examinations are involved in the examination schedule. Students may find that a practical examination is on at the same time as a theory examination. It is up to the student to negotiate with the practical subject teacher to avoid this type of clash. Theory examinations take priority.

**SICKNESS OR MISADVENTURE**

- In the event of sickness or misadventure, students **MUST** contact the school (phone 9602 0083) **on the morning of the examination to notify of this absence**. The office has been advised to inform the Deputy Principal and Head Teacher of the subject, of any absences. If you do not notify the school of your absence, **you will not be able to sit for this examination at any time**. You will receive a non-attempt or zero for this task.

- A valid *Medical Certificate* will be required explaining any absences. Failure to follow the procedures set out in your assessment booklet regarding absence will result in zero. *Medical Certificates* need to be detailed and explain how the illness affects your inability to sit an examination. As there has been fraudulent activity, doctors may be contacted to verify the authenticity and issue of a *Medical Certificate* on the day of issue.

- Students who have missed examinations due to illness or exceptional circumstances must obtain a *Misadventure Form* from Examination Supervisor or the Front Office. This form **must** then be submitted, **with a detailed Medical Certificate** to the Deputy Principal or Head Teacher of the subject, who will determine if the reason for absence is acceptable. These will be given to the Principal for consideration.

- Please note that a *Medical Certificate* will need to state that the Doctor considers that you are incapable of sitting an examination on the day/days in question due to **significant** illness.

- Misadventure information needs to be delivered to the Deputy Principal or Head Teacher of the subject on the **NEXT AVAILABLE DAY** during the exam timetable. Misadventure forms will not be accepted after the next day of return. The Principal will make the final determination.

Please be aware that these examinations are an important component of your school-based assessment.

Prepare well in order to achieve a result that reflects your effort during the course.

Any issues or concerns should be directed to the Deputy Principal.

Framework Revised July 2014, 2016, Aug 2017, 2018
To be evaluated November 2021
This form is to be completed by a student who is unable to attend/submit an assessment task on the due date. Procedures in this assessment booklet must be followed in order for any consideration to be extended with regards to the task.

1. Complete and present this form to the appropriate Head Teacher. *(This should be done prior to the due date where applicable or on the first day of your return to school.)*

2. If approval is granted, this form together with any other relevant documents such as a doctor’s certificate with a valid medical reason must be attached to the assessment task on submission

Failure to submit this form promptly may adversely affect the result of your request. It should not be assumed that an application using this form will be successful, as the reasons advanced will be assessed on their merits.

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Home Phone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year/Course/Class:</td>
<td>Teacher:</td>
</tr>
<tr>
<td>Assessment Task Missed:</td>
<td>Due Date:</td>
</tr>
</tbody>
</table>

**Student Statement in Support of the Appeal / Misadventure**

You need to detail your reasons for the appeal. You may provide evidence to the contrary that supports your appeal. Supporting evidence attached  □ YES □ NO  Type:  

*My appeal is based on the following grounds:*

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................
KEY SUPPORT PEOPLE

The NESA inquiries for enrolment information can be made through Ms Baverstock, School Business Manager who can help you.

Your Year Advisor is Mrs Becich. Mrs Becich can be found in the History staff study.

Mrs Duke is the Head Teacher, Student Administration in charge of student attendance and leave. She can be found in the Head Teacher Administration Office.

Ms Dokmanovic, the Careers Advisor, and Mrs Sukkar, the Transition Officer can both be found in the Careers Office and are valuable sources of information about post school options and career advice.

The Senior Learning Enagement Adviser, is available to assist you with your study or tasks during timetabled learning centre sessions or by seeking a time to meet with her.

The School Librarian, Mrs Knott is able to assist you with the location of resource materials for your study or completion of assessment tasks.

The School Counsellors are available at school on most days. You may self-refer by leaving a slip under their door before school or during break times. Slips can be found on the school counsellor door. The counsellors' office is located on the ground floor of Block L.

The counsellors provide a confidential counselling service and are happy to support you with any difficulties you may be experiencing at home or school; particularly in relation to the impact things have on your ability to cope and learn at school. They can give you strategies on managing stress and dealing with issues such as feeling anxious or depressed. They are also good people to see if you feel you have a crisis and don't know who to turn to. The counsellors may suggest a specific service that they can refer you to in order to best help meet your needs. They may be involved in seeing you if you’re experiencing difficulties with your learning and would benefit from extra support. You can expect to be treated in a friendly, non-judgemental and compassionate manner by the counsellors at our school.

The Help Centre is available with tutors after school on Monday, Tuesday and Thursday from 3:15 – 4:45 pm. Teachers are available to assist you with your study and tasks.

HSC tutorial groups will be offered by your teachers from Term 3 Week 5 up until the HSC examinations begin.

The Deputy Principal who has responsibility for the overall academic performance and progress of Year 12 students in 2020 is Mrs Queffert.
### Checking your pattern of study requirements for the award of the HSC in 2018

**Do you meet the following pattern of study requirements?**

- ✔ At least 12 units of Year 11 courses and 10 units of HSC courses
- At least 2 units of a Board Developed Course in English – at both Year 11 and HSC level
- At least 4 subjects – at both Year 11 and HSC level
- At least 6 units of Board Developed Courses – at both Year 11 and HSC level
- At least 3 courses of 2 unit value or greater (Board Developed and/or Board Endorsed Courses) – at both Year 11 and HSC level
- A maximum of 6 Year 11 units and 7 HSC units from courses in Science [Ref: ACE Manual, Dec. 2005, Section 8.3.1.4, p.88]

**In the Year 11 study pattern, Senior Science cannot be studied in combination with Biology, Chemistry, Earth and Environmental Science or Physics. In the HSC study pattern, Senior Science can be studied in combination with Biology, Chemistry, Earth and Environmental Science or Physics. Students undertaking Senior Science in the HSC study pattern must have satisfactorily completed the Year 11 course in at least one Science course [Ref: ACE Manual, Dec. 2005, Section 8.3.1.4, p.88]**

- Met eligibility requirements for the English (ESL) course [Ref: ACE Manual, Dec. 2005, Section 8.2.2.1, p.84]
- Met eligibility requirements for Continuers courses in languages where there are Background Speakers courses [Ref: ACE Manual, Dec. 2005, Section 8.2.2.2, p.84-86]
- Met eligibility requirements for Beginners courses in languages [Ref: ACE Manual, Dec 2005, Section 8.2.2.3, p.86]

**Board Endorsed Courses have current endorsement**

- Students are not enrolled in any Board Developed Course, Content Endorsed Course, TAFE Delivered VET HSC Course or Board Endorsed Course combinations which are subject to Board exclusions [For exclusions please see ACE Manual, Dec. 2005, Section 8.3, p.87-90, PLUS also check your school BEC decision letters or check for BEC decisions via Schools Online.]

**REMINDE**

- Students seeking an ATAR in 2021 must complete at least 10 units of Board Developed Courses for which there are formal examinations conducted by the NSW Education Standards Authority, including (a) at least 2 units of English, and (b) at least 8 units of Category A courses. Courses completed must include at least three Board Developed Courses of 2 units or greater and at least four subjects. NB: Board Endorsed Courses and Content Endorsed Courses, including vocational Content Endorsed Courses, do not satisfy requirements for a ATAR.

- Schools should note that additional Departmental curriculum requirements (e.g. sport, religious education, 25 hours of Life Ready etc) or conditions of enrolment at individual schools are not requirements for Higher School Certificate credentialing as determined by the NSW Education Standards Authority as the statutory Higher School Certificate credentialing authority.

- Schools will need to ensure that Board requirements are met in cases of accumulation, acceleration, repeating, recognition of prior learning and in any cases of non-completion of course requirements [please refer to the ACE Manual, Dec. 2005, Section 8 for details].

- Students with special education needs can meet the requirements for the award of the Higher School Certificate by undertaking a combination of Board Developed Courses, Board Endorsed Courses and/or Stage 6 Life Skills Courses. Principals will be required to certify on the Year 11 and HSC entry forms that enrolment of a student in any Life Skills Courses for Stage 6 is the result of a planning process that addresses the student’s transition from school to adult life [please refer to the ACE Manual, Dec. 2005 Section 7, p.73-77].

**Do you meet these requirements? … If not you will not receive an HSC!**
EVIDENCE OF LEARNING

Assessment Information and Schedules

for

all Year 11 Subject Areas
(excluding VET)

2020

for the 2021 HSC

Some advertised dates for assessment tasks in this booklet may change during the course.
Year 11 Syllabus Course Objectives and Outcomes

**KNOWLEDGE AND UNDERSTANDING**

**Students:**
- develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context
- develop an understanding of continuity and change over time.

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.

**SKILLS**

**Students:**
- undertake the process of historical inquiry
- use historical concepts and skills to examine the ancient past
- communicate an understanding of history, sources and evidence, and historical interpretations.

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

---

**NSW Education Standards Authority Year 11 Assessment Information**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Knowledge and understanding of course content</td>
</tr>
<tr>
<td>B</td>
<td>Historical skills in the analysis and evaluation of sources and interpretations</td>
</tr>
<tr>
<td>C</td>
<td>Historical enquiry and research</td>
</tr>
<tr>
<td>D</td>
<td>Communication of historical understanding in appropriate forms</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

**School Based Evidence of Learning ~ Formal Task Schedule**

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Targeted Outcomes</th>
<th>Learning Context</th>
<th>Task</th>
<th>Date Due</th>
<th>Weighting</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AH11-6 AH11-7 AH11-9 AH11-10</td>
<td>Investigating Ancient History- Thera</td>
<td>Sources Analysis</td>
<td>Term 1 Week 10</td>
<td>10 5 10 5</td>
<td>30</td>
</tr>
<tr>
<td>1</td>
<td>AH11-3 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9</td>
<td>Historical Investigation-Student Developed Inquiry</td>
<td>ICT Research task</td>
<td>Term 2 Week 10</td>
<td>10 5 10 5</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>AH11-1 AH11-2 AH11-6 AH11-7 AH11-9</td>
<td>Investigating Ancient History - PERSEPOLIS</td>
<td>End of course Examination</td>
<td>Term 3 Week 9-10</td>
<td>20 10 10</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>TOTAL</td>
<td>40 20 20 20</td>
<td>100</td>
</tr>
</tbody>
</table>
Year 11 Syllabus Course Objectives and Outcomes

SKILLS

**Objective**

Students develop skills in applying the processes of Working Scientifically

**Questioning and predicting**

BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation

**Planning investigations**

BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

**Conducting investigations**

BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

**Processing data and information**

BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**Analysing data and information**

BIO11/12-5 analyses and evaluates primary and secondary data and information

**Problem solving**

BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**Communicating**

BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

KNOWLEDGE AND UNDERSTANDING

**Objective**

Students develop knowledge and understanding of the structure and function of organisms

A student:

BIO11-8 describes single cells as the basis for all life by analysing and explaining cells’ ultrastructure and biochemical processes

BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms

**Objective**

Students develop knowledge and understanding of the Earth’s biodiversity and the effect of evolution

A student:

BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species

BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

NSW Education Standards Authority Year 11 Assessment Information

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Skills in working scientifically</td>
</tr>
<tr>
<td>B</td>
<td>Knowledge and understanding of course content</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
School Based Evidence of Learning ~ Formal Task Schedule

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Targeted Outcomes</th>
<th>Learning Context</th>
<th>Task</th>
<th>Date Due</th>
<th>Weighting</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BIO11/12-1</td>
<td>Module 3 – Biological diversity</td>
<td>Depth Study - Research</td>
<td>Term 2 Week 8</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>BIO11/12-3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIO11/12-5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIO11/12-6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIO11/12-7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIO11-10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>BIO11/12-1</td>
<td>Module 4 – Ecosystem Dynamics</td>
<td>Depth Study - Fieldwork</td>
<td>Term 3 Week 4</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>BIO11/12-2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIO11/12-3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIO11/12-5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIO11/12-6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIO11/12-7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIO11-11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>All outcomes</td>
<td>All modules</td>
<td>End of course Examination</td>
<td>Term 3 Week 9/10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weighting</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>60</td>
</tr>
<tr>
<td>B</td>
<td>40</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>
Year 11 Syllabus Course Outcomes

The 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

NSW Education Standards Authority Year 11 Assessment Information

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Knowledge and understanding of course content</td>
</tr>
<tr>
<td>C</td>
<td>Stimulus-based skills</td>
</tr>
<tr>
<td>C</td>
<td>Inquiry and research</td>
</tr>
<tr>
<td>D</td>
<td>Communication of business information, ideas and issues in appropriate forms</td>
</tr>
</tbody>
</table>

School Based Evidence of Learning ~ Formal Task Schedule

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Targeted Outcomes</th>
<th>Learning Context</th>
<th>Task</th>
<th>Date Due</th>
<th>Weighting</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>1</td>
<td>P1, P2, P3, P7, P8, P9</td>
<td>Nature of Business</td>
<td>Business Report</td>
<td>Tm 2 Wk 2</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>P4, P7, P8, P9, P10</td>
<td>Business management</td>
<td>Business Plan</td>
<td>Tm 3 Wk 2</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>P4, P5, P6, P8, P9, P10</td>
<td>Nature of Business</td>
<td>End of course examination</td>
<td>Tm 3 Wk 9-10</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40</td>
<td>20</td>
</tr>
</tbody>
</table>
Year 11 Syllabus Course Objectives and Outcomes

SKILLS

Objective
Students develop skills in applying the processes of Working Scientifically
A student:
Questioning and predicting
CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
Planning investigations
CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
Conducting investigations
CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
Processing data and information
CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Analysing data and information
CH11/12-5 analyses and evaluates primary and secondary data and information
Problem solving
CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
Communicating
CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

KNOWLEDGE AND UNDERSTANDING

Objective
Students develop knowledge and understanding of the fundamentals of chemistry
A student:
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

Objective
Students develop knowledge and understanding of the trends and driving forces in chemical interactions
A student:
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

NSW Education Standards Authority Year 11 Assessment Information

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Skills in working scientifically</td>
<td>60</td>
</tr>
<tr>
<td>B Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
### School Based Evidence of Learning  ~ Formal Task Schedule

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Targeted Outcomes</th>
<th>Learning Context</th>
<th>Task</th>
<th>Date Due</th>
<th>Weighting</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-8</td>
<td>Module 1 Properties and Structure of Matter</td>
<td>Practical Investigation and research</td>
<td>Term 1 Week 9</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Ch11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-6, CH11/12-7, CH11-9</td>
<td>Module 2 Introduction to Quantitative Chemistry</td>
<td>Depth Study</td>
<td>Term 2 Week 5</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11</td>
<td>All modules</td>
<td>End of course Examination</td>
<td>Term 3 Week 9/10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>60</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>
Community and Family Studies (CAFS)

Board Developed Course (BDC) - Category A
Course Code: 15060

Year 11 Syllabus Course Outcomes

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
P7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
P7.2 develops a sense of responsibility for the wellbeing of themselves and others
P7.3 appreciates the value of resource management in response to change
P7.4 values the place of management in coping with a variety of role expectations

NSW Education Standards Authority Year 11 Assessment Information

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>B - Skills in critical thinking, research methodology, analysing and communicating</td>
<td>60</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

School Based Evidence of Learning ~ Formal Task Schedule

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Targeted Outcomes</th>
<th>Learning Context</th>
<th>Task</th>
<th>Date Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>P - 2.1, 2.3, 3.2,4.1, 4.2, 4.6</td>
<td>Individuals and groups</td>
<td>Research methodology - interview</td>
<td>Term 1 Week 10</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>P – 1.2, 2.2, 2.4, 3.1, 3.2, 4.2</td>
<td>Families and communities</td>
<td>Research Task</td>
<td>Term 2 Week 10</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>All outcomes</td>
<td>Resource Management, Individuals and groups, Families and Communities</td>
<td>End of course examination</td>
<td>Term 3 Week 9-10</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>
Year 11 Syllabus Course Outcomes

A student …

P1.1 examines design theory and practice, and considers the factors affecting designing and producing in design projects
P2.1 identifies design and production processes in domestic, community, industrial and commercial settings
P2.2 explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects
P3.1 investigates and experiments with techniques in creative and collaborative approaches in designing and producing
P4.1 uses design processes in the development and production of design solutions to meet identified needs and opportunities
P4.2 uses resources effectively and safely in the development and production of design solutions
P4.3 evaluates the processes and outcomes of designing and producing
P5.1 uses a variety of management techniques and tools to develop design projects
P5.2 communicates ideas and solutions using a range of techniques
P5.3 uses a variety of research methods to inform the development and modification of design ideas
P6.1 investigates a range of manufacturing and production processes and relates these to aspects of design projects
P6.2 evaluates and uses computer-based technologies in designing and producing

NSW Education Standards Authority Year 11 Assessment Information

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>B - Knowledge and skills in designing, managing, producing and evaluating design projects</td>
<td>60</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

School Based Evidence of Learning ~ Formal Task Schedule

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Targeted Outcomes</th>
<th>Learning Context</th>
<th>Task</th>
<th>Date Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>P 1.1, 2.1, 2.2, 6.1</td>
<td>Knowledge and understanding of course content</td>
<td>Designer Case Study</td>
<td>Term 1 Week 8</td>
<td>10 20 30</td>
</tr>
<tr>
<td>2</td>
<td>P 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2</td>
<td>Knowledge and skills in designing, managing, producing and evaluating design projects</td>
<td>Preliminary Project</td>
<td>Term 2 Week 10</td>
<td>10 30 40</td>
</tr>
<tr>
<td>3</td>
<td>P 1.1, 2.2, 5.1, 5.2, 5.3</td>
<td>All course content</td>
<td>End of course Examination</td>
<td>Term 3 Week 9-10</td>
<td>20 10 30</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40 60 100</td>
</tr>
</tbody>
</table>
Drama

Board Developed Course (BDC) - Category A
Course Code: 11090

Year 11 Syllabus Course Outcomes

A student …

The 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

NSW Education Standards Authority Year 11 Assessment Information

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A – Making</td>
<td>40</td>
</tr>
<tr>
<td>B – Performing</td>
<td>30</td>
</tr>
<tr>
<td>C – Critically studying</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

School Based Evidence of Learning ~ Formal Task Schedule

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Targeted Outcomes</th>
<th>Learning Context</th>
<th>Task</th>
<th>Date Due</th>
<th>Weighting</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P – 1.1, 1.2, 1.7, 2.4, 3.1</td>
<td>Improvisation, acting and playbuilding</td>
<td>Group performance and logbook</td>
<td>Tm 1 Wk 9</td>
<td>10% 15% 5%</td>
<td>30%</td>
</tr>
<tr>
<td>1</td>
<td>P – 1.3, 1.4, 2.3, 3.3, 3.4</td>
<td>Theatrical traditions and performance styles</td>
<td>Individual project</td>
<td>Tm 2 Wk 9</td>
<td>15% 5% 10%</td>
<td>30%</td>
</tr>
<tr>
<td>2</td>
<td>P – 1.4, 1.6, 2.1, 2.2, 3.2</td>
<td>The Elements of Production in Performance</td>
<td>Class Theatre Production</td>
<td>Tm 3 Wk 6</td>
<td>15% 10% 15%</td>
<td>40%</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40% 30% 30%</td>
<td>100</td>
</tr>
</tbody>
</table>
Year 11 Syllabus Course Objectives and Outcomes

Objective A
Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: communicate through speaking, listening, reading, writing, viewing and representing

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

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

Objective B
Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to use language to shape and make meaning according to purpose, audience and context

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

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

Objective C
Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to think in ways that are imaginative, creative, interpretive and critical

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

EA11-6 A student investigates and evaluates the relationships between texts

Objective D
Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to express themselves and their relationships with others and their world

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

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

Objective E
Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to learn and reflect on their learning through their study of English

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

NSW Education Standards Authority Year 11 Assessment Information

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Knowledge and understanding of course content</td>
</tr>
<tr>
<td>B</td>
<td>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## School Based Evidence of Learning ~ Formal Task Schedule

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Targeted Outcomes</th>
<th>Learning Context</th>
<th>Task</th>
<th>Date Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>1</td>
<td>EA11-1, EA11-2, EA11-6, EA11-7</td>
<td>Common Module: Reading to Write</td>
<td>Imaginative text with personal reflection</td>
<td>Term 2 Wk 9</td>
<td>15 15 30</td>
</tr>
<tr>
<td>2</td>
<td>EA11-1, EA11-2, EA11-6, EA11-7</td>
<td>Narratives that Shape our World</td>
<td>Multimodal Presentation</td>
<td>Term 1 Wk 9</td>
<td>15 15 30</td>
</tr>
<tr>
<td>3</td>
<td>EA11-1, EA11-3, EA11-5, EA11-6, EA11-8</td>
<td>Critical Study of Literature</td>
<td>End of Course Examination</td>
<td>Term 3 Wk 9</td>
<td>20 20 40</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50 50 100</td>
</tr>
</tbody>
</table>
Year 11 Syllabus Course Objectives and Outcomes

Objective A
Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing

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

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

Objective B
Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to use language to shape and make meaning according to purpose, audience and context

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

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

Objective C
Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to think in ways that are imaginative, creative, interpretive and critical

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

EN11-6 A student investigates and explains the relationships between texts

Objective D
Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to express themselves and their relationships with others and their world

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

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

Objective E
Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to learn and reflect on their learning through the study of English

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

NSW Education Standards Authority Year 11 Assessment Information

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Knowledge and understanding of course content</td>
</tr>
<tr>
<td>B</td>
<td>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
## School Based Evidence of Learning ~ Formal Task Schedule

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Targeted Outcomes</th>
<th>Learning Context</th>
<th>Task</th>
<th>Date Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EN 11-3, EN 11-5, EN 11-9</td>
<td>Common Module – Reading to Write: Transition to Senior English</td>
<td>Imaginative text with personal reflection</td>
<td>Term 1 Wk 9</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>EN 11-1, EN 11-2, EN 11-7</td>
<td>Contemporary Possibilities</td>
<td>Multimodal Presentation</td>
<td>Term 2 Wk 9</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>EN 11-1, EN 11-3, EN 11-5, EN 11-6, EN 11-8</td>
<td>Close Study of Literature</td>
<td>End of Course Examination</td>
<td>Term 3 Wk 9-10</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>
Year 11 Syllabus Course Objectives and Outcomes

Objective A
Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to articulate understanding through speaking, listening, reading, writing, viewing and representing

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

Objective B
Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts

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

Objective C
Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values

EE11-3 A student 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 A student develops skills in research methodology to undertake effective independent investigation

Objective D
Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to express understanding of how cultural, historical and social contexts are represented in critical and creative texts

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

Objective E
Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to reflect on and evaluate their own processes of learning and creativity

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

NSW Education Standards Authority Year 11 Assessment Information

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Knowledge and understanding of complex texts and of how and why they are valued</td>
</tr>
<tr>
<td>B</td>
<td>Skills in complex analysis, sustained composition and independent investigation</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

School Based Evidence of Learning ~ Formal Task Schedule

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Targeted Outcomes</th>
<th>Learning Context</th>
<th>Task</th>
<th>Date Due</th>
<th>Weighting A</th>
<th>Weighting B</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EE11 -2, 3</td>
<td>Module: Texts, Culture and Value</td>
<td>Creative Writing submission</td>
<td>Term 1 – Week 9</td>
<td>15</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>EE11 – 1, 3, 4, 5, 6</td>
<td>Module: Texts, Culture - and Value</td>
<td>Related text research project – multimodal presentation</td>
<td>Term 2 – Week 9</td>
<td>20</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>EE11 – 1, 2, 5</td>
<td>Module: Texts, Culture and Value</td>
<td>End of Course Examination</td>
<td>Term 3 – Weeks 9 - 10</td>
<td>15</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>
Year 11 Syllabus Course Objectives and Outcomes

Objective A
Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing*

- **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

Objective B
Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to use language to shape and make meaning according to purpose, audience and context

- **ES11-5** develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- **ES11-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

Objective C
Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to think in ways that are imaginative, creative, interpretive and critical

- **ES11-7** represents own ideas in critical, interpretive and imaginative texts
- **ES11-8** identifies and describes relationships between texts

Objective D
Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to express themselves and their relationships with others and their world

- **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

Objective E
Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to learn and reflect on their learning through their study of English

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

**NSW Education Standards Authority Year 11 Assessment Information**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Knowledge and understanding of course content</td>
</tr>
<tr>
<td>B</td>
<td>Skills in:</td>
</tr>
<tr>
<td></td>
<td>▪ comprehending texts</td>
</tr>
<tr>
<td></td>
<td>▪ communicating ideas</td>
</tr>
<tr>
<td></td>
<td>▪ using language accurately, appropriately and effectively</td>
</tr>
</tbody>
</table>
## School Based Evidence of Learning ~ Formal Task Schedule

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Targeted Outcomes</th>
<th>Learning Context</th>
<th>Task</th>
<th>Date Due</th>
<th>Weighting</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ES11-1, ES11-2, ES11-4, ES11-5, ES11-10</td>
<td>Mandatory module – Achieving through English – English in education, work and community</td>
<td>Imaginative text with personal reflection</td>
<td>Tm 1 Wk 9</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>ES11-2, ES11-6, ES11-8, ES11-9</td>
<td>Module K – The Big Screen – English in filmmaking</td>
<td>Multimodal Text</td>
<td>Tm 2 Wk 8</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>ES11-1, ES11-4, ES11-7, ES11-9, ES11-10</td>
<td>Module F: MiTunes and Text – English and the language of song</td>
<td>Collection of classwork and written reflection</td>
<td>Tm 3 Wk 8</td>
<td>15</td>
<td>20</td>
</tr>
</tbody>
</table>

| Total    | 50 | 50 | 100 |
Year 11 Syllabus Course Objectives and Outcomes

Objective A
Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing

EAL11-1 A student responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EAL11-1B A student communicates information, ideas and opinions in familiar personal, social and academic contexts

EAL11-2 A student uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies

Objective B
Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to use language to shape and make meaning according to purpose, audience and context

EAL11-3 A student identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning

EAL11-4 A student applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts

Objective C
Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to think in ways that are imaginative, creative, interpretive and critical

EAL11-5 A student thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts

EAL11-6 A student investigates and explains the relationships between texts

Objective D
Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to express themselves and their relationships with others and their world

EAL11-7 A student understands and assesses the diverse ways texts can represent personal and public worlds

EAL11-8 A student identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning

Objective E
Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to learn and reflect on their learning through their study of English

EAL11-9 A student reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

NSW Education Standards Authority Year 11 Assessment Information

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Knowledge and understanding of course content</td>
</tr>
<tr>
<td>B</td>
<td>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### School Based Evidence of Learning ~ Formal Task Schedule

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Targeted Outcomes</th>
<th>Learning Context</th>
<th>Task</th>
<th>Date Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EAL – 11.1B, 11.3, 11.4, 11.7</td>
<td>Language and Texts in Context</td>
<td>Imaginative Writing</td>
<td>Term 1 Week 9</td>
<td>15 15 30</td>
</tr>
<tr>
<td>2</td>
<td>EAL – 11.1A, 11.2, 11.3, 11.5, 11.9</td>
<td>Close Study of Text</td>
<td>Multimodal presentation (including listening)</td>
<td>Term 2 Week 9</td>
<td>20 20 40</td>
</tr>
<tr>
<td>3</td>
<td>EAL – 11.1A, 11.3, 11.5, 11.6, 11.8</td>
<td>Texts and Society</td>
<td>End of Course Examination</td>
<td>Term 3 Week 9</td>
<td>15 15 30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50 50 100</td>
</tr>
</tbody>
</table>

**TOTAL**
Year 11 Syllabus Course Outcomes

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

NSW Education Standards Authority Year 11 Assessment Information

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Knowledge and understanding of course content</td>
</tr>
<tr>
<td>B</td>
<td>Knowledge and skills in designing, researching, analysing and evaluating</td>
</tr>
<tr>
<td>C</td>
<td>Skills in experimenting with and preparing food by applying theoretical concepts</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>

School Based Evidence of Learning ~ Formal Task Schedule

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Targeted Outcomes</th>
<th>Learning Context</th>
<th>Task</th>
<th>Date Due</th>
<th>Weighting</th>
<th>Weigh</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>P 1.1,1.2, 2</td>
<td>Food availability and selection</td>
<td>Research and Practical task</td>
<td>Term 1 Week 8</td>
<td>10 20 30</td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>P 2.2, 3.2, 4.1, 4.4</td>
<td>Food Quality</td>
<td>Food Quality Preparation and oral presentation</td>
<td>Term 3 Week 3-4</td>
<td>30 10 40</td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>P 1.1,1.2, 2.1, 2.2, 4.4, 5.1</td>
<td>All preliminary units</td>
<td>End of course Examination</td>
<td>Term 3 Week 9-10</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40 30 30 100</td>
<td></td>
</tr>
</tbody>
</table>
Geography

Board Developed Course (BDC) - Category A
Course Code: 15190

Year 11 Syllabus Course Outcomes

The 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
P6 identifies the vocational relevance of a geographical perspective
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

NSW Education Standards Authority Year 11 Assessment Information

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>C Geographic tools and skills</td>
<td>20</td>
</tr>
<tr>
<td>C Geographical inquiry and research, including feedback</td>
<td>20</td>
</tr>
<tr>
<td>D Communication of geographical information, ideas and issues in appropriate forms</td>
<td>20</td>
</tr>
</tbody>
</table>

School Based Evidence of Learning ~ Formal Task Schedule

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Targeted Outcomes</th>
<th>Learning Context</th>
<th>Task</th>
<th>Date Due</th>
<th>Weighting</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1, 2, 3, 4, 5, 8, 9, 12</td>
<td>Biophysical Interactions</td>
<td>Fieldwork – Case Study</td>
<td>Tm 1 Wk 10</td>
<td>15  5  5  5</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>7, 8, 9, 10, 11, 12</td>
<td>Senior Geography Project</td>
<td>Project</td>
<td>Tm 3 Wk 2</td>
<td>10 10 10 10</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>1, 2, 3, 4, 5, 6, 12</td>
<td>Biophysical Interactions Global Challenges</td>
<td>End of course Examination</td>
<td>Tm 3 Wks 9-10</td>
<td>15  5  5  5</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40  20 20 20</td>
<td>100</td>
</tr>
</tbody>
</table>
SKILLS

Objective
Students develop skills in applying the processes of Working Scientifically

Stage 6 course outcomes

A student:

INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation

INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

INS11/12-5 analyses and evaluates primary and secondary data and information

INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

KNOWLEDGE AND UNDERSTANDING

Objective
Students develop knowledge and understanding of cause and effect

A student:

INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations

INS11-9 examines the use of inferences and generalisations in scientific investigations

Objective
Students develop knowledge and understanding of models, theories and laws

A student:

INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes

INS11-11 describes and assesses how scientific explanations, laws and theories have developed

NSW Education Standards Authority Year 11 Assessment Information

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Skills in working scientifically</td>
<td>60</td>
</tr>
<tr>
<td>B Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
# School Based Evidence of Learning ~ Formal Task Schedule

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Targeted Outcomes</th>
<th>Learning Context</th>
<th>Task</th>
<th>Date Due</th>
<th>Weighting</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-7, INS11-8</td>
<td>Module 1 Cause and Effect – Observing</td>
<td>Practical Report</td>
<td>Term 1 Week 7</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>INS11/12-1, INS11/12-5, INS11/12-6, INS11/12-7, INS11-10</td>
<td>Module 3 Scientific Models</td>
<td>Depth Study - Model</td>
<td>Term 2 Week 10</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>All outcomes</td>
<td>All modules</td>
<td>End of course examination</td>
<td>Term 3 Week 9/10</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>60</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>
Year 11 Syllabus Course Outcomes

A student:
P1. identifies and applies legal concepts and terminology
P2. describes the key features of Australian and international law
P3. describes the operation of domestic and international legal systems
P4. discusses the effectiveness of the legal system in addressing issues
P5. describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
P6. explains the nature of the interrelationship between the legal system and society
P7. evaluates the effectiveness of the law in achieving justice
P8. locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
P9. communicates legal information using well-structured responses
P10. accounts for differing perspectives and interpretations of legal information and issues

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>B Analysis and evaluation</td>
<td>20</td>
</tr>
<tr>
<td>C Inquiry and research</td>
<td>20</td>
</tr>
<tr>
<td>D Communication of legal information, issues and ideas in appropriate forms</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

School Based Evidence of Learning ~ Formal Task Schedule

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Targeted Outcomes</th>
<th>Learning Context</th>
<th>Task</th>
<th>Date Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A B C D</td>
</tr>
<tr>
<td>1</td>
<td>P1, P2, P6, P8</td>
<td>The legal system</td>
<td>Research</td>
<td>T1- Wk 9</td>
<td>10 5 10 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>30</strong></td>
</tr>
<tr>
<td>2</td>
<td>P1, P3, P5, P9</td>
<td>The individual and the law</td>
<td>Presentation</td>
<td>T2- Wk8</td>
<td>10 5 10 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>30</strong></td>
</tr>
<tr>
<td>3</td>
<td>P1, P2, P4, P7, P10</td>
<td>The legal system The individual and the law</td>
<td>End of course examination</td>
<td>T3- Wk 9-10</td>
<td>20 10 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>40</strong></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>40 20 20 20 100</strong></td>
</tr>
</tbody>
</table>

Legal Studies
Board Developed Course (BDC) - Category A
Course Code: 15220
Mathematics – Advanced

Board Developed Course (BDC) - Category A
Course Code: 11255

Year 11 Syllabus Course Objectives and Outcomes

Students develop knowledge, skills and understanding about efficient strategies for pattern recognition, generalisation and modelling techniques

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

Students develop the ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data and statistics and probability

MS11-2 uses the concepts of functions and relations to model, analyse and solve practical problems

MS11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes

MS11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities

MS11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems

MS11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems

MS11-7 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

Students develop the ability to use advanced mathematical models and techniques, aided by appropriate technology, to organise information, investigate, model and solve problems and interpret a variety of practical situations

MS11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts

Students develop the ability to communicate and interpret mathematics logically and concisely in a variety of forms

NSW Education Standards Authority Year 11 Assessment Information

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Understanding, fluency and communication</td>
<td>50</td>
</tr>
<tr>
<td>B</td>
<td>Problem solving, reasoning and justification</td>
<td>50</td>
</tr>
</tbody>
</table>

100

School Based Evidence of Learning ~ Formal Task Schedule

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Targeted Outcomes</th>
<th>Learning Context</th>
<th>Task</th>
<th>Date Due</th>
<th>Weighting</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>1</td>
<td>MA11-1, 2, 3, 4, 5, 6, 7, 9</td>
<td>Algebraic techniques, equations and inequalities and functions</td>
<td>In class – open task</td>
<td>Term 1 Week 10</td>
<td>17.5</td>
<td>17.5</td>
</tr>
<tr>
<td>2</td>
<td>MA11-3, 4, 5, 6, 7, 8, 9</td>
<td>Trigonometry, further functions, and introduction to calculus</td>
<td>Assignment</td>
<td>Term 2 Week 9</td>
<td>12.5</td>
<td>12.5%</td>
</tr>
<tr>
<td>3</td>
<td>MA11-1, 2, 3, 4, 5, 6, 7, 9</td>
<td>Algebraic techniques, equations and inequalities and functions, functions, trigonometry, further functions, introduction to calculus, probability, exponential and logarithmic functions, trigonometric functions, discrete probability distributions</td>
<td>End of course examination</td>
<td>Term 3 Week 9-10</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

TOTAL 50 50 100
# Mathematics – Extension

**Board Developed Course (BDO) - Category A**

**Course Code:** 11250

## Year 11 Syllabus Course Objectives and Outcomes

*Students develop efficient strategies to solve problems using pattern recognition, generalisation, proof and modelling techniques*

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

*Students develop the ability to use concepts and skills and apply complex techniques to the solution of problems and modelling in the areas of trigonometry, functions, calculus, proof, vectors and statistical analysis*

**ME11-2** manipulates algebraic expressions and graphical functions to solve problems

**ME11-3** applies concepts and techniques of 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

*Students use technology effectively and apply critical thinking to recognise appropriate times for such use*

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

## NSW Education Standards Authority Year 11 Assessment Information

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Understanding, fluency and communication</td>
<td>50</td>
</tr>
<tr>
<td>B</td>
<td>Problem solving, reasoning and justification</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

## School Based Evidence of Learning ~ Formal Task Schedule

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Targeted Outcomes</th>
<th>Learning Context</th>
<th>Task</th>
<th>Date Due</th>
<th>Weighting A</th>
<th>Weighting B</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ME11-1, 2</td>
<td>Algebraic techniques, equations and inequalities, functions, permutations and combinations</td>
<td>In class – Open Task</td>
<td>Term 1 Week 10</td>
<td>17.5</td>
<td>17.5</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>ME11-3, 4, 5, 6</td>
<td>Trigonometry, functions, and introduction to calculus, polynomials and inverse functions</td>
<td>Assignment</td>
<td>Term 2 Week 9</td>
<td>12.5</td>
<td>12.5</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>ME11-1, 2, 3, 4, 5</td>
<td>Algebraic techniques, equations and inequalities, trigonometry, introduction to calculus, probability, exponential and logarithmic functions, trigonometric functions, discrete probability distributions, inequalities, permutations and combinations, polynomials and inverse functions, further functions, further exponential growth and decay</td>
<td>End of course examination</td>
<td>Term 3 Wks –9-10</td>
<td>20</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>50</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Mathematics – Standard

Year 11 Syllabus Course Objectives and Outcomes
Students develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts

- **MS11-1** A student uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- **MS11-2** A student represents information in symbolic, graphical and tabular form
- **MS11-3** A student solves problems involving quantity measurement, including accuracy and the choice of relevant units
- **MS11-4** A student performs calculations in relation to two-dimensional figures
- **MS11-5** A student models relevant financial situations using appropriate tools
- **MS11-6** A student makes predictions about everyday situations based on simple mathematical models
- **MS11-7** A student develops and carries out simple statistical processes to answer questions posed
- **MS11-8** A student solves probability problems involving multistage events

Students develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs

- **MS11-9** A student uses appropriate technology to investigate, organise and interpret information in a range of contexts

**NSW Education Standards Authority Year 11 Assessment Information**

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Understanding, fluency and communication</td>
<td>50</td>
</tr>
<tr>
<td>B</td>
<td>Problem solving, reasoning and justification</td>
<td>50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Based Evidence of Learning ~ Formal Task Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task No.</strong></td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

| TOTAL | | | | | 50 | 50 | 100 |
Year 11 Syllabus Course Objectives and Outcomes

KNOWLEDGE AND UNDERSTANDING

Students:
- develop knowledge and understanding of a range of features, people, ideas, movements, events and developments of the modern world in their historical context
- develop an understanding of continuity and change over time.

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

SKILLS

Students:
- undertake the process of historical inquiry
- use historical concepts and skills to examine the modern past
- communicate an understanding of history, sources and evidence, and historical interpretations

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

NSW Education Standards Authority Year 11 Assessment Information

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Knowledge and understanding of course content</td>
</tr>
<tr>
<td>B</td>
<td>Historical skills in the analysis and evaluation of sources and interpretations</td>
</tr>
<tr>
<td>C</td>
<td>Historical inquiry and research</td>
</tr>
<tr>
<td>D</td>
<td>Communication of historical understanding in appropriate forms</td>
</tr>
</tbody>
</table>

TOTAL 100

School Based Evidence of Learning ~ Formal Task Schedule

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Targeted Outcomes</th>
<th>Learning Context</th>
<th>Task</th>
<th>Date Due</th>
<th>Weighting</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MH11-6 MH11-7 MH11-10</td>
<td>Investigating Modern History- Titanic</td>
<td>Sources Analysis</td>
<td>Term 1 Week 8</td>
<td>5 5 10 5</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>MH11-6 MH11-7 MH11-8 MH11-9</td>
<td>Historical Investigation-Personalities of the 20th Century</td>
<td>Oral Presentation</td>
<td>Term 2 Week 8</td>
<td>15 5 10 5</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td>MH11-1 MH11-2 MH11-3 MH11-4 MH11-5 MH11-9</td>
<td>Cases Studies 1,2 and Shaping the Modern World</td>
<td>End of course Examination</td>
<td>Term 3 Week 9-10</td>
<td>20 10 10</td>
<td>40</td>
</tr>
</tbody>
</table>

TOTAL 100
**Music 1**

**Board Developed Course (BDC) - Category A**

**Course Code: 11280**

---

**Year 11 Syllabus Course Outcomes**

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

P11 demonstrates a willingness to accept and use constructive criticism

---

**NSW Education Standards Authority Year 11 Assessment Information**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Performance</td>
<td>25</td>
</tr>
<tr>
<td>B Composition</td>
<td>25</td>
</tr>
<tr>
<td>C Musicology</td>
<td>25</td>
</tr>
<tr>
<td>D Aural</td>
<td>25</td>
</tr>
</tbody>
</table>

**100**

---

**School Based Evidence of Learning ~ Formal Task Schedule**

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Targeted Outcomes</th>
<th>Learning Context</th>
<th>Task</th>
<th>Date Due</th>
<th>Weighting</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>1</td>
<td>P3, P5, P7, P8, P10</td>
<td>Music for Small Ensembles</td>
<td>Composition</td>
<td>Term 1, Week 10</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>P1, P5, P7, P9, P10</td>
<td>Music for Radio, Film, Television and Multimedia</td>
<td>Performance</td>
<td>Term 2, Week 9</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>P2, P4, P5, P6, P7, P8, P10</td>
<td>Rock Music</td>
<td>Musicology and Aural</td>
<td>Term 3, Week 8</td>
<td>25</td>
<td>15</td>
</tr>
</tbody>
</table>

**TOTAL**

<table>
<thead>
<tr>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
</tr>
<tr>
<td>20</td>
</tr>
<tr>
<td>20</td>
</tr>
<tr>
<td>20</td>
</tr>
</tbody>
</table>

**100**
Year 11 Syllabus Course Outcomes

A student demonstrates a commitment to social justice through valuing diversity, equity and supportive environments
- shows responsibility and a willingness to act for personal and community health
- shows a willingness to question issues that impact on health and performance
- values the technical and aesthetic qualities of and participation in physical activity

A student …

P1 identifies and examines why individuals give different meanings to health
P2 explains how a range of health behaviours affect an individual’s health
P3 describes how an individual’s health is determined by a range of factors
P4 evaluates aspects of health over which individuals can exert some control
P5 describes factors that contribute to effective health promotion
P6 proposes actions that can improve and maintain an individual’s health
P7 explains how body systems influence the way the body moves
P8 describes the components of physical fitness and explains how they are monitored
P9 describes biomechanical factors that influence the efficiency of the body in motion
P10 plans for participation in physical activity to satisfy a range of individual needs
P11 assesses and monitors physical fitness levels and physical activity patterns
P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)

NSW Education Standards Authority Year 11 Assessment Information

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>40</td>
</tr>
<tr>
<td>C</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

School Based Evidence of Learning ~ Formal Task Schedule

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Targeted Outcomes</th>
<th>Learning Context</th>
<th>Task</th>
<th>Date Due</th>
<th>Weighting</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>1</td>
<td>P7, P8, P9</td>
<td>Body in Motion</td>
<td>Video Analysis</td>
<td>Term 1 Week 10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>P6, P12, P15, P16</td>
<td>First Aid</td>
<td>Scenarios</td>
<td>Term 2 Week 9</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P14</td>
<td>Better Health for Individuals Outdoor Recreation First Aid</td>
<td>End of Course Examination</td>
<td>Term 3 Week 9/10</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40</td>
<td>60</td>
</tr>
</tbody>
</table>

Liverpool Girls’ High School | Stage 6 Year 11 Assessment Information | 2020 | 58
Year 11 Syllabus Course Outcomes

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

NSW Education Standards Authority Year 11 Assessment Information

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Knowledge and understanding of course content</td>
</tr>
<tr>
<td>B</td>
<td>Application and evaluation of social and cultural research methods</td>
</tr>
<tr>
<td>C</td>
<td>Communication of information, ideas and issues in appropriate forms</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Targeted Outcomes</th>
<th>Learning Context</th>
<th>Task</th>
<th>Date Due</th>
<th>Weighting</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P1,P2,P3,P4, P7,P8,P9,P10</td>
<td>The Social and Cultural World</td>
<td>Cross cultural comparison</td>
<td>T2- Wk 1</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>P1,P2,P3,P5, P6,P7,P10</td>
<td>Personal and Social Identity</td>
<td>Research Task</td>
<td>T3- Wk 1</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>P1,P2,P5,P6</td>
<td>The Social and Cultural World Personal and Social Identity Intercultural communication</td>
<td>End of course examination</td>
<td>T3- Wk 9-10</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50</td>
<td>30</td>
</tr>
</tbody>
</table>
Year 11 Syllabus Course Outcomes

1.1 Establishes and maintains communication in Spanish.
1.2 Manipulates linguistic structures to express ideas effectively in Spanish.
1.3 Sequences ideas and information.
1.4 Applies knowledge of the culture of Spanish-speaking communities to interact appropriately.
2.1 Understands and interprets information in texts using a range of strategies.
2.2 Conveys the gist of and identifies specific information in texts.
2.3 Summarises the main points of a text.
2.4 Draws conclusions from or justifies an opinion about a text.
2.5 Identifies the purpose, context and audience of a text.
2.6 Identifies and explains aspects of the culture of Spanish-speaking communities in texts.
3.1 Produces texts appropriate to audience, purpose and context.
3.2 Structures and sequences ideas and information.
3.3 Applies knowledge of diverse linguistic structures to convey information and express original ideas in Spanish.
3.4 Applies knowledge of the culture of Spanish-speaking communities to the production of texts.

NSW Education Standards Authority Year 11 Assessment Information

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Listening</td>
</tr>
<tr>
<td>B</td>
<td>Reading</td>
</tr>
<tr>
<td>C</td>
<td>Speaking</td>
</tr>
<tr>
<td>D</td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

School Based Evidence of Learning ~ Formal Task Schedule

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Targeted Outcomes</th>
<th>Learning Context</th>
<th>Task</th>
<th>Date Due</th>
<th>Weighting</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.1, 1.2, 1.3,</td>
<td>Family Life</td>
<td>Oral presentation/Q &amp; A with teacher</td>
<td>Term 1 Week 9</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>1.4, 2.1, 2.2,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.3, 3.1, 3.2, 3.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1.1, 1.2, 2.1,</td>
<td>Friends, recreation and pastimes</td>
<td>Response to written text/ interview</td>
<td>Term 2 Week 8</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>2.2, 2.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2.1, 2.2, 2.3,</td>
<td>All topics</td>
<td>End of Course Examination</td>
<td>Term 3 Week 9</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>2.4, 3.1, 3.2, 3.3, 3.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marks</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30</td>
<td>30</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>
Year 11 Syllabus Course Outcomes

1.1 applies the rules and conventions that relate to participation in a range of physical activities
1.2 explains the relationship between physical activity, fitness and healthy lifestyle
1.3 demonstrates ways to enhance safety in physical activity
1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
1.6 describes administrative procedures that support successful performance outcomes
2.1 explains the principles of skill development and training
2.2 analyses the fitness requirements of specific activities
2.3 selects and participates in physical activities that meet individual needs, interests and abilities
2.4 describes how societal influences impact on the nature of sport in Australia
2.5 describes the relationship between anatomy, physiology and performance
3.1 selects appropriate strategies and tactics for success in a range of movement contexts
3.2 designs programs that respond to performance needs
3.3 measures and evaluates physical performance capacity
3.4 composes, performs and appraises movement
3.5 analyses personal health practices
3.6 assesses and responds appropriately to emergency care situations
3.7 analyses the impact of professionalism in sport
4.1 plans strategies to achieve performance goal
4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
4.3 makes strategic plans to overcome the barriers to personal and community health
4.4 demonstrates competence and confidence in movement contexts recognises the skills and abilities required to adopt roles that support health, safety and physical activity

NSW Education Standards Authority Year 11 Assessment Information

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Knowledge and Understanding</td>
<td>50%</td>
</tr>
<tr>
<td>B. Skills</td>
<td>50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Targeted Outcomes</th>
<th>Learning Context</th>
<th>Task</th>
<th>Date Due</th>
<th>Weighting</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>1</td>
<td>1.5, 3.5, 4.3</td>
<td>Healthy Lifestyles</td>
<td>Lifestyle Survey and Research Task</td>
<td>Term 1 Week 8</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>1.2, 1.3, 1.5, 2.1, 2.2</td>
<td>Healthy Lifestyles</td>
<td>Resistance Training</td>
<td>Outdoor Recreation</td>
<td>End Of Course Examinations</td>
<td>Term 3 Week 9/10</td>
</tr>
<tr>
<td>3</td>
<td>1.1, 3.1, 4.1, 4.2, 4.4</td>
<td>Physical Activity</td>
<td>Practical Application</td>
<td>Ongoing</td>
<td>5</td>
<td>35</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>
Year 11 Syllabus Course Outcomes

A student …

P1 describes the characteristics of religion and belief systems
P2 identifies the influence of religion and belief systems on individuals and society
P3 investigates religious traditions and belief systems
P4 examines significant aspects of religious tradition
P5 describes the influence of religious traditions in the life of adherents
P6 selects and uses relevant information about religion from a variety of sources
P7 undertakes effective research about religion, making appropriate use of time and resources
P8 uses appropriate terminology related to religion and belief systems
P9 effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

NSW Education Standards Authority Year 11 Assessment Information

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Knowledge and understanding of course content</td>
</tr>
<tr>
<td>B</td>
<td>Source-based skills</td>
</tr>
<tr>
<td>C</td>
<td>Investigation and research</td>
</tr>
<tr>
<td>D</td>
<td>Communication of information, ideas and issues in appropriate forms</td>
</tr>
</tbody>
</table>

Total: 100

School Based Evidence of Learning ~ Formal Task Schedule

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Targeted Outcomes</th>
<th>Learning Context</th>
<th>Task</th>
<th>Date Due</th>
<th>Weighting</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>1</td>
<td>P1,P3,P4,P5,P6,P7,P8,P9</td>
<td>Nature of Religion and Beliefs</td>
<td>Research</td>
<td>Term 1 - Week 6</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>P1,P3,P4,P5,P6,P7,P8,P9</td>
<td>Religious Tradition Study</td>
<td>Presentation</td>
<td>Term 2 - Week 5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>P1,P2,P3,P4,P5,P8,P9</td>
<td>Nature of Religion and Beliefs, Religious Tradition Study 1,2, and Religions of Ancient Origin, Religion in Australia pre-1945</td>
<td>End of course examination</td>
<td>Term 3 - Week 9-10</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40</td>
<td>20</td>
</tr>
</tbody>
</table>
Year 11 Syllabus Course Outcomes

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

NSW Education Standards Authority Year 11 Assessment Information

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Knowledge and understanding of course content</td>
<td>50</td>
</tr>
<tr>
<td>B - Skills and knowledge in the design, manufacture and management of textiles projects</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

School Based Evidence of Learning ~ Formal Task Schedule

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Targeted Outcomes</th>
<th>Learning Context</th>
<th>Task</th>
<th>Date Due</th>
<th>Weighting</th>
<th>Weigthing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>1</td>
<td>P2.1, P2.2, P2.3, P3.1, P4.1</td>
<td>Design</td>
<td>Preliminary Textiles Project 1</td>
<td>Term 1 Week 10</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>P2.1, P2.2, P2.3, P3.1, P4.1, P6.1</td>
<td>Properties and Performance of Textiles</td>
<td>Preliminary Textiles Project 2</td>
<td>Term 2 Week 10</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1</td>
<td>All course content</td>
<td>End of course Examination</td>
<td>Term 3 Week 9-10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>
Visual Arts

Board Developed Course (BDC) - Category A
Course Code: 11380

Year 11 Syllabus Course Outcomes

A student …
P1: explores the conventions of practice in artmaking
P2: explores the roles and relationships between the concepts of artist, artwork, world and audience
P3: identifies the frames as the basis of understanding expressive representation through the making of art
P4: investigates subject matter and forms as representations in artmaking
P5: investigates ways of developing coherence and layers of meaning in the making of art
P6: explores a range of material techniques in ways that support artistic intentions
P7: explores the conventions of practice in art criticism and art history
P8: explores the roles and relationships between concepts of artist, artwork, world 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

NSW Education Standards Authority Year 11 Assessment Information

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Artmaking</td>
<td>50</td>
</tr>
<tr>
<td>B Art criticism and art history</td>
<td>50</td>
</tr>
</tbody>
</table>

100

School Based Evidence of Learning ~ Formal Task Schedule

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Targeted Outcomes</th>
<th>Learning Context</th>
<th>Task</th>
<th>Date Due</th>
<th>Weighting</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>1</td>
<td>P1, P2, P3, P4, P5</td>
<td>Site Specific Art and Introduction</td>
<td>Site investigations - Practical</td>
<td>Term 1, Week 10</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>P6, P7, P8, P9, P10</td>
<td>Land and Environmental Art</td>
<td>Environmental/Land Art of Andy Goldsworthy as a case study</td>
<td>Term 2, Week 5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10</td>
<td>Woman, Art and Society</td>
<td>End of course Examination including a Practical component</td>
<td>Term 3, Week 8</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

Liverpool Girls' High School | Stage 6 Year 11 Assessment Information | 2020

| 64 |
EVIDENCE OF LEARNING

Vocational Education and Training
VET COURSE ASSESSMENT SCHEDULES

for

all Vocational Education and Training (VET) Subject Areas
Studied at Liverpool Girls’ High School

2020 - 2021

for the 2020 HSC (VET)

RTO 90072

Some advertised dates for assessment tasks in this booklet may change during the course.
VOCATIONAL EDUCATION AND TRAINING (VET) COURSES
ASSESSMENT SCHEDULES - RTO 90072

BUSINESS SERVICES
RETAIL SERVICES

ASSESSMENT – HSC VET – INDUSTRY CURRICULUM FRAMEWORK COURSES
Vocational Education and Training (VET) courses focus on the achievement of workplace competence. Competence incorporates all aspects of work performance including communication, problem solving and the capacity to apply skills and knowledge in both familiar and new situations as well as industry specific skills.

Assessment for the HSC VET courses within Industry Curriculum Frameworks has two purposes:

- Assessment for Australian Qualification Framework (AQF) VET qualifications – competency based assessment.
- Assessment for the Australian Tertiary Admissions Rank (ATAR)

Assessment for VET Courses is competency based and a holistic integration of competencies is recommended. Students are given the opportunity to develop skills over time and are allowed a number of attempts to satisfy the performance criteria. VET Assessment schedules do not require a percentage (%) weighting of each assessment activity but reflect the holistic competencies based nature of assessment.

Assessment of competence is criteria-referenced. This means the individual student’s performance is judged against a prescribed standard, not against the performance of other students. Students will be judged as ‘competent’ or ‘not yet competent’. This judgement will be arrived on the basis of evidence, which may be in a variety of forms.

Students are given feedback concerning their progress through access to Competency Records and via verbal and written feedback from the teacher in relation to learning activities.

Some forms of assessment will be gathered on an on-going basis. Other evidence will be collected through specific assessment tasks such as projects and assignments, written and practical tests and role plays and simulations. The student’s classroom teacher and/or workplace supervisor will conduct assessment if they are a qualified assessor.

The rules and processes applying to an ‘N Determination’ apply to a student undertaking a VET course.

VET HSC OPTIONAL EXAMINATION
The HSC examination is independent of competency based assessment requirements for AQF qualifications. It is optional for students of VET courses and intended for Australian Tertiary Admissions Rank (ATAR) purposes only.

Only 2 VET units may be included in the students 10 units for ATAR.

Students wishing to withdraw from the HSC Examination must do so prior to the HSC Examination by completing the ‘Student Request to Withdraw from the HSC Examination’ form.

ESTIMATE MARK
The school will provide an estimate mark to the BOS for all students undertaking a VET course. The Estimate Mark will consist of an aggregate mark:

- Year 11 Course Yearly Examination to a weighting of 40%
- HSC Trial Examination to a weighting of 60%

**APPEALS FOR UNSATISFACTORY COURSE COMPLETION – STUDENT APPEALS**

Students have the right to lodge an appeal against the assessment of their competency on the following grounds:

- The assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency.
- They were not informed in advance of the conditions and method of assessment.
- The process used was discriminatory in some way.
- They were ill or suffered a misadventure at the time of the assessment. This must be supported by a medical certificate.

Formal appeals must be based on identified problems with the assessment process rather than an unsuccessful assessment result. **Appeals must be lodged within five (5) school days from the date of assessment.**

Where there are grounds for appeal, a teacher/qualified assessor, other than the classroom teacher/assessor used to moderate course assessment, will then assess the student’s competence. This assessor may be a teacher from another school or TAFE.

**WORK PLACEMENT**

Work Placement is a mandatory requirement for each VET course.

**Failure to complete a Work Placement will render the student ineligible for the award of an HSC credential.** Students **MUST** complete their work placement at times given to them by the school or they will receive a ‘N’ Determination and they will need to organise their own replacement work placement.

**A minimum of 35 hours of work placement for each VET course is a mandatory NSW EDUCATION STANDARDS AUTHORITY requirement.**

**STUDENT RESPONSIBILITIES FOR ASSESSMENT TASKS DUE DURING WORK PLACEMENT**

- You may submit the assessment task on the day before you go to Work Placement or make arrangements for the task to be submitted on your behalf on the due date.
- No extensions will be granted for Work Placement.
- You must submit the task on the day before you go to Work Placement if your Work Placement is only one day per week.
- Work Placement is not a reason for the non-completion of assessment tasks.

**NON ATTENDANCE AT THE WORKPLACE**

- If you are absent from the workplace you must inform your employer before the workplace starting time, and also inform the school, on any day you cannot attend work placement.
- Days missed must be made up with the negotiation with the VET Coordinator, so that you successfully complete the minimum hours.
## ULTIMO 90072
### BUSINESS SERVICES – CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

**Preliminary Year 2020 - HSC 2021**

**QUALIFICATION:** BSB20115 Certificate II in Business  
**Training Package:** BSB Business Services (version 3)

**NESA Course Code:** 2 U X 2 YR - 26101  
**2021 HSC Exam:** 26199  
**LMBR UI Code:** (11 OR 12)  
**BSB20115226101B**

### QUALIFICATION:
BSB20115 Certificate II in Business

### Training Package:
BSB Business Services (version 3)

---

<table>
<thead>
<tr>
<th>TERM</th>
<th>UOC CODE</th>
<th>Unit of Competency</th>
<th>AQF</th>
<th>Core/Elect</th>
<th>HSC STATUS</th>
<th>HSC INDICAT</th>
<th>Assessment Task Cluster &amp; Methods of Assessment</th>
<th>HSC requirements Exam estimate mark &amp; weighting to total 100%</th>
</tr>
</thead>
</table>
| Term 1 | BSBWH201 | Contribute health and safety of self and others | C | E | M | E | 15 | Cluster A: At the Office  
Written task, scenario, observation of practical work, risk assessment | 240 Indicative Hours over 2 yrs |
| Term 1 | BSBWOR204 | Use business technology | | | M | E | 15 |  |
| Term 2 | BSCUS201 | Deliver a service to customers | E | | M | E | 15 | Cluster B: Service with a Smile  
Scenario, written task, presentation, role play | 35 hrs Work placement |
| Term 2 | BSBCEM201 | Communicate in the workplace | E | | E | E | 15 |  |
| Term 3 | BSBSUS201 | Participate in environmentally sustainable work practices | E | | M | E | 15 | Cluster C: It's in the Post  
Scenario, written task, case studies, self-assessment | % Preliminary Exam |
| Term 3 | BSBINM202 | Handle mail | E | | E | E | 10 |  |
| Term 3 | BSBWOR202 | Organise and complete daily work activities | E | | E | E | 15 |  |
| Term 3 | BSBSUS201 | Participate in environmentally sustainable work practices | E | | M | E | 15 | Cluster C: Quality presentations  
Scenario, written task, case studies, self-assessment |  |
| Term 3 | BSBITU213 | Use digital technologies to communicate remotely | E | | E | 10 |  |
| Term 3 | BSBITU312 | Create electronic presentations | E | | E | E | 15 |  |
| Term 3-4 | BSBITU307 | Develop keyboarding speed and accuracy | E | | E | 25 | Cluster D: Fast and On Task  
Written task, teacher observation, portfolio of evidence, product assessment | 35 hrs Work placement |
| Term 3-4 | BSBITU211 | Produce digital text documents | E | | E | 20 |  |
| Term 5-6 | BSBITU212 | Create and use spread sheets | E | | E | 15 | Cluster E: Minding Your Own Business  
Written task, scenario, observation of practical work, portfolio of evidence | % Trial HSC Exam |
| Term 5-6 | BSBINM201 | Process and maintain workplace information | E | | M | M | 20 |  |
| Term 5-6 | TLIP2029 | Prepare and process financial documents | E | | M | M | 20 |  |
| Term 7 | BSBINN201 | Contribute to workplace innovation | E | | M | 15 | Cluster F: Back to the Future  
Written task, case study, scenario |  |
| Term 7 | BSBIND201 | Work effectively in a business environment | E | | M | 25 |  |

NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.

**Total hours 240**

Units of competency from the HSC focus areas will be included in the optional HSC examination.
## Retail Services – Category B Board Developed Course Assessment Schedule

**Preliminary Year 2020 - HSC 2021**

**Qualification:** SIR30216 Certificate III in Retail

**Training Package:** SIR Retail Services (Release 4.0)

<table>
<thead>
<tr>
<th>TERM</th>
<th>Unit Code</th>
<th>Units Of Competency</th>
<th>AQF</th>
<th>Core/Elective</th>
<th>HSC Status</th>
<th>HSC Indicative Hrs.</th>
<th>Assessment Task Cluster &amp; Methods of Assessment</th>
<th>HSC Requirements - Exam estimate mark &amp; weighting to total 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td>SIRXWHS002</td>
<td>Contribute to workplace health and safety</td>
<td>C</td>
<td>M</td>
<td>E</td>
<td>15</td>
<td>Cluster A: Safety and Spotless Written task, online quiz, practical and teacher observation</td>
<td>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</td>
</tr>
<tr>
<td></td>
<td>SIRXIND002</td>
<td>Organise and maintain a store environment</td>
<td>E</td>
<td>C</td>
<td>M</td>
<td>10</td>
<td></td>
<td>240 Indicative Hours over 2 years</td>
</tr>
<tr>
<td><strong>Term 1-2</strong></td>
<td>SIRXIND001</td>
<td>Work effectively in a service environment</td>
<td>C</td>
<td>M</td>
<td>E</td>
<td>20</td>
<td>Cluster B: Working in the industry Research, self/peer assessment, simulation, presentation</td>
<td>35 hrs Work placement</td>
</tr>
<tr>
<td></td>
<td>SIRXCOM002</td>
<td>Work effectively in a team</td>
<td>C</td>
<td>C</td>
<td>M</td>
<td>15</td>
<td></td>
<td>% Preliminary Exam</td>
</tr>
<tr>
<td><strong>Term 2-3</strong></td>
<td>SIRXCEG001</td>
<td>Engage the customer</td>
<td>C</td>
<td>M</td>
<td>E</td>
<td>20</td>
<td>Cluster C: Customer Service Teacher observation, written task, portfolio of evidence</td>
<td>% Preliminary Exam</td>
</tr>
<tr>
<td></td>
<td>SIRXCEG002</td>
<td>Assist with customer difficulties</td>
<td>C</td>
<td>E</td>
<td>M</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SIRXCEG003</td>
<td>Build customer relationships and loyalty</td>
<td>C</td>
<td>E</td>
<td>E</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Term 4-5</strong></td>
<td>SIRXSLS001</td>
<td>Sell to the retail customer</td>
<td>C</td>
<td>M</td>
<td>M</td>
<td>15</td>
<td>Cluster D: Sales &amp; Security Questioning, scenario, role play</td>
<td>35 hrs Work placement</td>
</tr>
<tr>
<td></td>
<td>SIRXSLS002</td>
<td>Follow point of sale procedures</td>
<td>E</td>
<td>C</td>
<td>M</td>
<td>15</td>
<td></td>
<td>% Trial HSC Exam</td>
</tr>
<tr>
<td></td>
<td>SIRXRSK001</td>
<td>Identify and respond to security risks</td>
<td>C</td>
<td>C</td>
<td>M</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Term 5-6</strong></td>
<td>SIRRMER001</td>
<td>Produce visual merchandise displays</td>
<td>E</td>
<td>S</td>
<td>S</td>
<td>20</td>
<td>Cluster E: Retail General Selling Scenario, direct observation of practical work, written questioning</td>
<td>The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.</td>
</tr>
<tr>
<td></td>
<td>SIRXPDG001</td>
<td>Advise on products and services</td>
<td>E</td>
<td>E</td>
<td>S</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Term 7</strong></td>
<td>SIRRINV002</td>
<td>Control stock</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>20</td>
<td>Cluster F: Stock Control Written questioning, scenario, direct observation of practical work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SIRRINV001</td>
<td>Receive and handle retail stock</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NESA course code:** 2 U X 2 YR - 26911

**HSC Exam:** 26999

**LMBR UI Code:** (11 OR 12)

**SIR30216126911B**

**Total hours:** 245

Units of competency from the HSC focus areas will be included in the optional HSC examination.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TERM 4</th>
<th>TERM 2</th>
<th>TERM 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>1. SOC</td>
<td>2. SOC</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>1. Bus Study</td>
<td>2. Geography 2. Bus Study</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>2. Food Tech</td>
<td>2. Bio</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>2. Bio</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>2. Chem 2. SOR 2. Vis Arts</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>1. SOR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>1. Invest Sci</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**End of Course YEAR 11 EXAMINATIONS ALL Subjects**

All subject areas – Task 3 End of course examination
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TERM 4</th>
<th>TERM 2</th>
<th>TERM 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>End of Course</td>
<td></td>
<td>YEAR 11 EXAMINATIONS</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**GLOSSARY OF KEY WORDS**

This glossary contains key words that appear frequently in the NSW Education Standards Authority syllabuses, performance descriptions, assessment tasks and examinations. The purpose behind the glossary is to help students prepare better for the HSC by showing them that certain key words are used similarly in examination questions across the different courses they are studying.

In classrooms, teachers of different courses will use the glossary to you to better understand what the examination and assessment task questions in their course require.

**Account**: Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

**Analyse**: Identify components and the relationship between them; draw out and relate implications

**Apply**: Use, utilise, employ in a particular situation

**Appreciate**: Make a judgement about the value of

**Assess**: Make a judgement of value, quality, outcomes, results or size

**Calculate**: Ascertain/determine from given facts, figures or information

**Clarify**: Make clear or plain

**Classify**: Arrange or include in classes/categories

**Compare**: Show how things are similar or different

**Construct**: Make; build; put together items or arguments

**Contrast**: Show how things are different or opposite

**Critically** (analyse/evaluate): Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

**Deduce**: Draw conclusions

**Define**: State meaning and identify essential qualities

**Demonstrate**: Show by example

**Describe**: Provide characteristics and features

**Discuss**: Identify issues and provide points for and/or against

**Distinguish**: Recognise or note/indicate as being distinct or different from; to note differences between

**Evaluate**: Make a judgement based on criteria; determine the value of

**Examine**: Inquire into

**Explain**: Relate cause and effect; make the relationships between things evident; provide why and/or how

**Extract**: Choose relevant and/or appropriate details

**Extrapolate**: Infer from what is known

**Identify**: Recognise and name

**Interpret**: Draw meaning from

**Investigate**: Plan, inquire into and draw conclusions about

**Justify**: Support an argument or conclusion

**Outline**: Sketch in general terms; indicate the main features of

**Predict**: Suggest what may happen based on available information

**Propose**: Put forward (for example a point of view, idea, argument, and suggestion) for consideration or action

**Recall**: Present remembered ideas, facts or experiences

**Recommend**: Provide reasons in favour

**Recount**: Retell a series of events

**Summarise**: Express, concisely, the relevant details

**Synthesise**: Putting together various elements to make a whole