

Liverpool Girls High School



Course and Assessment Information Stage 6 Year 11 Courses, 2021

Amended Version for Term 2 2021 (V3)

Growing forward



Education



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.

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

27 January 2021

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Introduction to Stage 6 Patterns of Study

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 wish to drop; and
- return the green form, with your parents note attached, to your Deputy Principal for processing.

You **are not able** to 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 to 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.

Minimum Standards

Students who are sitting HSC exams in or after 2020 must sit online reading, writing and numeracy tests when they are ready in Year 10, 11 or 12 or even after the HSC, to receive their HSC.

What is the HSC minimum standard?

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still

1. Sit the HSC exams.
2. Receive an ATAR for University applications
3. Receive a ROSA
4. Receive a HSC minimum standard report

There are no pre-requisites for choosing subjects for stage 5 or stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6.

Practice tests are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have two opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser.

Disability provisions and exemptions: Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills maths will be exempt from the Numeracy minimum standard test.

What will the online tests involve?

Minimum Standard Reading Test – 45 multiple choice questions

Minimum Standard Numeracy Test – 45 multiple choice questions

Minimum Standard Writing Test – one question based on a visual or text prompt with up to a 500 word-response

Students will have two opportunities a year in Years 10, 11 or 12 to pass any tests needed. They will also be able to take them for up to five years after they leave school.

Students master basic skills at different stages, so they can decide with their teacher when the time is right for them to take each test needed, and they don't have to sit or pass all tests at once. Once a student passes an online test, they don't have to sit it again.

After a student completes an online test, the school and student will receive a results report. Students will be able to view their progress towards meeting the three areas of the HSC minimum standard via their Students Online account.

Some students sitting the tests will be eligible for disability provisions or be exempt from meeting the HSC minimum standard in order to receive their HSC.

What if students don't pass the tests by Year 12?

Students will have many opportunities to meet the HSC minimum standard, even after they finish Year 12. But it is important to note that students have **five years** from the year they start their first HSC course to meet the HSC minimum standard, so can take the online tests after they leave school. Students will be able to sit their HSC exams and receive their HSC results regardless of whether they attain the HSC minimum standard. However, without the minimum standard, they will not receive the Higher School Certificate.

Students who do not meet the HSC minimum standard will receive a Record of School Achievement (RoSA) which contains a student's record of academic achievement up until the date they leave school. The HSC is not required to receive an Australian Tertiary Admission Rank (ATAR). This means students who don't meet the HSC minimum standard will still be able to apply to university, provided they meet all other ATAR requirements.

Students who leave school prior to Year 12 can choose to sit the minimum standard online tests.

Students who leave school before completing their HSC

Students planning to leave school before achieving their HSC may take the minimum standard online tests to gain a record of their level of literacy and numeracy skills. NESA recommends that these students sit for the tests as close as possible to the date that they are leaving school, within the four test windows available.

If a student sits for the tests in anticipation of leaving school for work or further training, and they return to school for further study later may re-sit the tests.

Further Information NSW Education Standards Authority (NESA)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

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.

Grade	Performance Descriptors - (Meanings of Grades)
A	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.
B	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.
C	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.
D	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.
E	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.

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 NESAs), or in approved education or training course (eg 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 through 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:

https://www.det.nsw.edu.au/policies/student_admin/attendance/sch_polproc/PD20050259.shtml?

MEETING REQUIREMENTS FOR THE AWARD OF THE HIGHER SCHOOL CERTIFICATE

~ Year 11 Course ~

~ Course completion Criteria ~

**YOU need to Show
evidence of ...**

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

(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

- ✓ 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

(c) Achieving the course outcomes

- ✓ 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!

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.

**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

Students 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 may be 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:**
 - (a) present to the Head Teacher before school, documentary evidence eg : note from home; working drafts and working papers
 - (b) plus work saved on a USB key;
 - (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:
 - *The assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency.*
 - *The students were not informed in advance of the conditions and method of assessment.*
 - *The process was discriminatory in some way.*
 - *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 / or
- 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

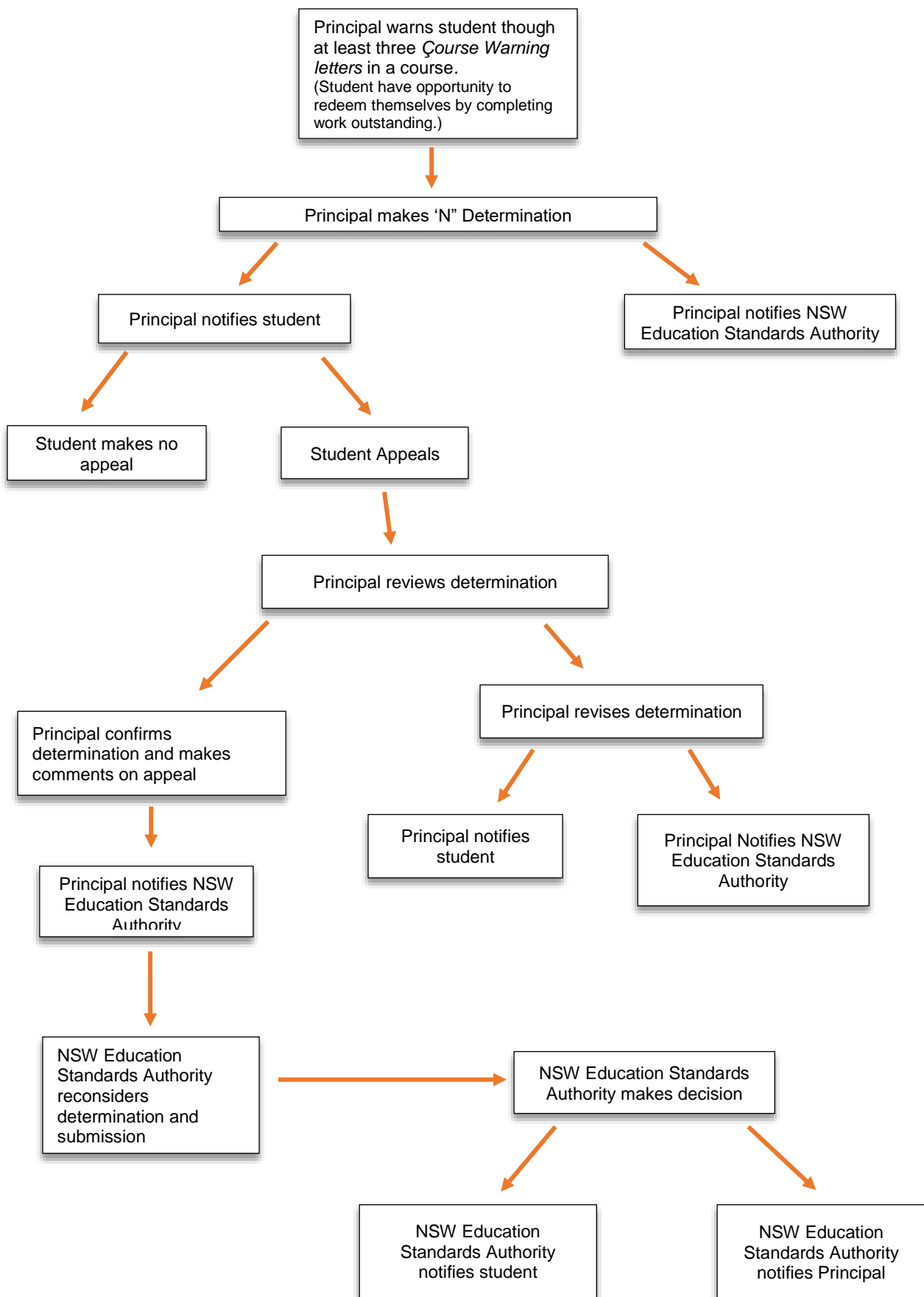
'N' determinations are issued for the non-completion of requirements in a course. This is issued after at least three 'N' Course Warning letters have been issued in the once subject.

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.

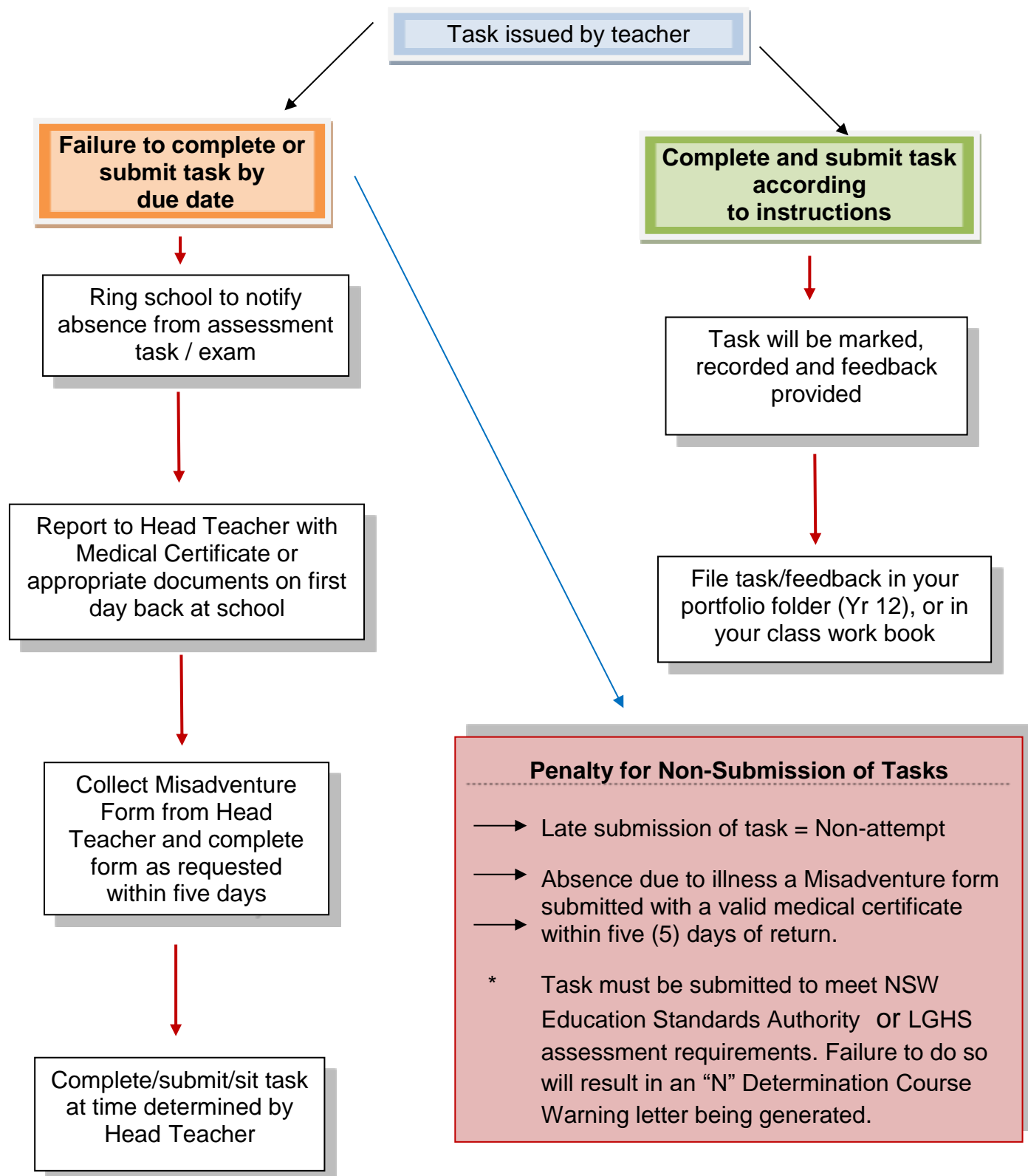


Key Points for completing your Stage 6 Study at Liverpool Girls High School

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 a so 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



Vocational Education – 2020/21 HSC Courses (RTO 90072)

Business Services, Retail Services

- 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 Rules and Expectations

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



Student Appeal / Misadventure

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.

Student's Name: Home Phone:
Year/Course/Class: Teacher:
Assessment Task Missed: Due Date:

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:

Student's Signature: Parent's Signature:

Recommendations / Action:

Endorsement

Class Teacher: ☐ YES ☐ NO Signature : Date:
Head Teacher: ☐ YES ☐ NO Signature : Date:

New Submission Date: (if granted)

Copy to: ☐ Head Teacher; ☐ HT Welfare, ☐ Student File, ☐ Student Copy ☐ Noted SENTRAL

Key Support for your HSC – Year 11 Component

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 Mr Weatherby. Mrs Gorgees 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 Engagement 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 Top Floor of J Block.

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.

In Year 12 - 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 11 students in 2021 is Ms Hill.

Checking your pattern of study requirements for the award of the HSC in 2018

<i>Do you meet the following pattern of study requirements?</i>	
✓	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: <i>ACE Manual</i> , 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: <i>ACE Manual</i> , Dec. 2005, Section 8.3.1.4, p.88]
	Met eligibility requirements for the English (ESL) course [Ref: <i>ACE Manual</i> , Dec. 2005, Section 8.2.2.1, p.84]
	Met eligibility requirements for Continuers courses in languages where there are Background Speakers courses [Ref: <i>ACE Manual</i> , Dec. 2005, Section 8.2.2.2, p.84-86]
	Met eligibility requirements for Beginners courses in languages [Ref: <i>ACE Manual</i> , Dec 2005, Section 8.2.2.3, p.86]
	All students undertaking Year 11 or HSC courses from 2009 are required to complete the <i>HSC: All My Own Work</i> program (or equivalent) prior to the school's submission of students' 2020 Year 11 and HSC course entries. (Students who are entered for Stage 6 Life Skills Courses or Board Endorsed Courses or Board Developed VET courses must also meet this requirement. Schools are encouraged to devise an appropriate equivalent of the <i>HSC: All My Own Work</i> program for students with special education needs as necessary.)
	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 <i>ACE Manual</i> , Dec. 2005, Section 8.3, p.87-90, PLUS also check your school BEC decision letters or check for BEC decisions via <i>Schools Online</i> .]
REMINDERS	
	Students seeking an ATAR in 2022 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 <i>ACE Manual</i> , 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 <i>ACE Manual</i> , 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)

2021

for the 2022 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

Component		Weighting
A	Knowledge and understanding of course content	40
B	Historical skills in the analysis and evaluation of sources and interpretations	20
C	Historical enquiry and research	20
D	Communication of historical understanding in appropriate forms	20
		100

School Based Evidence of Learning ~ Formal Task Schedule

Task No.	Targeted Outcomes	Learning Context	Task	Date Due	Weighting				Marks
					A	B	C	D	
1	AH11-6 AH11-7 AH11-9 AH11-10	Investigating Ancient History- Thera	Sources Analysis	Term 1 Week 10	10	5	10	5	30
2	AH11-3 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9	Historical Investigation- Student Developed Inquiry	ICT Research task	Term 2 Week 9	10	5	10	5	30
3	AH11-1 AH11-2 AH11-6 AH11-7 AH11-9	Investigating Ancient History - PERSEPOLIS	End of course Examination	Term 3 Week 9-10	20	10		10	40
TOTAL					40	20	20	20	100

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

Component		Weighting
A	Skills in working scientifically	60
B	Knowledge and understanding of course content	40
		100

School Based Evidence of Learning ~ Formal Task Schedule

Task No.	Targeted Outcomes	Learning Context	Task	Date Due	Weighting		Marks
					A	B	
1	BIO11/12-1 BIO11/12-3 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8	Module 1 Cells as the Basis of Life	Practical Examination	Term 1 Week 6	30	10	40
2	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-11	Module 4 Ecosystem Dynamics	Depth Study - Fieldwork	Term 3 Week 4	20	10	30
3	All outcomes	All modules	End of course Examination	Term 3 Week 9/10	10	20	30
TOTAL					60	40	100

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

Component		Weighting
A	Knowledge and understanding of course content	40
C	Stimulus-based skills	20
C	Inquiry and research	20
D	Communication of business information, ideas and issues in appropriate forms	20
		100

School Based Evidence of Learning ~ Formal Task Schedule

Task No.	Targeted Outcomes	Learning Context	Task	Date Due	Weighting				Marks
					A	B	C	D	
1	P1,P2,P3,P7, P8,P9	Nature of Business	Business Report	Tm 2 Wk 2	10	5		10	25
2	P4,P7,P8,P9, P10	Business management Business planning	Business Plan	Tm 3 Wk 2	10		20	5	35
3	P4,P5, P6,P8, P9,P10	Nature of Business Business management Business planning	End of course examination	Tm 3 Wk 9-10	20	15		5	40
TOTAL					40	20	20	20	100

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

Component		Weighting
A	Skills in working scientifically	60
B	Knowledge and understanding of course content	40
		100

School Based Evidence of Learning ~ Formal Task Schedule

Task No.	Targeted Outcomes	Learning Context	Task	Date Due	Weighting		Marks
					A	B	
1	CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH11-8	Module 1 Properties and Structure of Matter	Practical Investigation and research	Term 1 Week 9	20	10	30
2	Ch11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH11-10	Module 3 Reactive Chemistry	Depth Study	Term 2 Week 8	30	10	40
3	All outcomes	All modules	End of course Examination	Term 3 Week 9/10	10	20	30
TOTAL					60	40	100

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

Component	Weighting
A - Knowledge and understanding of course content	40
B - Skills in critical thinking, research methodology , analysing and communicating	60
	100

School Based Evidence of Learning ~ Formal Task Schedule

Task No.	Targeted Outcomes	Learning Context	Task	Date Due	Weighting		Marks
					A	B	
1	P - 2.1, 2.3, 3.2, 4.1, 4.2, 4.6	Individuals and groups	Research Methodology - interview	Term 1 Week 10	10	20	30
2	P - 1.2, 2.2, 2.4, 3.1, 3.2, 4.2	Families and communities	Research Methodology - interview Case Study	Term 2 Week 10 Week 8	10	20	30
3	All outcomes	Resource Management, Individuals and groups, Families and Communities	End of course examination	Term 3 Week 9/10	20	20	40
TOTAL					40	60	100

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

Component	Weighting
A - Knowledge and understanding of course content	40
B - Knowledge and skills in designing, managing, producing and evaluating design projects	60
	100

School Based Evidence of Learning ~ Formal Task Schedule

Task No.	Targeted Outcomes	Learning Context	Task	Date Due	Weighting		Weighting
					A	B	
1	P 1.1, 2.1, 2.2, 6.1	Knowledge and understanding of course content	Designer Case Study	Term 1 Week 8	10	20	30
2	P 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2	Knowledge and skills in designing, managing, producing and evaluating design projects	Preliminary Project	Term 3 Week 5	10	30	40
3	P 1.1, 2.2, 5.1, 5.2, 5.3	All course content	End of course Examination	Term 3 Week 9/10	20	10	30
TOTAL					40	60	100

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

Component	Weighting
A – Making	40
B – Performing	30
C – Critically studying	30
	100

School Based Evidence of Learning ~ Formal Task Schedule

Task No.	Targeted Outcomes	Learning Context	Task	Date Due	Weighting			Marks
					A	B	C	
1	P – 1.1, 1.2, 1.7, 2.4, 3.1	Improvisation, acting and playbuilding	Group performance and logbook	Tm 1 Wk 10	20%	20%		40%
2	P – 1.3, 1.4, 2.3, 3.3, 3.4	The Elements of Production in Performance	Individual project	Tm 2 Wk 10	20%		10%	30%
3	P – 1.4, 1.6, 2.1, 2.2, 3.2	Theatrical traditions and performance styles	Extended response	Tm 3 Wk 8		10%	20%	30%
TOTAL					40%	30%	30%	100

Year 11 Syllabus Course Outcomes

The student ...

- P1** demonstrates understanding of economic terms, concepts and relationships
- P2** explains the economic role of individuals, firms and government in an economy
- P3** describes, explains and evaluates the role and operation of markets
- P4** compares and contrasts aspects of different economies
- P5** analyses the relationship between individuals, firms, institutions and government in the Australian economy
- P6** explains the role of government in the Australian economy
- P7** identifies the nature and causes of economic problems and issues for individuals, firms and governments
- P8** applies appropriate terminology, concepts and theories in economic contexts
- P9** selects and organises information from a variety of sources for relevance and reliability
- P10** communicates economic information, ideas and issues in appropriate forms
- P11** applies mathematical concepts in economic contexts
- P12** works independently and in groups to achieve appropriate goals in set timelines

NSW Education Standards Authority Year 11 Assessment Information

Component		Weighting
A	Knowledge and understanding of course content	40
B	Stimulus-based skills	20
C	Inquiry and research	20
D	Communication of economic information, ideas and issues in appropriate forms	20
		100%

School Based Evidence of Learning ~ Formal Task Schedule

Task No.	Targeted Outcomes	Learning Context	Task	Date Due	Weighting				Marks
					A	B	C	D	
1	P1, P2, P5, P7, P8, P9, P10	Introduction to Economics - Consumers and Business	Research	T1- Wk9	5	10	10	5	30
2	P1, P2, P3, P5, P7, P8, P9, P10	Markets	Presentation	T2- Wk9	10		10	10	30
3	P1, P2, P3, P4, P5, P6, P7, P8, P10, P11	Introduction to Economics Consumers and Business Markets Labour Markets Financial Markets Government in the Economy	End of course examination	T3-Wk 9-10	25	10		5	40
TOTAL					40	20	20	20	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

- 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

Component		Weighting
A	Knowledge and understanding of course content	50%
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%
		100

School Based Evidence of Learning ~ Formal Task Schedule

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

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 their 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

Component		Weighting
A	Knowledge and understanding of course content	50%
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%
		100%

School Based Evidence of Learning ~ Formal Task Schedule

Task No.	Targeted Outcomes	Learning Context	Task	Date Due	Weighting		Weighting
					A	B	
1	EN 11-3, EN 11-5, EN 11-9	Common Module – Reading to Write: Transition to Senior English	Imaginative text with personal reflection	Term 1 Wk 9	15	15	30
2	EN 11-1, EN 11-2, EN 11-7	Contemporary Possibilities	Multimodal Presentation	Term 2 WK 9	15	15	30
3	EN 11-1, EN 11-3, EN 11-5, EN 11-6, EN 11-8	Close Study of Literature	End of Course Examination	Term 3 WK 9-10	20	20	40
TOTAL					50	50	<u>100</u>

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

Component		Weighting
A	Knowledge and understanding of complex texts and of how and why they are valued	50%
B	Skills in complex analysis, sustained composition and independent investigation	50%
		100%

School Based Evidence of Learning ~ Formal Task Schedule

Task No.	Targeted Outcomes	Learning Context	Task	Date Due	Weighting		Weighting
					A	B	
1	EE11 -2, 3	Module: Texts, Culture and Value	Creative Writing submission	Term 1 – Week 9	15	15	30
2	EE11 – 1, 3, 4, 5, 6	Module: Texts, Culture - and Value	Related text research project – multimodal presentation	Term 2 – Week 9	20	20	40
3	EE11 – 1, 2, 5	Module: Texts, Culture and Value	End of Course Examination	Term 3 – Weeks 9/10	15	15	30
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

Component		Weighting
A	Knowledge and understanding of course content	50%
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%
		100%

School Based Evidence of Learning ~ Formal Task Schedule

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

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

Component		Weighting
A	Knowledge and understanding of course content	40
B	Knowledge and skills in designing, researching, analysing and evaluating	30
C	Skills in experimenting with and preparing food by applying theoretical concepts	30
		100

School Based Evidence of Learning ~ Formal Task Schedule

Task No.	Targeted Outcomes	Learning Context	Task	Date Due	Weighting			Weighting
					A	B	C	
1	P 1.1,1.2, .2	Food availability and selection	Research and Practical task	Term 2 Week 2	10		20	30
2	P 2.2, 3.2, 4.1, 4.4	Food Quality	Food Quality Preparation and oral presentation	Term 3 Week 3-4		30	10	40
3	P 1.1,1.2, 2.1, 2.2, 4.4, 5.1	All preliminary units	End of course Examination	Term 3 Week 9/10	30			30
TOTAL					40	30	30	100

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

Component		Weighting
A	Knowledge and understanding of course content	40
C	Geographic tools and skills	20
C	Geographical inquiry and research, including feedback	20
D	Communication of geographical information, ideas and issues in appropriate forms	20
		100

School Based Evidence of Learning ~ Formal Task Schedule

Task No.	Targeted Outcomes	Learning Context	Task	Date Due	Weighting				Marks
					A	B	C	D	
1	1, 2, 3, 4, 5, 8, 9, 12	Biophysical Interactions	Fieldwork – Case Study	Tm 2 Wk 2 * Wk 3	15	5	5	5	30
2	7, 8, 9, 10, 11, 12	Senior Geography Project	Project	Tm 3 Wk 2	10	10	10	10	40
3	1, 2, 3, 4, 5, 6, 12	Biophysical Interactions Global Challenges	End of course Examination	Tm 3 Wks 9-10	15	5	5	5	30
TOTAL					40	20	20	20	100

* Amended date change

Year 11 Syllabus Course Objectives and Outcomes

SKILLS

Objective

Students develop skills in applying the processes of Working Scientifically

Stage 6 course outcomes

A student:

Questioning and predicting

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

Planning investigations

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

Conducting investigations

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

Processing data and information

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

Analysing data and information

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

Problem solving

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

Communicating

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

Component		Weighting
A	Skills in working scientifically	60
B	Knowledge and understanding of course content	40
		100

School Based Evidence of Learning ~ Formal Task Schedule

Task No.	Targeted Outcomes	Learning Context	Task	Date Due	Weighting		Marks
					A	B	
1	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-7 INS11-8	Module 1 Cause and Effect – Observing	Practical Report	Term 1 Week 7	20	10	30
2	INS11/12-1 INS11/12-5 INS11/12-6 INS11/12-7 INS11-10	Module 3 Scientific Models	Depth Study - Model	Term 2 Week 10	20	10	30
3	All outcomes	All modules	End of course examination	Term 3 Week 9/10	20	20	40
TOTAL					60	40	100

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

Component		Weighting
A	Knowledge and understanding of course content	40
B	Analysis and evaluation	20
C	Inquiry and research	20
D	Communication of legal information, issues and ideas in appropriate forms	20
		100

School Based Evidence of Learning ~ Formal Task Schedule

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

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

MS11-9 provides reasoning to support conclusions which are appropriate to the contexts

NSW Education Standards Authority Year 11 Assessment Information

Component	Description	Weighting
A	Understanding, fluency and communication	50
B	Problem solving, reasoning and justification	50
		100

School Based Evidence of Learning ~ Formal Task Schedule

Task No.	Targeted Outcomes	Learning Context	Task	Date Due	Weighting		Marks
					A	B	
1	MA11-1, 2,	Algebraic techniques, equations and inequalities and functions	In class – open task	Term 2 Week 4	17.5	17.5	35
2	MA11-3, 4, 5, 8, 9	Trigonometry, further functions, and introduction to calculus	Assignment	Term 2 Week 9	12.5	12.5%	25
3	MA11-1, 2, 3, 4, 5, 6, 7 9	Algebraic techniques, equations and inequalities, functions, trigonometry, further functions, introduction to calculus, probability, exponential and logarithmic functions, trigonometric functions, discrete probability distributions.	End of course examination	Term 3 Week 9/10	20	20	40
TOTAL					50	50	100

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

Component	Description	Weighting
A	Understanding, fluency and communication	50
B	Problem solving, reasoning and justification	50
		100

School Based Evidence of Learning ~ Formal Task Schedule

Task No.	Targeted Outcomes	Learning Context	Task	Date Due	Weighting		Marks
					A	B	
1	ME11-1, 2	Algebraic techniques, equations and inequalities, functions, permutations and combinations	In class – Open Task	Term 2 Week 5	17.5	17.5	35
2	ME11-3, 4, 5, 6	Trigonometry, functions, and introduction to calculus, polynomials and inverse functions	Assignment	Term 2 Week 9	12.5	12.5	25
3	ME11-1, 2, 3, 4, 5	Algebraic techniques, functions, 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	End of course examination	Term 3 Wks 9/10	20	20	40
TOTAL					50	50	100

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

Students develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks

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 use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations

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

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

MS11-10 A student justifies a response to a given problem using appropriate mathematical terminology and/or calculations

NSW Education Standards Authority Year 11 Assessment Information

Component	Description	Weighting
A	Understanding, fluency and communication	50
B	Problem solving, reasoning and justification	50
		100

School Based Evidence of Learning ~ Formal Task Schedule

Task No.	Targeted Outcomes	Learning Context	Task	Date Due	Weighting		Marks
					A	B	
1	MS11-1, 2, 3, 4, 5, 6, 10	Earning and managing money, formulae and equations, measurement and energy	In class – open task	Term 2 Week 4	17.5	17.5	35
2	MS11-3, 4, 8, 9, 10	Relative frequency and probability, perimeter, area and volume	Assignment	Term 2 Week 9	12.5	12.5	25
3	MS11-1, 2, 3, 4, 5, 6, 7, 8, 10	Earning and managing money, formulae and equations, measurement and energy, Relative frequency and probability, perimeter, area and volume, classifying and representing data, linear relationships, interest and depreciation, exploring and describing data, working with time, budgeting and household expenses	End of course examination	Term 3 Week 9/10	20	20	40
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

Component		Weighting
A	Knowledge and understanding of course content	40
B	Historical skills in the analysis and evaluation of sources and interpretations	20
C	Historical inquiry and research	20
D	Communication of historical understanding in appropriate forms	20
		100

School Based Evidence of Learning ~ Formal Task Schedule

Task No.	Targeted Outcomes	Learning Context	Task	Date Due	Weighting				Marks
					A	B	C	D	
1	MH11-6 MH11-7 MH11-10	Investigating Modern History- Titanic	Sources Analysis	Term 1 Week 8	5	5	10	5	25
2	MH11-6 MH11-7 MH11-8 MH11-9	Historical Investigation- Personalities of the 20 th Century	Oral Presentation	Term 2 Week 10	15	5	10	5	35
3	MH11-1 MH11-2 MH11-3 MH11-4 MH11-5 MH11-9	Cases Studies 1,2 and Shaping the Modern World	End of course Examination	Term 3 Week 9/10	20	10		10	40
TOTAL					40	20	20	20	100

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 – School changed - Year 11 Assessment Information (COVID-19)

	Component	Weighting
A	Performance	25
B	Musicology	25
C	Aural	25
D	Composition	25
		100

School Based Evidence of Learning ~ Formal Task Schedule

Task No.	Targeted Outcomes	Learning Context	Task	Date Due	Weighting				Marks
					A	B	C	D	
1	P3, P5, P7, P10	Music for Small Ensemble	Group Composition	Term 2, Week 10				25	25
2	P1, P2, P4, P6, P8, P10	Rock Music	Performance and Musicology	Term 3, Week 10	10	25			35
3	P1, P2, P4, P6, P8, P10	Music for Radio, Film, Television and Multimedia	Performance and Aural	Term 3, Week 7	15		25		40
TOTAL					25	25	25	25	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

Component		Weighting
A	Knowledge and understanding of: • factors that affect health • the way the body moves	40
C	Skills in critical thinking, research and analysis	60
		100

School Based Evidence of Learning ~ Formal Task Schedule

Task No.	Targeted Outcomes	Learning Context	Task	Date Due	Weighting		Marks
					A	B	
1	P7, P8, P9	Body in Motion	Video Analysis	Term 1 Week 10	10	20	30
2	P6, P12, P15, P16	Better Health for Individuals	Research Task	Term 2 Week 10	10	20	30
3	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P14	Better Health for Individuals Outdoor Recreation First Aid	End of Course Examination	Term 3 Week 9/10	30	10	40
TOTAL					40	60	<u>100</u>

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

Component		Weighting
A	Listening Objective 1: Interacting Objective 2: Understanding Texts	30%
B	Reading Objective 1: Interacting Objective 2: Understanding Texts	30%
C	Writing Objective 1: Interacting Objective 3: Producing Texts	20%
D	Speaking Objective 1: Interacting Objective 3: Producing Texts	20%
		100 %

School Based Evidence of Learning ~ Formal Task Schedule

Task No.	Targeted Outcomes	Learning Context	Task	Date Due	Weighting				Marks
					A	B	C	D	
1	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	Family Life	Oral presentation/ Q & A with teacher	Term 1 Week 9	20			10	30
2	1.1, 1.2, 2.1, 2.2, 2.6	People, places and communities	Response to written text/ interview	Term 2 Week 8		20		10	30
3	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4	All topics	End of Course Examination	Term 3 Week 9	10	10	20		40
TOTAL					30	30	20	20	100

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

Component		Weighting
A	Knowledge and understanding of course content	50
B	Application and evaluation of social and cultural research methods	30
C	Communication of information, ideas and issues in appropriate forms	20
		100

School Based Evidence of Learning ~ Formal Task Schedule

Task No.	Targeted Outcomes	Learning Context	Task	Date Due	Weighting			Marks
					A	B	C	
1	P1,P2,P3,P4, P7,P8,P9,P10	The Social and Cultural World	Cross cultural comparison	T2- Wk 5	15	10	5	30
2	P1,P2,P3,P5, P6,P7,P10	Personal and Social Identity	Research Task	T3- Wk 3	15	10	5	30
3	P1.P2,P5,P6	The Social and Cultural World Personal and Social Identity Intercultural communication	End of course examination	T3- Wk 9-10	20	10	10	40
TOTAL					50	30	20	100

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

Assessment	Weighting
A. Knowledge and Understanding	50%
B. Skills	50%
	100

School Based Evidence of Learning ~ Formal Task Schedule

Task No.	Targeted Outcomes	Learning Context	Task	Date Due	Weighting		Marks
					A	B	
1	1.5, 3.5, 4.3	Healthy Lifestyles	Lifestyle Survey and Research Task	Term 1 Week 8	15	15	30
2	1.2, 1.3, 1.5, 2.1, 2.2,	Healthy Lifestyles Resistance training Outdoor Recreation	End Of Course Examinations	Term 3 Week 9/10	30	0	30
3	1.1, 3.1, 4.1, 4.2, 4.4	Physical Activity	Practical Application	Ongoing	5	35	40
TOTAL					50	50	100

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

Component		Weighting
A	Knowledge and understanding of course content	40
B	Source-based skills	20
C	Investigation and research	20
D	Communication of information, ideas and issues in appropriate forms	20
		100

School Based Evidence of Learning ~ Formal Task Schedule

Task No.	Targeted Outcomes	Learning Context	Task	Date Due	Weighting				Marks
					A	B	C	D	
1	P1,P3,P4,P5,P6,P7,P8,P9	Nature of Religion and Beliefs	Research	Term 1 - Week 8	5		10	5	20
2	P1,P3,P4,P5,P6,P7,P8,P9	Religious Tradition Study	Presentation	Term 2 - Week 8	10	10	10	10	40
3	P1,P2,P3,P4,P5,P8,P9	Nature of Religion and Beliefs, Religious Tradition Study 1,2, and Religions of Ancient Origin, Religion in Australia pre-1945	End of course examination	Term 3 - Week 9-10	25	10		5	40
TOTAL					40	20	20	20	100

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

Component	Weighting
A - Knowledge and understanding of course content	50
B - Skills and knowledge in the design, manufacture and management of textiles projects	50
	100

School Based Evidence of Learning ~ Formal Task Schedule

Task No.	Targeted Outcomes	Learning Context	Task	Date Due	Weighting		Weighting
					A	B	
1	P1.1, P1.2, P2.1, P2.2,	Design	Design Communication and Techniques Portfolio	Term 1, Week 8	10	20	30
2	P1.1, P1.2, P2.1, P2.2, P2.3, P3.2, P4.1	Properties and Performance of Textiles	Preliminary Textiles Project	Term 2 Week 9	20	20	40
3	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1	All course content	End of course Examination	Term 3 Week 9/10	20	10	30
TOTAL					50	50	100

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

Component		Weighting
A	Artmaking	50
B	Art criticism and art history	50
		100

School Based Evidence of Learning ~ Formal Task Schedule

Task No.	Targeted Outcomes	Learning Context	Task	Date Due	Weighting		Marks
					A	B	
1	P1, P2, P3, P4, P5	Site Specific Art and Introduction	Site investigations - Practical	Term 1, Week 10	30		30
2	P6, P7, P8, P9, P10	Land and Environmental Art	Environmental/Land Art of Andy Goldsworthy as a case study	Term 2, Week 5		30	30
3	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	Woman, Art and Society	End of course Examination including a Practical component	Term 3, Week 9/10	20	20	40
TOTAL					50	50	100

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

2021 - 2022

for the 2022 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 HOSPITALITY – Food and Beverage RETAIL SERVICES

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

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 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 an '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.



Education

ULTIMO 90072

BUSINESS SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2021 - HSC 2022

QUALIFICATION: BSB20115 Certificate II in Business

Training Package: BSB Business Services (version 6.1)

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

TERM	UOC CODE	Unit of Competency	AQF Core/Elec Code	HSC STATUS	HSC INDICATI ON	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark and weighting to total 100%
Term 1	7 PRELIMINARY UOCs						240 Indicative Hours over 2 yrs
	BSBWHS201 BSBWOR204	Contribute to health and safety of self and others Use business technology	C E	M E	15 15	Cluster A: At the Office Written task, scenario, observation of practical work, risk assessment	
Term 2	BSBCUS201 BSBCMM201	Deliver a service to customers Communicate in the workplace	E E	M E	15 15	Cluster B: Service with a Smile Scenario, written task, presentation, role play	35 hrs Work placement % Preliminary Exam
Term 3	BSBSUS201 BSBINM202 BSBWOR202	Participate in environmentally sustainable work practices Handle mail Organise and complete daily work activities	E E E	M E E	15 10 15	Cluster C: It's in the Post Scenario, written task, case studies, self- assessment	
Term 3	BSBSUS201 BSBITU213 BSBITU312	Participate in environmentally sustainable work practices Use digital technologies to communicate remotely Create electronic presentations	E E E	M E E	15 10 15	Cluster C: Quality presentations Scenario, written task, case studies, self- assessment	
Term 3- 4	7 HSC UOCs						
	BSBITU307 BSBITU211	Develop keyboarding speed and accuracy Produce digital text documents	E E	E E	25 20	Cluster D: Fast and On Task Written task, teacher observation, portfolio of evidence, product assessment	
Terms 5-6	BSBITU212 BSBINM201 TLIP2029	Create and use spread sheets Process and maintain workplace information Prepare and process financial documents	E E E	E M M	15 20 20	Cluster E: Minding Your Own Business Written task, scenario, observation of practical work, portfolio of evidence	
Term 7	BSBINN201 BSBIND201	Contribute to workplace innovation Work effectively in a business environment	E E	M M	15 25	Cluster F: Back to the Future Written task, case study, scenario	
	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.	





Education

ULTIMO 90072

HOSPITALITY- FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2021 - HSC 2022

QUALIFICATION: SIT20316 Certificate II in Hospitality (Release 2)

Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)

NESA Course Code
2 U X 2 YR – 26511
2021 HSC Exam: 26589
LMBR UI Code
(11 OR 12)
SIT20316126511B

Term	Unit Code	Units Of Competency	AQF CORE	HSC STATU S	HSC INDIC	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark and weighting to total 100%
9 PRELIMINARY UOCs						Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: <i>SITHIND003 Use hospitality skills effectively</i>	240 Indicative Hours over 2 years
Term 1	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	10 15 10	Cluster A: Getting Ready for Work (as a Sandwich Artist) Scenario, written task, case study, observation of practical work	35 hrs Work placement % Prelim Yearly Exam
Term 2 & 3	SITXFSA002 SITHCCC002 BSBSUS201	Participate in safe food handling practices Prepare and present simple dishes Participate in environmentally sustainable work practices	E E E	E E E	15 20 15	Cluster B: Sustainable Kitchen Practices Scenario, written task, case study, observation of practical work	
Term 3	SITHFAB004 SITXCOM002 SITXCOM001	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity Source and present information	E C E	S E E	15 10 10	Cluster C: Working Relationships Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years' Industry Experience must be involved in assessment.	
6 HSC UOCs							35 hrs Work placement % HSC Trial Exam
Term 4 – 6	SITXCCS003 SITHFAB005 SITHFAB007 SITHIND003	Interact with customers Prepare and serve espresso coffee* Serve food and beverage Use hospitality skills effectively	C E E C	S S S E	15 15 40 20	Cluster D: Café Culture Role play, written questioning, observation of practical work, student reflection, portfolio of evidence NOTE: person with THREE years' Industry Experience must be involved in assessment. *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	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.
Term 7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	Cluster E: Working in the Hospitality Industry Written questioning, student reflection	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 245		Units of competency from the HSC focus areas will be included in the optional HSC examination.		



ULTIMO 90072 RETAIL SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2021 - HSC 2022 QUALIFICATION: SIR30216 Certificate III in Retail (Release 4) Training Package: SIR Retail Services (Release 5)							NESA course code 2 U X 2 YR - 26911 HSC Exam: 26999 LMBR UI Code: (11 OR 12) SIR30216126911B
TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
Term 1	7 PRELIMINARY UOCs						240 Indicative Hours over 2 years
	SIRXWHS002 SIRXIND002	Contribute to workplace health and safety Organise and maintain a store environment	C E	M E	15 10	Cluster A: Safety and Spotless Written task, online quiz, practical and teacher observation	
Term 1-2	SIRXIND001 SIRXCOM002	Work effectively in a service environment Work effectively in a team	C C	M M	20 15	Cluster B: Working in the industry Research, self/peer assessment, simulation, presentation	35 hrs Work placement
Term 2-3	SIRXCEG001 SIRXCEG002 SIRXCEG003	Engage the customer Assist with customer difficulties Build customer relationships and loyalty	C C C	M E E	20 20 20	Cluster C: Customer Service Teacher observation, written task, portfolio of evidence	% Preliminary Exam
Term 4-5	7 HSC UOCs						35 hrs Work placement % Trial HSC Exam
	SIRXSLS001 SIRXSLS002 SIRXRSK001	Sell to the retail customer Follow point of sale procedures Identify and respond to security risks	C E C	M M M	15 15 15	Cluster D: Sales & Security Questioning, scenario, role play	
Term 5-6	SIRRMER001 SIRXPDK001	Produce visual merchandise displays Advise on products and services	E E	S S	20 20	Cluster E: Retail General Selling Scenario, direct observation of practical work, written questioning	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.
Term 7	SIRRINV002 SIRRINV001	Control stock Receive and handle retail stock	E E	E E	20 15	Cluster F: Stock Control Written questioning, scenario, direct observation of practical work	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 245			Units of competency from the HSC focus areas will be included in the optional HSC examination.	

YEAR 11 ASSESSMENT PLANNING CALENDAR ~ 2021

WEEK	TERM 4	TERM 2	TERM 3
1		TEXTILES 1	
2		BUS STUDY 1 FOOD TECH 1 GEOGRAPHY 1	BUS STUDY 2 GEOGRAPHY 2
3			FOOD TECH 2 SAC 2
4		MATH AD 1 MATH ST 1	BIO 2 TEXTILES 2
5		MATH EXT 1 SAC 1 VIS ARTS 2	DAT 2
6	BIO 1		
7	INV SCIENCE 1		MUSIC 3
8	DAT 1 MOD HISTORY 1 SLR 1 SOR 1	CHEM 2 LEGAL 2 SPANISH 2 SOR 2	DRAMA 3
9	CHEM 1 ENG AD 1 ENG EXT 1 LEGAL 1 ECO 1 ENG ST 1 ENG EALD 1 SPANISH 1	ECO 2 ENG ADV 2 ENG ST 2 ENG EXT 2 ENGLISH EALD 2 ANC HISTORY 2 MATH AD 2 MATH ST 2 MATH EXT 2	End of Course YEAR 11 EXAMINATIONS ALL Subjects All subject areas – Task 3 End of course examination
10	ANC HISTORY 1 CAFS 1 DRAMA 1 PDHPE 1 VIS ARTS 1	CAFS 2 DRAMA 2 INV SCIENCE 2 MOD HISTORY 2 MUSIC 2 PDHPE 2	

PERSONAL HSC ASSESSMENT PLANNING CALENDAR ~ 2021

WEEK	TERM 4	TERM 2	TERM 3
1			
2			
3			
4			
5			
6			
7			
8			
9			End of Course YEAR 11 EXAMINATIONS
10			

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