



# **Liverpool Girls High School**

**Assessment Booklet  
Stage 6 Year 11  
2022**

This booklet outlines assessment procedures being followed at Liverpool Girls High School in **Stage 6 – Year 11**. These are consistent with the General Guidelines issued by the NSW Education Standards Authority (NESA) and represent minimum requirements.

## ATTENDANCE:

### 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;

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

### SCHOOL ATTENDANCE

The Principal may determine that, due to absence, course completion criteria may not have been met. You are **expected to attend all school activities on time**. Regular attendance helps you:

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

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

1. have to go to a special recognised religious ceremony;
2. are required to attend a serious or urgent family situation (e.g. a funeral); or
3. 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:

1. translating for family members;
2. sleeping in;
3. working around the house;
4. minding younger siblings and other children;
5. minor family events such as birthdays; or
6. 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 school holiday 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 google classroom and email. All work tasks will be expected to be submitted by the due dates.

## THE NSW RECORD OF SCHOOL ACHIEVEMENT

The NSW Record of School Achievement (ROSA) is a credential from NESA. The Credential will:

- be a record of achievement for students who leave school before completing the HSC
- report results of moderated, school-based assessment, not external tests
- be cumulative and recognise a student's achievements until the point they leave school
- shows a result for courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW


## COURSE COMPLETION CRITERIA

The following course completion criteria refers to Year 10, 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:



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

## NSW Record of School Achievement Sample

  
**RECORD OF SCHOOL ACHIEVEMENT**

This is to certify that  
**Sample Student**  
of  
**Sample High School**  
has met the requirements of the Record of School Achievement  
and has received the results shown below.

Year	Course	Result
<b>STAGE 5 COURSES</b>		
<b>Board Developed Courses</b>		
2018	English	B
	Mathematics	C1
	Science	C
	Geography	B
	History	C
	Work Education	B
	Dance	C
	Personal Development, Health and P.E.	A
<b>Years 7 to 10 Mandatory Curriculum Requirements</b>		
	English	Completed
	Mathematics	Completed
	Science	Completed
	Human Society and its Environment	Completed
	Literacy	Completed
	Technology	Completed
	Music	Completed
	Visual Arts	Completed
	Personal Development, Health and P.E.	Completed

 Student Number: 9229222  
Issued by NESA without alteration or review on 17 November 2020 at Sydney, NSW Australia.   
NSW Education Standards Authority

## ROSA REPORTING AND GRADES

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- completed courses and the awarded grade or mark
- courses a student has participated in but did not complete before leaving school
- results of any minimum standard literacy and numeracy tests that may have been sat
- date the student left school.

It includes an A to E grade for Year 10 and Year 11 courses, the student has satisfactorily completed.

## ELIGIBILITY FOR A ROSA

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.

## UNDERSTANDING THE NSW EDUCATION STANDARDS AUTHORITY (NESA) AND SCHOOL ASSESSMENT GUIDELINES

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 overlaps will be unavoidable where long-term "hand-in" tasks coincide with in-class assessments. To some extent problems of assessment overload can be avoided with careful planning ahead and 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.

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 prevent eligibility for the RoSA certificate in that course. 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 weighting in any course.

At Liverpool Girls High School you must hand in assessment tasks in line with the school's assessment framework. 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 assessment framework will be communicated to your parents in an 'N' Course Warning letter and may result in an 'N' Determination for the course.

### 'N' determinations

If students don't complete a course's requirements they will receive an 'N' determination.

Students are warned via a letter from the school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for a RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination.

## SCHOOL-BASED GRADES

General Performance Descriptors will be reported with the gradings A, B, C, D or E for all subjects. Students' grades will be based on our school's assessment of a student's performance against Course Performance Descriptors in each subject.

GRADE	General Performance Descriptors
A	The student has an <b>extensive</b> knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a <b>thorough</b> knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a <b>sound</b> knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a <b>basic</b> knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an <b>elementary</b> knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

### WHAT IS AN ASSESSMENT?

1. A series of tasks which students undertake so the school can compile a grade to forward to NESA (NSW Education Standards Authority).
2. It is a grade compiled by the school, which measures students' achievement in relation to other students throughout each course studied.

### WHY HAVE SCHOOL ASSESSMENTS?

3. It allows students to be given credit for developing skills and knowledge over a period of time.
4. It allows for evaluation of students' achievement in those parts of courses, such as field and practical work, which are difficult to examine formally.
5. It increases the accuracy of a student's final grade by using multiple assessment tasks.

### WHAT WILL BE ASSESSED?

6. Such things as knowledge, and how you apply it, the ability to think critically, to analyse, to interpret and use evidence to manipulate ideas and materials and through practical performances.

### HOW WILL THESE ASSESSMENTS BE MADE?

Assessment may constitute one of the following, after a **minimum of 2 weeks' notice** (refer to subject specific assessment schedule):

**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 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.

**Note:** It must be understood that, while certain tasks are nominated as counting towards assessment, this does not mean that other tasks completed in class do not count and so can be neglected by students. These tasks could well be, for example, practice tasks which are the basis of student learning and critical preparation for the final assessment tasks.

### SUBMISSION OF ASSESSMENT TASKS

1. All students will be given at least 2 weeks notification of what the requirements and expectations are for assessment in each subject area.
2. All hand-in assessment tasks should be submitted in class on the date due or according to the instructions on the assessment notification sheet.
3. A class hand-in register must be signed by all students to provide evidence of task being submitted. All assessment tasks must be signed in with a teacher.

### PENALTIES FOR LATE OR NON-SUBMISSION

1. Failure to hand in assessment work will result in an N- Determination letter being sent home and recorded as non-attempt for determining the final grade.
2. The task still must be completed and submitted to a satisfactory standard to meet requirements.

### FAILURE TO COMPLETE A TASK OR GROUP TASK

1. 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 hand in to the Head Teacher of the course.
2. 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 grade to be awarded based on a substitute task.
3. The **inability to print assessment tasks by the due time is not an acceptable excuse for the late submission of a task.** An N- Determination letter will be generated.
4. 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 an N-Determination letter will be generated.

### ABSENCES

If a student is absent on the day of an assessment task or the day a task is due they must follow the steps below.

1. The student **MUST** report to the Classroom 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 in a non-attempt being recorded and an N-Determination letter being generated.
2. The student **MUST** complete a Misadventure Form and returned to the Classroom Teacher within five days.
3. Absence from school when a task is distributed does not automatically entitle a student to extra time to complete the task.
4. 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-Determination letter being generated.
5. 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 and has met the requirements of leave according to NESAs guidelines.

## COMPUTER FAILURE

A student presenting work produced via computer or submitting work on-line who experiences computer or printer failure MUST follow these procedures:

1. present to the Classroom Teacher before school, with documentary evidence eg. note from home; working drafts and working papers. Plus work saved on a USB or hard copy of drafts, rough notes etc.
2. Only after these initial procedures have been completed on the due date, will the Classroom Teacher consider a student's request for misadventure.
3. A Misadventure Form must be completed as normal and submitted for determination by the Principal.

## APPEALS PROCESS

### Appeals About Assessment Tasks or Course Rankings

According to ACE, "Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned." If a student is concerned about the marking of a task she should consult with her teacher and the relevant Head Teacher of the Faculty in question.

Students are only able to appeal their results in a particular task or course for the following reasons.

### About the Marks Received

If a student thinks a numerical error has been made in the addition of her marks on a particular task she must return her paper to her class teacher immediately. Additions cannot be checked after the lesson is over. If a student wishes to discuss the marking of her paper she must speak to the marker on the day the papers are returned.

### About Ranking in a Course

If a student believes that her ranking in a course is inaccurate because, the stated assessment policies were not adhered to.

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### Arising from the Conduct of Assessment Tasks

If a student believes that the procedures used in conducting the Assessment Task disadvantaged, her in some way she should appeal to the Assessment Committee in writing stating the reasons for the appeal **within 5 school days**. The Assessment Request for Review Form can be obtained from the Head Teacher of the Faculty.

All appeals in writing are submitted to the Assessment Committee. The Assessment Committee consists of the Deputy Principal, The Head Teacher Faculty, the classroom teacher and another Head Teacher from another Faculty. Only students are able to appeal. The student appealing should complete the Assessment Request for Review Form and submit it to the Head Teacher of the Faculty.

### Invalid or Unreliable Tasks

An Assessment task and its results, that is deemed to be invalid, due to an administrative problem, or unreliable, failing to discriminate between students or assess the desired outcomes, by the KLA.

The Assessment Committee will review the tasks and may set aside an alternative task may be set. Both students and parents will be notified in writing of this decision. An alternative task will be set, marked and the results recorded. The original tasks and results will be held by the Faculty Head Teacher in case of appeal.

## Appeals to NESA

Where possible, all reviews will be resolved within the school. However, provision has been made for subsequent appeals to NESA. There is no provision for appeal against the marks awarded for individual assessment tasks. NESA will consider only whether:

- (a) the school review process was adequate for determining items
- (b) the conduct of the review was proper in all respects. Since the appeal is directed to the assessment process, NESA will not itself revise assessment marks or the order of merit.

NESA will not consider further appeals from other students whose assessments or ranking may be affected by reviews or appeals. The reason is that, although initiated by individual students, the reviews and appeals relate to the assessment process and are designed to correct any errors affecting the assessments for the entire school group.



## ACADEMIC MISCONDUCT / MALPRACTICE

1. 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 and a '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:**

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

Plagiarism is dishonest. It is a 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;

## 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 mark, 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:

1. a student does not complete and submit an illness/misadventure application the day of return after an absence;
2. a claim based on illness is not supported by a valid medical certificate that clearly states why the student could not attend or hand in the task. General reasons such as 'unfit for work' are not sufficient.
3. insufficient evidence is provided in support of an application based on misadventure.

## 'N' DETERMINATIONS

This is the decision made by the principal at the end of the course, under delegated authority from NESA, that a student has not satisfactorily completed a course.

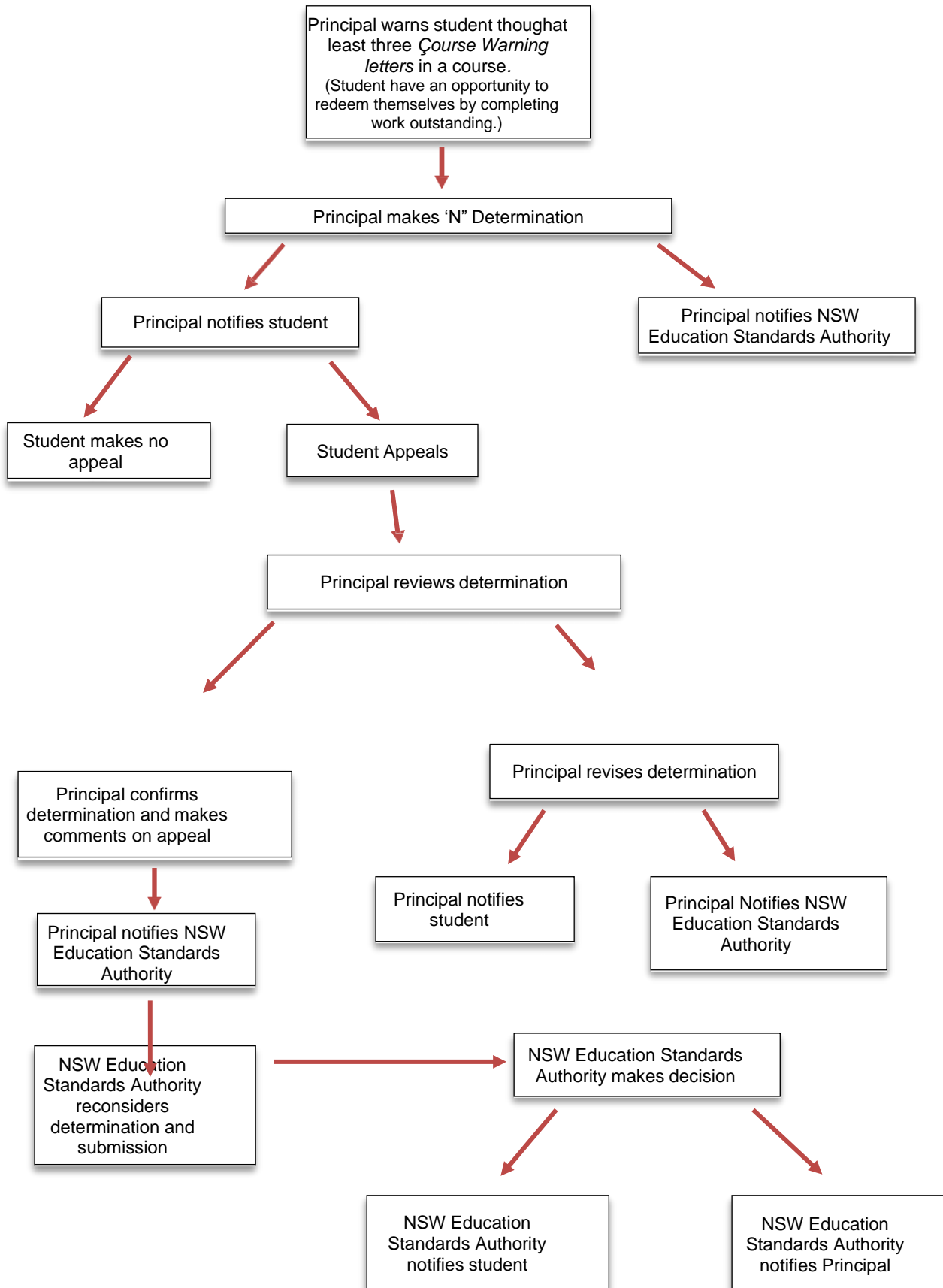
Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising marks. The principal may then apply the 'N' determination.

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.

## 'N' DETERMINATION PROCESS

The following chart indicates the procedures, which will be followed after the Principal makes an 'N' determination.





# 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

# Liverpool Girls High School



## Assessment Appeal Request Review Form

### Student details

Surname:

Given Name:

Year Group:

Date of Appeal:

Contact number:

Email:

Course Name:

### Appeal type (please tick one only)

<i>Appeal from the arising from the Conduct of Assessment Tasks?</i>	<input type="checkbox"/>
Assessment task:	
<i>Invalid or Unreliable Tasks</i>	<input type="checkbox"/>
Assessment task:	

### Description of the appeal

Please provide details of why you seeking the appeal:

Student Signature:

Date:

*Please submit this completed form and any supporting evidence to the Head Teacher of the Faculty within 5 days of the assessment appeal*



## LIVERPOOL GIRLS HIGH SCHOOL

### YEAR 11

### 2022 ASSESSMENT SCHEDULE

### ANCIENT HISTORY

#### Course outcomes

- 11AH.P1** describes the nature of continuity and change in the ancient world
- 11AH.P2** proposes ideas about the varying causes and effects of events and developments
- 11AH.P3** analyses the role of historical features, individuals and groups shaping the past
- 11AH.P4** accounts for the different perspectives of individuals and groups
- 11AH.P5** examines the significance of historical features, people, places, events and developments of the ancient world
- 11AH.P6** analyses and interprets different types of sources for evidence to support an historical account or argument
- 11AH.P7** discusses and evaluates differing interpretations and representations of the past
- 11AH.P8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- 11AH.P9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- 11AH.P10** 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 inquiry and research	20
D	Communication of historical understanding in appropriate forms	20
		100

#### Assessment Schedule

Task No	Targeted Outcomes	Task	Due Date	Weighting			
				A	B	C	D
1	11AH.P6, 11AH.P7, 11AH.P9, 11AH.P10	<u>Investigating Ancient History – Tutankhamun’s Tomb</u> Sources Analysis	Term 1 Week 10 29/03/2022	10	5	10	5
2	11AH.P3, 11AH.P4, 11AH.P5, 11AH.P6, 11AH.P8, 11AH.P9	<u>Historical Investigation – Student Developed Inquiry</u> Research Essay	Term 2 Week 9 23/06/2022	10	5	10	5
3	11AH.P1, 11AH.P2, 11AH.P6, 11AH.P7, 11AH.P9	<u>Investigating Ancient History -Persepolis and Power and Image</u> End of Course Examination	Term 3 Weeks 9-10 Sept 2022	20	10		10
<b>TOTAL</b>				<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>



## LIVERPOOL GIRLS HIGH SCHOOL

### YEAR 11

### 2022 ASSESSMENT SCHEDULE

### BIOLOGY

#### Course outcomes

- 11BIO.P1** develops and evaluates questions and hypotheses for scientific investigation
- 11BIO.P2** designs and evaluates investigations in order to obtain primary and secondary data and information
- 11BIO.P3** conducts investigations to collect valid and reliable primary and secondary data and information
- 11BIO.P4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- 11BIO.P5** analyses and evaluates primary and secondary data and information
- 11BIO.P6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- 11BIO.P7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- 11BIO.P8** describes single cells as the basis for all life by analysing and explaining cells, ultrastructure and biochemical processes
- 11BIO.P9** explains the structure and functions of multicellular organism and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- 11BIO.P10** describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
- 11BIO.P11** analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

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

COMPONENT		WEIGHTING
A	Knowledge and understanding of course content	40
B	Skills in working scientifically	60
		100

#### Assessment Schedule

Task No	Targeted Outcomes	Task	Due Date	Weighting	
				A	B
1	11BIO.P1, 11BIO.P3, 11BIO.P5, 11BIO.P6, 11BIO.P7, 11BIO.P8	<u>M1: Cells as the basis of life</u> Practical Examination	Term 1 Week 8 17/03/2022	10	30
2	11BIO.P1, 11BIO.P2, 11BIO.P3, 11BIO.P5, 11BIO.P6, 11BIO.P7, 11BIO.P11	<u>M4: Ecosystem Dynamics</u> Depth Study – Fieldwork	Term 3 Week 6 25/08/2022	10	20
3	All Outcomes	<u>All Modules</u> End of Course Examination	Term 3 Weeks 9-10 Sept 2022	20	10
<b>TOTAL</b>				<b>40</b>	<b>60</b>



## LIVERPOOL GIRLS HIGH SCHOOL

### YEAR 11

## 2022 ASSESSMENT SCHEDULE

### BUSINESS STUDIES

#### Course outcomes

<b>11BS.P1</b>	discusses the nature of business, its role in society and types of business structure
<b>11BS.P2</b>	explains the internal and external influences on businesses
<b>11BS.P3</b>	describes the factors contributing to the success or failure of small to medium enterprises
<b>11BS.P4</b>	assesses the processes and interdependence of key business functions
<b>11BS.P5</b>	examines the application of management theories and strategies
<b>11BS.P6</b>	analyses the responsibilities of business to internal and external stakeholders
<b>11BS.P7</b>	plans and conducts investigations into contemporary business issues
<b>11BS.P8</b>	evaluates information for actual and hypothetical business situations
<b>11BS.P9</b>	communicates business information and issues in appropriate formats
<b>11BS.P10</b>	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
B	Stimulus-based skills	20
C	Inquiry and research	20
D	Communication of business information, ideas and issues in appropriate forms	20
		100

#### Assessment Schedule

Task No	Targeted Outcomes	Task	Due Date	Weighting			
				A	B	C	D
1	11BS.P1, 11BS.P2, 11BS.P3, 11BS.P7, 11BS.P8, 11BS.P9	<u>Nature of Business</u> Business Case Analysis	Term 2 Week 4 17/05/2022	10	5		10
2	11BS.P4, 11BS.P7, 11BS.P8, 11BS.P9, 11BS.P10	<u>Business Management</u> <u>Business Planning</u> Business Research	Term 3 Week 4 09/08/2022	10		20	5
3	11BS.P4, 11BS.P5, 11BS.P6, 11BS.P8, 11BS.P9, 11BS.P10	<u>Nature of Business</u> <u>Business Management</u> <u>Business Planning</u> End of Course Examination	Term 3 Weeks 9-10 Sept 2022	20	15		5
<b>TOTAL</b>				<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>



## LIVERPOOL GIRLS HIGH SCHOOL

### YEAR 11

## 2022 ASSESSMENT SCHEDULE

### CHEMISTRY

#### Course outcomes

- 11CHE.P1** develops and evaluates questions and hypotheses for scientific investigation
- 11CHE.P2** designs and evaluates investigations in order to obtain primary and secondary data and information
- 11CHE.P3** conducts investigations to collect valid and reliable primary and secondary data and information
- 11CHE.P4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- 11CHE.P5** analyses and evaluates primary and secondary data and information
- 11CHE.P6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- 11CHE.P7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- 11CHE.P8** explores the properties and trends in the physical, structural and chemical aspects of matter
- 11CHE.P9** describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
- 11CHE.P10** explores the many different types of chemical reactions, in particular the reactivity of metals and the factors that affect the rate of chemical reactions
- 11CHE.P11** analyses the energy considerations in the driving force for chemical reactions

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

COMPONENT		WEIGHTING
A	Knowledge and understanding of course content	40
B	Skills in working scientifically	60
		100

#### Assessment Schedule

Task No	Targeted Outcomes	Task	Due Date	Weighting	
				A	B
1	11CHE.P2, 11CHE.P3, 11CHE.P4, 11CHE.P7, 11CHE.P8	<u>M1: Properties and structure of matter</u> Practical Investigation and Research	Term 1 Week 9 25/03/2022	10	20
2	11CHE.P1, 11CHE.P2, 11CHE.P3, 11CHE.P4, 11CHE.P7, 11CHE.P10	<u>M4: Reactive Chemistry</u> Depth Study	Term 2 Week 8 16/06/2022	10	30
3	All Outcomes	<u>All Modules</u> End of Course Examination	Term 3 Weeks 9-10 Sept 2022	20	10
<b>TOTAL</b>				<b>40</b>	<b>60</b>





## LIVERPOOL GIRLS HIGH SCHOOL

### YEAR 11

### 2022 ASSESSMENT SCHEDULE

### COMMUNITY AND FAMILY STUDIES - CAFS

#### Course outcomes

- 11CFS.P1.1** describes the contribution and individual's experiences, values, attitudes and beliefs make to the development of goals
- 11CFS.P1.2** proposes effective solutions to resource problems
- 11CFS.P2.1** accounts for the roles and relationships that individuals adopt within groups
- 11CFS.P2.2** describes the role of the family and other groups in the socialisation of individuals
- 11CFS.P2.3** examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- 11CFS.P2.4** analyses the interrelationships between internal and external factors and their impact on family functioning
- 11CFS.P3.1** explains the changing nature of families and communities in contemporary society
- 11CFS.P3.2** analyses the significance of gender in defining roles and relationships
- 11CFS.P4.1** utilises research methodology appropriate to the study of social issues
- 11CFS.P4.2** presents information in written, oral and graphic form
- 11CFS.P5.1** applies management processes to maximise the efficient use of resources
- 11CFS.P6.1** distinguishes those actions that enhance wellbeing
- 11CFS.P6.2** uses critical thinking skills to enhance decision making
- 11CFS.P7.1** appreciates differences among individuals, groups and families within communities and values their contributions to society
- 11CFS.P7.2** develops a sense of responsibility for the wellbeing of themselves and others
- 11CFS.P7.3** appreciates the value of resource management in response to change
- 11CFS.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

#### Assessment Schedule

Task No	Targeted Outcomes	Task	Due Date	Weighting	
				A	B
1	11CFS.P2.1, 11CFS.P2.3, 11CFS.P3.2, 11CFS.P4.1, 11CFS.P4.2	<u>Resource Management</u> Resource Methodology and Interview	Term 1 Week 9 24/03/2022	10	20
2	11CFS.P1.2, 11CFS.P2.2, 11CFS.P2.4, 11CFS.P3.1, 11CFS.P3.2, 11CFS.P4.2	<u>Individual and Groups</u> Case Study	Term 2 Week 9 24/06/2022	10	20
3	All Outcomes	<u>Resource Management</u> <u>Individuals and Groups</u> <u>Families and Communities</u> End of Course Examination	Term 3 Weeks 9-10 Sept 2022	20	20
<b>TOTAL</b>				<b>40</b>	<b>60</b>



## LIVERPOOL GIRLS HIGH SCHOOL

### YEAR 11

### 2022 ASSESSMENT SCHEDULE

### ECONOMICS

#### Course outcomes

<b>11ECO.P1</b>	demonstrates understanding of economic terms, concepts and relationships
<b>11ECO.P2</b>	explains the economic role of individuals, firms and government in an economy
<b>11ECO.P3</b>	describes, explains and evaluates the role and operation of markets
<b>11ECO.P4</b>	compares and contrasts aspects of different economies
<b>11ECO.P5</b>	analyses the relationship between individual's, firms, institutions and government in the Australian economy
<b>11ECO.P6</b>	explains the role of government in the Australian economy
<b>11ECO.P7</b>	identifies the nature and causes of economic problems and issues for individuals, firms and governments
<b>11ECO.P8</b>	applies appropriate terminology, concepts and theories in economic contexts
<b>11ECO.P9</b>	selects and organises information from a variety of sources for relevance and reliability
<b>11ECO.P10</b>	communicates economic information, ideas and issues in appropriate forms
<b>11ECO.P11</b>	applies mathematical concepts in economic contexts
<b>11ECO.P12</b>	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

#### Assessment Schedule

Task No	Targeted Outcomes	Task	Due Date	Weighting			
				A	B	C	D
1	11ECO.P1, 11ECO.P2, 11ECO.P5, 11ECO.P7, 11ECO.P8, 11ECO.P9, 11ECO.P10	<u>Introduction to Economics</u> <u>Consumers and Business</u> Research	Term 1 Week 9 24/03/2022	5	10	10	5
2	11ECO.P1, 11ECO.P2, 11ECO.P3, 11ECO.P5, 11ECO.P7, 11ECO.P8, 11ECO.P9, 11ECO.P10	<u>Markets</u> Presentation	Term 2 Week 9 24/06/2022	10		10	10
3	11ECO.P1, 11ECO.P2, 11ECO.P3, 11ECO.P4, 11ECO.P5, 11ECO.P6, 11ECO.P7, 11ECO.P8, 11ECO.P10, 11ECO.P11	<u>Introduction to Economics</u> <u>Consumers and Business Markets</u> <u>Labour Markets</u> <u>Financial Markets</u> <u>Government in the Economy</u> End of Course Examination	Term 3 Weeks 9-10 Sept 2022	25	10		5
<b>TOTAL</b>				<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>



## LIVERPOOL GIRLS HIGH SCHOOL

### YEAR 11

## 2022 ASSESSMENT SCHEDULE

### ENGLISH ADVANCED

#### Course outcomes

- EA11-1** responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA11-2** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA11-3** analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and context and evaluates their effects on meaning
- EA11-4** strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA11-5** thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA11-6** investigates and evaluates the relationships between texts
- EA11-7** elevates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA11-8** explains and evaluates cultural assumptions and values in texts and their effects on meaning
- EA11-9** reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

#### 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

#### Assessment Schedule

Task No	Targeted Outcomes	Task	Due Date	Weighting	
				A	B
1	EA11-1, EA11-2, EA11-6, EA11-7	<u>Common Module: Reading to Write</u> Imaginative text with personal reflection	Term 1 Week 9 24/03/2022	15	15
2	EA11-1, EA11-2, EA11-6, EA11-7	<u>Narratives that Shape our World</u> Multimodal Presentation	Term 2 Week 10 28/06/2022	15	15
3	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8	<u>Critical Study of Literature</u> End of Course Examination	Term 3 Weeks 9-10 Sept 2022	20	20
<b>TOTAL</b>				<b>50</b>	<b>50</b>



## LIVERPOOL GIRLS HIGH SCHOOL

### YEAR 11

### 2022 ASSESSMENT SCHEDULE

### ENGLISH STANDARD

#### Course outcomes

- 11EN11-1** responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
- 11EN11-2** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- 11EN11-3** analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
- 11EN11-4** applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- 11EN11-5** thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
- 11EN11-6** investigates and explains the relationships between texts
- 11EN11-7** understands and explains the diverse ways texts can represent personal and public worlds
- 11EN11-8** identifies and explains cultural assumptions in texts and their effects on meaning
- 11EN11-9** 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

#### Assessment Schedule

Task No	Targeted Outcomes	Task	Due Date	Weighting	
				A	B
1	11EN11-3, 11EN11-5, 11EN11-9	<u>Common Module – Reading to Write</u> <u>Transition to Senior English</u> Imaginative text with personal reflections	Term 1 Week 9 24/03/2022	15	15
2	11EN11-1, 11EN11-2, 11EN11-7	<u>Contemporary Possibilities</u> Multimodal Presentation	Term 2 Week 10 28/06/2022	15	15
3	11EN11-1, 11EN11-3, 11EN11-5, 11EN11-6, 11EN11-8	<u>Close Study of Literature</u> End of Course Examination	Term 3 Weeks 9-10 Sept 2022	20	20
<b>TOTAL</b>				<b>50</b>	<b>50</b>



## LIVERPOOL GIRLS HIGH SCHOOL

### YEAR 11

## 2022 ASSESSMENT SCHEDULE

### ENGLISH STUDIES

#### Course outcomes

- ES11-1** comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES11-2** identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES11-3** gains skills in accessing, comprehending and using information to communicate in a variety of ways
- ES11-4** composes a range of texts with increasing accuracy and clarity in different forms
- ES11-5** develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- ES11-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES11-7** represents own ideas in critical, interpretive and imaginative texts
- ES11-8** identifies and describes relationships between texts
- ES11-9** identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
- ES11-10** monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

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

COMPONENT		WEIGHTING
A	Knowledge and understanding of course content	50
B	Skills in: <ul style="list-style-type: none"> <li>comprehending texts</li> <li>communicating ideas</li> <li>using language accurately, appropriately and effectively</li> </ul>	50
		100

#### Assessment Schedule

Task No	Targeted Outcomes	Task	Due Date	Weighting	
				A	B
1	ES11-1, ES11-2, ES11-4, ES11-5, ES11-10	<u>Mandatory Module – Achieving through English</u>	Term 1 Week 9 25/03/2022	20	15
2	ES11-2, ES11-6, ES11-8, ES11-9	<u>Module K- The Big Screen</u> Multimodal Presentation	Term 2 Week 10 28/06/2022	15	15
3	ES11-1, ES11-4, ES11-7, ES11-9, ES11-10	<u>Module F- MiTunes and The Text</u> Collection of classwork and written reflection	Term 3 Week 6 26/08/2022	15	20
<b>TOTAL</b>				<b>50</b>	<b>50</b>



## LIVERPOOL GIRLS HIGH SCHOOL

### YEAR 11

## 2022 ASSESSMENT SCHEDULE

### ENGLISH EXTENSION

#### Course outcomes

- EE11-1** demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE11-2** analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
- EE11-3** thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
- EE11-4** develops skills in research methodology to undertake effective independent investigation
- EE11-5** articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
- EE11-6** reflects on and assesses the development of independent learning gained through the processes of research

#### 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

#### Assessment Schedule

Task No	Targeted Outcomes	Learning Content Task	Due Date	Weighting	
				A	B
1	EE11-2, EE11-3	<u>Module: Texts, Culture and Values</u> Creative Writing submission	Term 1 Week 9 22/03/2022	15	15
2	EE11-1, EE11-3, EE11-4, EE11-5, EE11-6	<u>Module: Texts, Culture and Values</u> Related text research project – multimodal presentation	Term 2 Week 9 20/06/2022	20	20
3	EE11-1, EE11-2, EE11-5,	<u>Module: Texts, Culture and Values</u> End of Course Examination	Term 3 Weeks 9-10 Sept 2022	15	15
<b>TOTAL</b>				<b>50</b>	<b>50</b>



## LIVERPOOL GIRLS HIGH SCHOOL

### YEAR 11

## 2022 ASSESSMENT SCHEDULE

### FOOD TECHNOLOGY

#### Course outcomes

<b>11FT.P1.1</b>	identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
<b>11FT.P1.2</b>	accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
<b>11FT.P2.1</b>	explains the role of food nutrients in human nutrition
<b>11FT.P2.2</b>	identifies and explains the sensory characteristics and functional properties of food
<b>11FT.P3.1</b>	assesses the nutrient value of meals/diets for particular individuals and groups
<b>11FT.P3.2</b>	presents ideas in written, graphic and oral form using computer software where appropriate
<b>11FT.P4.1</b>	selects appropriate equipment, applies suitable techniques and utilises safe and hygienic practices when handling food
<b>11FT.P4.2</b>	plans, prepares, and presents foods which reflect a range of the influences on food selection
<b>11FT.P4.3</b>	select foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
<b>11FT.P4.4</b>	applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
<b>11FT.P5.1</b>	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

#### Assessment Schedule

Task No	Targeted Outcomes	Task	Due Date	Weighting		
				A	B	C
1	11FT.P1.1, 11FT.P1.2	<u>Food availability and selection</u> Research and Practical Task	Term 2 Week 2 06/05/2022	10		20
2	11FT.P2.2, 11FT.3.2, 11FT.P4.1, 11FT.P4.4	<u>Food Quality</u> <u>Food Quality Preparation and Oral</u> Presentation	Term 3 Weeks 3 & 4 01/08/2022 02/08/2022 03/08/2022 08/08/2022 10/08/2022 12/08/2022		30	10
3	11FT.P1.1, 11FT.P1.2, 11FT.P2.1, 11FT.P2.2, 11FT.P4.4, 11FT.P5.1	<u>All Preliminary Units</u> End of Year examination	Term 3 Weeks 9-10 Sept 2022	30		
<b>TOTAL</b>				<b>40</b>	<b>30</b>	<b>30</b>



## LIVERPOOL GIRLS HIGH SCHOOL

### YEAR 11

## 2022 ASSESSMENT SCHEDULE

### INVESTIGATING SCIENCE

#### Course outcomes

- 11INS.P1** develops and evaluates questions and hypotheses for scientific investigation
- 11INS.P2** designs and evaluates investigations in order to obtain primary and secondary data and information
- 11INS.P3** conducts investigations to collect valid and reliable primary and secondary data and information
- 11INS.P4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- 11INS.P5** analyses and evaluates primary and secondary data and information
- 11INS.P6** solves scientific problem using primary and secondary data, critical thinking skills and scientific processes
- 11INS.P7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- 11INS.P8** identifies that the collection of primary and secondary data initiates scientific investigations
- 11INS.P9** examines the use of inferences and generalisations in scientific investigations
- 11INS.P10** develops and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
- 11INS.P11** describes and assesses how scientific explanations, laws and theories have developed

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

COMPONENT		WEIGHTING
A	Knowledge and understanding of course content	40
B	Skills in working scientifically	60
		100

#### Assessment Schedule

Task No	Targeted Outcomes	Task	Due Date	Weighting	
				A	B
1	11INS.P1, 11INS.P2, 11INS.P3, 11INS.P4, 11INS.P7, 11INS.P8	<u>M1: Cause and effect – observing</u> Practical Report	Term 1 Week 7 10/03/2022	10	20
2	11INS.P1, 11INS.P5, 11INS.P6, 11INS.P7, 11INS.P10	<u>M3: Scientific Models</u> Depth Study - Model	Term 2 Week 10 28/06/2022	10	20
3	All Outcomes	<u>All Modules</u> End of Course Examination	Term 3 Weeks 9-10 Sept 2022	20	20
<b>TOTAL</b>				<b>40</b>	<b>60</b>





**LIVERPOOL GIRLS HIGH SCHOOL**  
**YEAR 11**  
**2022 ASSESSMENT SCHEDULE**  
**LEGAL STUDIES**

**Course outcomes**

<b>11LS.P1</b>	identifies and applies legal concepts and terminology
<b>11LS.P2</b>	describes the key features of Australian and international law
<b>11LS.P3</b>	describes the operation of domestic and international legal systems
<b>11LS.P4</b>	discusses the effectiveness of the legal system in addressing issues
<b>11LS.P5</b>	describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
<b>11LS.P6</b>	explains the nature of the interrelationship between the legal system and society
<b>11LS.P7</b>	evaluates the effectiveness of the law in achieving justice
<b>11LS.P8</b>	locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
<b>11LS.P9</b>	communicates legal information using well-structured responses
<b>11LS.P10</b>	accounts for differing perspectives and interpretations of legal information and issues

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

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

**Assessment Schedule**

Task No	Targeted Outcomes	Task	Due Date	Weighting			
				A	B	C	D
1	11LS.P1, 11LS.P2, 11LS.P6, 11LS.P8	<u>The legal system</u> Research	Term 1 Week 9 21/03/2022	10	5	10	5
2	11LS.P1, 11LS.P3, 11LS.P5, 11LS.P9	<u>The individual and the law</u> Presentation	Term 2 Week 8 14/06/2022	10	5	10	5
3	11LS.P1, 11LS.P2, 11LS.P4, 11LS.P7, 11LS.P10	<u>The legal system</u> <u>The individual and the law</u> <u>Law in practice</u> End of Course Examination	Term 3 Weeks 9-10 Sept 2022	20	10		10
<b>TOTAL</b>				<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>



## LIVERPOOL GIRLS HIGH SCHOOL

### YEAR 11

### 2022 ASSESSMENT SCHEDULE

### MATHEMATICS ADVANCED

#### Course outcomes

- 11MA.P1** uses algebraic and graphical techniques to solve and where appropriate, compare alternative solutions to problems
- 11MA.P2** uses the concepts of functions and relations to model, analyse and solve practical problems
- 11MA.P3** uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- 11MA.P4** uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- 11MA.P5** interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- 11MA.P6** manipulates and solves expressions using the logarithmic and index laws and uses logarithms and exponential functions to solve practical problems
- 11MA.P7** 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
- 11MA.P8** uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- 11MA.P9** provides reasoning to support conclusions which are appropriate to the contexts

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

COMPONENT		WEIGHTING
A	Understanding fluency and communication	50
B	Problem solving, reasoning and justification	50
		100

#### Assessment Schedule

Task No	Targeted Outcomes	Task	Due Date	Weighting	
				A	B
1	11MA.P1, 11MA.P2,	<u>Algebraic techniques, equations and inequalities and functions</u> Open Task	Term 1 Week 10 28/03/2022	17.5	17.5
2	11MA.P3, 11MA.P4, 11MA.P5, 11MA.P8, 11MA.P9	<u>Trigonometry, further functions and introduction to calculus</u> Assignment	Term 3 Week 1 20/07/2022	12.5	12.5
3	11MA.P1, 11MA.P2, 11MA.P3, 11MA.P4, 11MA.P5, 11MA.P6, 11MA.P7, 11MA.P9	<u>Algebraic techniques, equations and inequalities, functions, trigonometry, further functions, introduction to calculus, probability, exponential and logarithmic functions, trigonometric functions, discrete probability distributions</u> End of Course Examination	Term 3 Weeks 9-10 Sept 2022	20	20
<b>TOTAL</b>				<b>50</b>	<b>50</b>



## LIVERPOOL GIRLS HIGH SCHOOL

### YEAR 11

### 2022 ASSESSMENT SCHEDULE

### MATHEMATICS STANDARD

#### Course outcomes

<b>11MS.P1</b>	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
<b>11MS.P2</b>	represents information in symbolic, graphical and tabular form
<b>11MS.P3</b>	solves problems involving quantity measurement, including accuracy and the choice of relevant units
<b>11MS.P4</b>	performs calculations in relation to two-dimensional figures
<b>11MS.P5</b>	models relevant financial situations using appropriate tools
<b>11MS.P6</b>	makes predications about everyday situations based on simple mathematical models
<b>11MS.P7</b>	develops and carries out simple statistical processes to answer questions posed
<b>11MS.P8</b>	solves probability problems involving multistage events
<b>11MS.P9</b>	uses appropriate technology to investigate, organise and interpret information in a range of contexts
<b>11MS.P10</b>	justifies a response to a given problem using appropriate mathematical terminology and/or calculations

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

COMPONENT		WEIGHTING
A	Understanding fluency and communication	50
B	Problem solving, reasoning and justification	50
		100

#### Assessment Schedule

Task No	Targeted Outcomes	Task	Due Date	Weighting	
				A	B
1	11MS.P1, 11MS.P2, 11MS.P3, 11MS.P4, 11MS.P5, 11MS.P6, 11MS.P10	<u>Earning and managing money, formulae and equations, measurement and energy</u> Open Task	Term 1 Week 10 30/03/2022	17.5	17.5
2	11MS.P3, 11MS.P4, 11MS.P9, 11MS.P10	<u>Perimeter, area and volume</u> Assignment	Term 2 Week 9 22/06/2022	12.5	12.5
3	11MS.P1, 11MS.P2, 11MS.P3, 11MS.P4, 11MS.P5, 11MS.P6, 11MS.P7, 11MS.P8, 11MS.P10	<u>Earning and managing money, formulae and equations, measurement and energy, relative and frequency 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</u> End of Course Examination	Term 3 Weeks 9-10 Sept 2022	20	20
<b>TOTAL</b>				<b>50</b>	<b>50</b>



## LIVERPOOL GIRLS HIGH SCHOOL

### YEAR 11

### 2022 ASSESSMENT SCHEDULE

### MATHEMATICS EXTENSION

#### Course outcomes

- 11MEX.P1** uses algebraic and graphical concepts in the modelling and solving of problems involving functions in their inverses
- 11MEX.P2** manipulates algebraic expressions and graphical functions to solve problems
- 11MEX.P3** applies concepts and techniques of trigonometric functions and simplifying expressions involving compound angles in the solution of problems
- 11MEX.P4** applies understanding of the concept of a derivative in the solutions of problems, including rates of change, exponential growth and decay and related rates of change
- 11MEX.P5** uses concepts of permutations and combinations to solve problems involving counting or ordering
- 11MEX.P6** 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		WEIGHTING
A	Understanding, fluency and communication	50
B	Problem solving, reasoning and justification	50
		100

#### Assessment Schedule

Task No	Targeted Outcomes	Learning Content Task	Due Date	Weighting	
				A	B
1	11MEX.P1, 11MEX.P2,	<u>Algebraic techniques, equations and inequalities, functions, permutations and combinations</u> Open Task	Term 1 Week 11 06/04/2022	17.5	17.5
2	11MEX.P3, 11MEX.P4, 11MEX.P5, 11MEX.P6	<u>Trigonometry, functions, and introduction to calculus, polynomials and inverse functions</u> Assignment	Term 3 Week 2 25/07/2022	12.5	12.5
3	11MEX.P1, 11MEX.P2, 11MEX.P3, 11MEX.P4, 11MEX.P5	<u>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</u> End of Course Examination	Term 3 Weeks 9-10 Sept 2022	20	20
<b>TOTAL</b>				<b>50</b>	<b>50</b>



## LIVERPOOL GIRLS HIGH SCHOOL

### YEAR 11

### 2022 ASSESSMENT SCHEDULE

### MODERN HISTORY

#### Course outcomes

- 11MH.P1** describes the nature of continuity and change in the modern world
- 11MH.P2** proposes ideas about the varying causes and effects of events and developments
- 11MH.P3** analyses the role of historical features, individuals, groups and ideas in shaping the past
- 11MH.P4** accounts for the different perspectives of individuals and groups
- 11MH.P5** examines the significance of historical features, people, ideas, movements, events and developments of the modern world
- 11MH.P6** analyses and interprets different types of sources for evidence to support an historical account or argument
- 11MH.P7** discusses and evaluates differing interpretations and representations of the past
- 11MH.P8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- 11MH.P9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- 11MH.P10** 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 of appropriate forms	20
		100

#### Assessment Schedule

Task No	Targeted Outcomes	Task	Due Date	Weighting			
				A	B	C	D
1	11MH.P6, 11MH.P7, 11MH.P10	<u>Investigating Modern History – Titanic Sources Analysis</u>	Term 1 Week 8 15/03/2022	5	5	10	5
2	11MH.P6, 11MH.P7, 11MH.P8, 11MH.P9	<u>Historical Investigation – Personalities of the 20<sup>th</sup> Century Oral Presentation</u>	Term 2 Weeks 10 27/06/2022	15	5	10	5
3	11MH.P1, 11MH.P2, 11MH.P3, 11MH.P4, 11MH.P5, 11MH.P9	<u>Cases Studies 1 and 2 Shaping the Modern World End of Course Examination</u>	Term 3 Weeks 9-10 Sept 2022	20	10		10
<b>TOTAL</b>				<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>



## LIVERPOOL GIRLS HIGH SCHOOL

### YEAR 11

### 2022 ASSESSMENT SCHEDULE

### MUSIC 1

#### Course outcomes

<b>11MUS.P1</b>	performs music that is characteristic of the topics studied
<b>11MUS.P2</b>	observes, reads, interprets and discusses simple musical scores characteristics of topics studied
<b>11MUS.P3</b>	improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound scores reflecting the cultural and historical contexts studied
<b>11MUS.P4</b>	recognises and identifies the concepts of music and discusses their uses in a variety of musical styles
<b>11MUS.P5</b>	comments on and constructively discusses performances and compositions
<b>11MUS.P6</b>	observes and discusses concepts of music in works representative of the topics studied
<b>11MUS.P7</b>	understanding the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
<b>11MUS.P8</b>	identifies, recognises, experiments with and discusses the use of technology in music
<b>11MUS.P9</b>	performs as a means of self-expression and communication
<b>11MUS.P10</b>	demonstrates a willingness to participate in performance, composition, musicology and aural activities
<b>11MUS.P11</b>	demonstrates a willingness to accept and use constructive criticism

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

COMPONENT		WEIGHTING
A	Performance	25
B	Musicology	25
C	Aural	25
D	Composition	25
		100

#### Assessment Schedule

Task No	Targeted Outcomes	Task	Due Date	Weighting			
				A	B	C	D
1	11MUS.P3, 11MUS.P5, 11MUS.P7, 11MUS.P10	<u>Music for Small Ensemble</u> Group Composition	Term 1 Week 9 24/03/2022				25
2	11MUS.P1, 11MUS.P2, 11MUS.P4, 11MUS.P6, 11MUS.P8, 11MUS.P10	<u>Rock Music</u> Performance and Musicology	Term 2 Weeks 9 & 10 20/06/2022 21/06/2022 23/06/2022 27/06/2022 28/06/2022 30/06/2022	10	25		
3	11MUS.P1, 11MUS.P2, 11MUS.P4, 11MUS.P6, 11MUS.P8, 11MUS.P10	<u>Music for Radio, Film, Television and Multimedia</u> Performance and Aural	Term 3 Weeks 9-10 Sept 2022	15		25	
<b>TOTAL</b>				<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>



## LIVERPOOL GIRLS HIGH SCHOOL

### YEAR 11

### 2022 ASSESSMENT SCHEDULE

### PDHPE

#### Course outcomes

<b>11PDH.P1</b>	identifies and examines why individuals give different meanings to health
<b>11PDH.P2</b>	explains how a range of health behaviours affect an individual's health
<b>11PDH.P3</b>	describes how an individual's health is determined by a range of factors
<b>11PDH.P4</b>	evaluates aspects of health over which individuals can exert some control
<b>11PDH.P5</b>	describes factors that contribute to effective health promotion
<b>11PDH.P6</b>	proposes actions that can improve and maintain an individual's health
<b>11PDH.P7</b>	explains how body systems influence the way the body moves
<b>11PDH.P8</b>	describes the components of physical fitness and explains how they are monitored
<b>11PDH.P9</b>	describes biomechanical factors that influence the efficiency of the body in motion
<b>11PDH.P10</b>	plans for participation in physical activity to satisfy a range of individual needs
<b>11PDH.P11</b>	assesses and monitors physical fitness levels and physical activity patterns
<b>11PDH.P12</b>	demonstrates strategies for the assessment management and prevention of injuries in first aid settings (Option 1)
<b>11PDH.P13</b>	develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
<b>11PDH.P14</b>	demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
<b>11PDH.P15</b>	forms opinions about health-promoting actions based on a critical examination of relevant information
<b>11PDH.P16</b>	uses a range of sources to draw conclusions about health and physical activity concepts.
<b>11PDH.P17</b>	analyses factors influencing movement and patterns of participation

#### 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
B	Skills in critical thinking, research and analysis	60
		100

#### Assessment Schedule

Task No	Targeted Outcomes	Task	Due Date	Weighting	
				A	B
1	11PDH.P7, 11PDH.P8, 11PDH.P9	<u>Body in Motion</u> Video Analysis	Term 1 Week 10 28/03/2022	10	20
2	11PDH.P1, 11PDH.P2, 11PDH.P3, 11PDH.P6	<u>Better Health for Individuals</u> Core Study	Term 2 Week 9 20/06/2022	10	20
3	11PDH.P1, 11PDH.P2, 11PDH.P3, 11PDH.P4, 11PDH.P5, 11PDH.P6, 11PDH.P7, 11PDH.P8, 11PDH.P9, 11PDH.P10, 11PDH.P11, 11PDH.P12, 11PDH.P14	<u>Body in Motion</u> <u>Better Health for Individuals</u> <u>Outdoor Recreation</u> <u>First Aid</u> End of Course Examination	Term 3 Weeks 9-10 Sept 2022	30	10
<b>TOTAL</b>				<b>50</b>	<b>50</b>



## LIVERPOOL GIRLS HIGH SCHOOL

### YEAR 11

### 2022 ASSESSMENT SCHEDULE

### SOCIETY AND CULTURE

#### Course outcomes

<b>11SAC.P1</b>	identifies and applies social and cultural concepts
<b>11SAC.P2</b>	describes personal, social and cultural identity
<b>11SAC.P3</b>	identifies and describes relationships and interactions within and between social and cultural groups
<b>11SAC.P4</b>	identifies the features of social and cultural literacy and how it develops
<b>11SAC.P5</b>	explains continuity and change and their implications for societies and cultures
<b>11SAC.P6</b>	differentiates between social and cultural research methods
<b>11SAC.P7</b>	selects, organises and considers information from a variety of sources for usefulness, validity and bias
<b>11SAC.P8</b>	plans and conducts ethical social and cultural research
<b>11SAC.P9</b>	uses appropriate course language and concepts suitable for different audiences and contexts
<b>11SAC.P10</b>	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

#### Assessment Schedule

Task No	Targeted Outcomes	Task	Due Date	Weighting		
				A	B	C
1	11SAC.P1, 11SAC.P2, 11SAC.P3, 11SAC.P4, 11SAC.P7, 11SAC.P8, 11SAC.P9, 11SAC.P10	<u>The Social and Cultural World</u> Cross cultural comparison	Term 2 Week 5 23/05/2022	15	10	5
2	11SAC.P1, 11SAC.P3, 11SAC.P5, 11SAC.P6, 11SAC.P7, 11SAC.P10	<u>Personal and Social Identity</u> Research Task	Term 3 Week 3 04/08/2022	15	10	5
3	11SAC.P1, 11SAC.P2, 11SAC.P5, 11SAC.P6	<u>The Social and Cultural World</u> <u>Personal and Social Identity</u> <u>Intercultural Communication</u> End of Course Examination	Term 3 Weeks 9-10 Sept 2022	20	10	10
<b>TOTAL</b>				<b>50</b>	<b>30</b>	<b>20</b>





## LIVERPOOL GIRLS HIGH SCHOOL

### YEAR 11

### 2022 ASSESSMENT SCHEDULE

### SPORT, LIFESTYLE AND RECREATION

#### Course outcomes

<b>11SLR.P1.1</b>	applies the rules and conventions that relate to participation in a range of physical activities
<b>11SLR.P1.2</b>	explains the relationship between physical activity, fitness and healthy lifestyle
<b>11SLR.P1.3</b>	demonstrates ways to enhance safety in physical activity
<b>11SLR.P1.4</b>	investigates and interprets the patterns of participation in sport and physical activity in Australia
<b>11SLR.P1.5</b>	critically analyses the factors affecting lifestyle balance and their impact on health status
<b>11SLR.P1.6</b>	describes administrative procedures that support successful performance outcomes
<b>11SLR.P2.1</b>	explains the principles of skill development and training
<b>11SLR.P2.2</b>	analyses the fitness requirements of specific activities
<b>11SLR.P2.3</b>	selects and participates in physical activities that meet individual needs, interests and abilities
<b>11SLR.P2.4</b>	describes how societal influences impact on the nature of sport in Australia
<b>11SLR.P2.5</b>	describes the relationship between anatomy, physiology and performance
<b>11SLR.P3.1</b>	selects appropriate strategies and tactics for success in a range of movement contexts
<b>11SLR.P3.2</b>	designs programs that responds to performance needs
<b>11SLR.P3.3</b>	measures and evaluates physical performance capacity
<b>11SLR.P3.4</b>	composes, performs and appraises movement
<b>11SLR.P3.5</b>	analyses personal health practices
<b>11SLR.P3.6</b>	assesses and responds appropriately to emergency care situations
<b>11SLR.P3.7</b>	analyses the impact of professionalism in sport
<b>11SLR.P4.1</b>	plans strategies to achieve performance goal
<b>11SLR.P4.2</b>	demonstrates leadership skills and a capacity to work cooperatively in movement context
<b>11SLR.P4.3</b>	makes strategic plans to overcome the barriers to personal and community health
<b>11SLR.P4.4</b>	demonstrates competence and confidence in movement contexts
<b>11SLR.P4.5</b>	recognises the skills and abilities required to adopt roles that support health, safety and physical activity

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

COMPONENT		WEIGHTING
A	Knowledge and understanding	50
B	Skills	50
		100

#### Assessment Schedule

Task No	Targeted Outcomes	Task	Due Date	Weighting	
				A	B
1	11SLR.P1.5, 11SLR.P3.5, 11SLR.P4.3	<u>Healthy Lifestyle</u> Lifestyle Survey and Report	Term 1 Week 10 01/04/2022	15	15
2	11SLR.P1.2, 11SLR.P1.3, 11SLR.P1.5, 11SLR.P2.1, 11SLR.P2.2	<u>Healthy Lifestyles Resistance Training</u> <u>Outdoor Recreation</u> End of Course Examination	Term 3 Weeks 9-10 Sept 2022	30	
3	11SLR.P1.1, 11SLR.P3.1, 11SLR.P4.1, 11SLR.P4.2, 11SLR.P4.4	<u>Physical Activity</u> Practical Application	Ongoing	5	35
<b>TOTAL</b>				<b>50</b>	<b>50</b>



**LIVERPOOL GIRLS HIGH SCHOOL**  
**YEAR 11**  
**2022 ASSESSMENT SCHEDULE**  
**TEXTILES AND DESIGN**

### Course outcomes

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

### Assessment Schedule

Task No	Targeted Outcomes	Task	Due Date	Weighting	
				A	B
1	11TXD.P1.1, 11TXD.P1.2, 11TXD.P2.1, 11TXD.P2.2	<u>Design Communication and Techniques</u> Portfolio	Term 1 Week 8 15/03/2022	10	20
2	11TXD.P1.1, 11TXD.P1.2, 11TXD.P2.1, 11TXD.P2.2, 11TXD.P2.3, 11TXD.P3.2, 11TXD.P4.1	<u>Properties and Performances of Textiles</u> Preliminary Textiles Project	Term 2 Week 9 23/06/2022	20	20
3	11TXD.P1.1, 11TXD.P1.2, 11TXD.P3.1, 11TXD.P3.2, 11TXD.P5.1, 11TXD.P5.2, 11TXD.P6.1	<u>All course content</u> End of Course Examination	Term 3 Weeks 9-10 Sept 2022	20	10
<b>TOTAL</b>				<b>50</b>	<b>50</b>



## LIVERPOOL GIRLS HIGH SCHOOL

### YEAR 11

### 2022 ASSESSMENT SCHEDULE

### VISUAL ARTS

#### Course outcomes

- 11VA.P1** explores the conventions of practice in artmaking
- 11VA.P2** explores the roles and relationships between the concepts of artist, artwork, world and audience
- 11VA.P3** identifies the frames as the basis of understanding expressive representation through the making of art
- 11VA.P4** investigates subject matter and forms as representations in artmaking
- 11VA.P5** investigates ways of developing coherence and layers of meaning in the making of art
- 11VA.P6** explores a range of material techniques in ways that support artistic intentions
- 11VA.P7** explores the conventions of practice in art criticism and art history
- 11VA.P8** explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
- 11VA.P9** identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- 11VA.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

#### Assessment Schedule

Task No	Targeted Outcomes	Task	Due Date	Weighting	
				A	B
1	11VA.P1, 11VA.P2, 11VA.P3, 11VA.P4, 11VA.P5	<u>The Female Form</u> Reini Body of Work	Term 1 Week 11 04/04/2022	30	
2	11VA.P6, 11VA.P7, 11VA.P8, 11VA.P9, 11VA.P10	<u>The Female Form</u> <u>Goddess vs Object</u> Extended Response	Term 2 Week 5 24/05/2022		30
3	11VA.P1, 11VA.P2, 11VA.P3, 11VA.P4, 11VA.P5, 11VA.P6, 11VA.P7, 11VA.P8, 11VA.P9, 11VA.P10	<u>Conceptual Appropriation:</u> <u>Self Image and Identity</u> End of Course Examination and Practical Component	Term 3 Weeks 9-10 Sept 2022	20	20
			Term 3 Week 9 16/09/2022	20	
<b>TOTAL</b>				<b>50</b>	<b>50</b>

## Vocational Education and Training (VET) Courses

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.

 <b>PUBLIC SCHOOLS NSW ULTIMO RTO 90072</b> <b>BUSINESS SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2021 - HSC 2022 QUALIFICATION: BSB20115 Certificate II in Business</b> Training Package: BSB Business Services (version 6.1) <b>Education</b>							<b>NESA Course Code:</b> 2 U X 2 YR - 26101 <b>2021 HSC Exam: 26199</b> <b>LMBR UI Code:</b> BSB20115226101B
TERM	UOC CODE	Unit of Competency	AQF Core/Elective	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>7 PRELIMINARY UOCs</b>							240 Indicative Hours over 2 yrs
Term 1	BSBWHS201 BSBWOR204	Contribute to health and safety of self and others Use business technology	CE	ME	15 15	<b>Cluster A: At the Office</b> Written task, scenario, observation of practical work, risk assessment	35 hrs Work placement
Term 2	BSBCUS201 BSBCMM201	Deliver a service to customers Communicate in the workplace	EE	ME	15 15	<b>Cluster B: Service with a Smile</b> Scenario, written task, presentation, role play	<b>40% Preliminary Exam</b>
Term 3	BSBSUS201 BSBINM202 BSBWOR202	Participate in environmentally sustainable work practices Handle mail Organise and complete daily work activities	EEE	MEE	15 10 15	<b>Cluster C: It's in the Post</b> Scenario, written task, case studies, self-assessment	
<b>7 HSC UOCs</b>							
Term 3-4	BSBITU307 BSBITU211	Develop keyboarding speed and accuracy Produce digital text documents	E E	E E	25 20	<b>Cluster D: Fast and On Task</b> Written task, teacher observation, portfolio of evidence, product assessment	35 hrs Work placement <b>60% Trial HSC Exam</b> 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 5-6	BSBITU212 BSBINM201 TLIP2029	Create and use spread sheets Process and maintain workplace information Prepare and process financial documents	E E E	E MM M	15 20 20	<b>Cluster E: Minding Your Own Business</b> 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	<b>Cluster F: Back to the Future</b> Written task, case study, scenario	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 240		<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>		

 <b>PUBLIC SCHOOLS NSW ULTIMO RTO 90072</b> <b>HOSPITALITY- FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2021 - HSC 2022 QUALIFICATION: SIT20316 Certificate II in Hospitality (Release 2) Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)</b> <b>Education</b>						<b>NESA Course Code</b> <b>2 U X 2 YR – 26511</b> <b>2021 HSC Exam: 26589</b> <b>LMBR UI Code</b> <b>SIT20316126511B</b>	
Term	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATI	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>9 PRELIMINARY UOCs</b>						<b>Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: SITHIND003 Use hospitality skills effectively</b>	240 Indicative Hours over 2 years
Term1	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	ECE	MME	10 15 10	<b>Cluster A: Getting Ready for Work (as a Sandwich Artist)</b> Scenario, written task, case study, observation of practical work	35 hrs Work placement  <b>40% Preliminary Exam</b>
Term2 & 3	SITXFSA002 SITHCCC002 BSBSUS201	Participate in safe food handling practices Prepare and present simple dishes Participate in environmentally sustainable work practices	EEE	EEE	15 20 15	<b>Cluster B: Sustainable Kitchen Practices</b> Scenario, written task, case study, observation of practical work	
Term3	SITHFAB004 SITXCOM002 SITXCOM001	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity Source and present information	ECE	SEE	15 10 10	<b>Cluster C: Working Relationships</b> Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years' Industry Experience must be involved in assessment.	
<b>6 HSC UOCs</b>							35 hrs Work placement  <b>60% HSC Trial Exam</b>
Term4 - 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	SSSE	15 15 40 20	<b>Cluster D: Café Culture</b> 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 isa school decision.
Term7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	CC	MM	15 20	<b>Cluster E: Working in the Hospitality Industry</b> 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.	

 <b>PUBLIC SCHOOLS NSW ULTIMO RTO 90072</b> <b>RETAIL SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2021 - HSC 2022</b> QUALIFICATION: SIR30216 Certificate III in Retail (Release 4) Training Package: SIR Retail Services (Release 5)						<b>NESA course code</b> 2 U X 2 YR - 26911 <b>HSC Exam: 26999</b> <b>LMBR UI Code:</b> SIR30216126911B	
TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIV	HSC STATUS	HSC INDICATI VE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
Term 1	<b>7 PRELIMINARY UOCs</b>						240 Indicative Hours over 2 years
	SIRXWHS002 SIRXIND002	Contribute to workplace health and safety Organise and maintain a store environment	CE	ME	15 10	<b>Cluster A: Safety and Spotless</b> Written task, online quiz, practical and teacher observation	<b>40% Preliminary Exam</b>
Term 1-2	SIRXIND001 SIRXCOM002	Work effectively in a service environment Work effectively in a team	CC	MM	20 15	<b>Cluster B: Working in the industry</b> Research, self/peer assessment, simulation, presentation	
Term 2-3	SIRXCEG001 SIRXCEG002 SIRXCEG003	Engage the customer Assist with customer difficulties Build customer relationships and loyalty	CCC	MEE	20 20 20	<b>Cluster C: Customer Service</b> Teacher observation, written task, portfolio of evidence	
Term 4-5	<b>7 HSC UOCs</b>						35 hrs Work placement
	SIRXSLS001 SIRXSLS002 SIRXRSK001	Sell to the retail customer Follow point of sale procedures Identify and respond to security risks	CEC	MMM	15 15 15	<b>Cluster D: Sales &amp; Security</b> Questioning, scenario, role play	<b>60% Trial HSC Exam</b>
Term 5-6	SIRRMER001 SIRXPDK001	Produce visual merchandise displays Advise on products and services	EE	SS	20 20	<b>Cluster E: Retail General Selling</b> 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	EE	EE	20 15	<b>Cluster F: Stock Control</b> 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.		

TERM 1-2022	Mon	Tue	Wed	Thu	Fri
W1A	Jan 24	Jan 25	Jan 26 AUSTRALIA DAY	Jan 27 SDD	Jan 28 SDD
W2B	Jan 31	Feb 1	Feb 2	Feb 3	Feb 4
W3A	Feb 7	Feb 8	Feb 9	Feb 10	Feb 11
W4B	Feb 14	Feb 15	Feb 16	Feb 17	Feb 18
W5A	Feb 21	Feb 22	Feb 23	Feb 24	Feb 25
W6B	Feb 28	Mar 1	Mar 2	Mar 3	Mar 4
W7A	Mar 7	Mar 8	Mar 9	Mar 10 <b>Investigating Science-</b> Task 1	Mar 11
W8B	Mar 14	Mar 15 <b>Modern History-</b> Task 1 <b>Textiles &amp; Design-</b> Task 1	Mar 16	Mar 17 <b>Biology-</b> Task 1	Mar 18
W9A	Mar 21 <b>Legal Studies-</b> Task 1	Mar 22 <b>English Extension-</b> Task 1	Mar 23	Mar 24 <b>CAFS-</b> Task 1 <b>Economics-</b> Task 1 <b>English Advanced-</b> Task 1 <b>English Standard-</b> Task 1 <b>Music-</b> Task 1	Mar 25 <b>Chemistry-</b> Task 1 <b>English Studies-</b> Task 1
W10B	Mar 28 <b>Mathematics Adv-</b> Task 1 <b>PDHPE-</b> Task 1	Mar 29 <b>Ancient History-</b> Task 1	Mar 30 <b>Mathematics Stan-</b> Task 1	Mar 31	Apr 1 <b>SLR-</b> Task 1
W11A	Apr 4 <b>Visual Arts-</b> Task 1	Apr 5	Apr 6 <b>Mathematics Ext-</b> Task 1	Apr 7	Apr 8



TERM 2-2022	Mon	Tue	Wed	Thu	Fri
W1A	Apr 25	Apr 26	Apr 27	Apr 28	Apr 29
W2B	May 2	May 3	May 4	May 5	May 6 <b>Food Technology-</b> Task 1
W3A	May 9	May 10	May 11	May 12	May 13
W4B	May 16	May 17 <b>Business Studies-</b> Task 1	May 18	May 19	May 20
W5A	May 23 <b>Society &amp; Culture-</b> Task 1	May 24 <b>Visual Arts-</b> Task 2	May 25	May 26	May 27
W6B	May 30	May 31	Jun 1	Jun 2	Jun 3
W7A	Jun 6	Jun 7	Jun 8	Jun 9	Jun 10
W8B	Jun 13 QUEENS BIRTHDAY	Jun 14 <b>Legal Studies-</b> Task 1	Jun 15	Jun 16 <b>Chemistry-</b> Task 2	Jun 17
W9A	Jun 20 <b>English Extension-</b> Task 2  <b>Music-</b> Task 2  <b>PDHPE-</b> Task 2	Jun 21 <b>Music-</b> Task 2	Jun 22 <b>Mathematics Stan-</b> Task 2	Jun 23 <b>Ancient History-</b> Task 2  <b>Music-</b> Task 2  <b>Textiles &amp; Design-</b> Task 2	Jun 24 <b>CAFS-</b> Task 2  <b>Economics-</b> Task 2
W10B	Jun 27 <b>Modern History-</b> Task 1  <b>Music-</b> Task 2	Jun 28 <b>English Advanced-</b> Task 2  <b>English Standard-</b> Task 2  <b>English Studies-</b> Task 2  <b>Investigating Science-</b> Task 1  <b>Music-</b> Task 2	Jun 29	Jun 30 <b>Music-</b> Task 2	Jul 1

TERM 3-2022	Mon	Tue	Wed	Thu	Fri
W1A	July 18 SDD	July 19	July 20 Mathematics Adv- Task 1	July 21	July 22
W2B	July 25 Mathematics Ext- Task 2	July 26	July 27	July 28	July 29
W3A	August 1 Food Technology- Task 2	August 2 Food Technology- Task 2	August 3 Food Technology- Task 2	August 4 Society & Culture- Task 2	August 5
W4B	August 8 Food Technology- Task 2	August 9 Business Studies- Task 2 Food Technology- Task 2	August 10 Food Technology- Task 2	August 11	August 12 Food Technology- Task 2
W5A	August 15	August 16	August 17	August 18	August 19
W6B	August 22	August 23	August 24	August 25 Biology- Task 2	August 26
W7A	August 29 BLOCKOUT PERIOD	August 30 BLOCKOUT PERIOD	August 31 BLOCKOUT PERIOD	Sept 1 BLOCKOUT PERIOD	Sept 2 BLOCKOUT PERIOD
W8B	Sept 5 BLOCKOUT PERIOD	Sept 6 BLOCKOUT PERIOD	Sept 7 BLOCKOUT PERIOD	Sept 8 BLOCKOUT PERIOD	Sept 9 BLOCKOUT PERIOD
W9A	Sept 12 Prelim Exam period	Sept 13 Prelim Exam period	Sept 14 Prelim Exam period	Sept 15 Prelim Exam period	Sept 16 Prelim Exam period Visual Arts- Practical Component Task 3
W10B	Sept 19 Prelim Exam period	Sept 20 Prelim Exam period	Sept 21 Prelim Exam period	Sept 22 Prelim Exam period	Sept 23 Prelim Exam period

