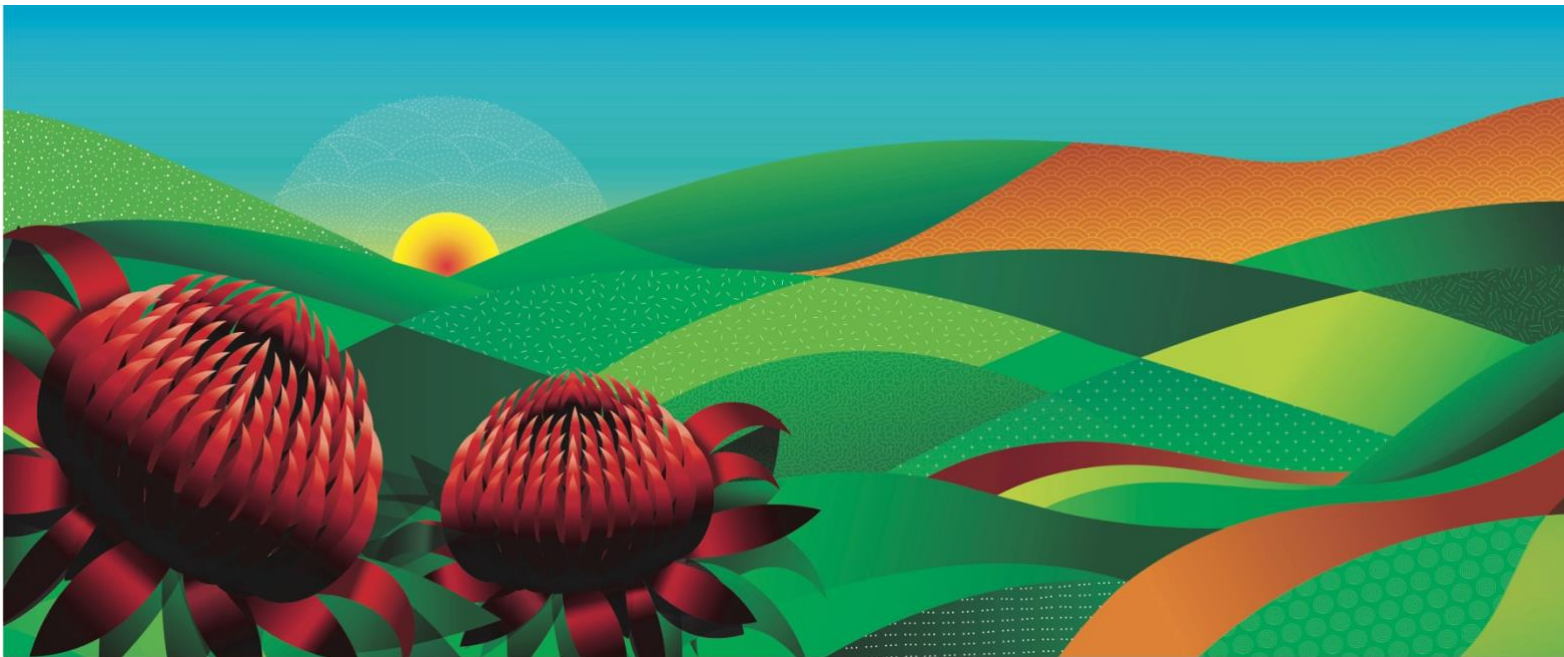


ALEXANDRIA PARK COMMUNITY SCHOOL

Year 11 assessment information

2020



The information in this booklet is for Year 11 students at Alexandria Park Community School (APCS) and their parents/carers. We advise students to discuss this information with their parents/carers and to contact the school if they have any questions or concerns. This is an important document that students and parents/carers will need to refer to throughout the year.

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SATISFACTORY COMPLETION OF YEAR 11

Students must follow NSW Standards Education Authority (NESA) course requirements and show they have:

1. followed the course;
 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.
- (online NESA ACE manual)

To satisfactorily complete a Year 11 course, students must follow NESA course requirements (see above) and:

- a. Have gained the Record of School Achievement (RoSA) or equivalent.
 - b. Have attended **85%** of the available school days.
 - c. Have completed **HSC: All My Own Work** on the NESA website.
 - d. Complete all the requirements of the course (including VET work placement) such as class work, homework, examinations and assessment tasks.
 - e. Make a **serious** attempt at assessment tasks and examinations, which contribute to more than 50% of available school assessment marks.
 - f. Complete a pattern of study requirement to be found on page **14**.
-

EXAMINATION RULES AND EXPECTATIONS

At APCS examinations follow the same rules and expectations that apply in the Higher School Certificate along with some rules specific to APCS.

Closer to your school-based examination you will be issued with these rules in writing, along with your examination timetable.

APCS rules include the following:

FULL SCHOOL UNIFORM IS REQUIRED TO BE WORN DURING ALL EXAMINATIONS, INCLUDING THE HSC.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

- Students do not receive an assessment mark for VET courses.
- Students may elect to undertake the optional written HSC examination.
- Work placement is a mandatory HSC requirement of each VET course.
- For each course, a minimum number of 35 hours per year are required in the workplace.

APCS POLICIES AND PROCEDURES

The policies and procedures at APCS follow those advised by NESA.

School based assessment tasks

- A. You will be given at least two weeks written notice for a formal assessment task. You will sign for this notification which will explain:
 - a. the type of task (e.g. in-class, submitted, performance, practical)
 - b. the timing of the task or the time and date due
 - c. the weighting of the task (e.g. 20%)
 - d. the outcomes being assessed and
 - e. the assessment criteria
 - f. instructions for submission.
- B. In school examinations, you must follow the same procedures as for the Higher School Certificate.

ABSENCE DUE TO ILLNESS OR MISADVENTURE

If you are away on the day of an assessment task or examination (illness or injury) or for some reason your performance has been affected during a task or examination (misadventure) you should complete the illness/misadventure form (available online) and give to the Head Teacher for that subject.

Please note the following:

- i. **Illness or injury** – means you are too sick to attend school.
- ii. **Misadventure** – is when something out-of-the-ordinary (e.g. an accident) has happened which is beyond your control and you believe your performance in the task has been negatively affected.

EXTENSIONS

If a student has prior knowledge of a circumstance that will impact on their ability to submit a task on the due date or attend an in-class task, test or examination, they must request an **Extension Application** Form from the Deputy Principal or Head Teacher or **access it on the school's website**. This form should be submitted to the faculty Head Teacher **at least five school days BEFORE** the assessment task due date.

APPEALS

Students have the right to ask their teacher to review a mark at the time a task is returned but cannot appeal against the teacher's judgement.

Students can appeal to the APCS Appeals Committee to review a student's rank order only if:

- the weightings specified in the assessment program are not those stated by NESA
- the weightings for tasks are not consistent with those specified by the published policy
- there are computational or clerical errors.

The school's Appeals Committee, comprising of the secondary Deputy Principal, the subject Head Teacher and another Head Teacher, will investigate the claim by reviewing and examining appropriate records and report its findings to the student.

Students may appeal to NESA if they consider the processed of the review were not carried out properly (refer to the [ACE manual](#) on the NESA website).

PENALTIES FOR NOT COMPLETING TASKS, NON-SERIOUS ATTEMPTS OR LATE SUBMISSION

If you fail to make a serious attempt at a formal assessment task or examination:

- a. you will be given a formal warning of a non-serious attempt
- b. be required to re-sit or re-submit the task and
- c. you may be awarded zero for the task.

Refer to the flow chart on page 10 which shows the process for an N determination

Honesty, integrity and malpractice

It is important you understand that honesty and integrity must be maintained and if you do not then you will be committing malpractice (the [All My Own Work](#) site). Plagiarism, a form of malpractice, means copying or using work that is not your own and it is cheating. A student guilty of malpractice will have an official N-Warning letter issued.

TECHNOLOGY AND ASSESSMENTS

Technology failure is not a valid reason for failure to submit an assessment task on time.

Students should:

- continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive). You might also consider emailing it to yourself.
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that data can be accessed at school.
- Check the compatibility of your home software with the school's technology.
- Save a copy of the final version of your task to an email address that can be accessed at school (such as your student.fantastic@education.nsw.gov.au email account), as well as bringing it to school on external portable storage media.
- A student presenting work produced via computer or submitting work online who experiences computer/technology difficulties or printer failure **must follow these procedures by applying for misadventure on the date the task was due by:**
 - a. completing a misadventure form (from the secondary Deputy Principal or Head Teacher of that course).
 - b. presenting it to the Head Teacher of that subject before school along with documentary evidence, such as a note from home
 - c. submitting any saved work on a USB drive and
 - d. submitting any hard copies of drafts, rough notes, USB.

N-WARNING LETTERS

If a student is not meeting the course requirements or fails to complete an assessment task they are given what is termed a non-completion warning (or N completion determination). A copy is also posted home, which outlines:

- a. any issues of concern or outstanding work and
- b. the date by which students should redeem the outcomes of the missed work.
- c. If a student is to be given a non-completion ('N') determination because of failure to complete tasks which contribute in excess of 50 percent of the final assessment marks in that course, the principal will inform NESA.

If you are not working and if you are not attending school and classes regularly (i.e. above 85%) you may be at risk of not meeting the requirements to gain your HSC. If this is the case then teachers will give you formal warnings in writing, as follows:

- a. **Warning 1** – A 'FIRST' formal warning letter will be sent by your class teacher and the Head Teacher outlining work that is to be completed and a due date. This letter will be handed to the student and a copy posted to the parent/carer. The parent/carer of the student will also be contacted by telephone to alert them to the situation.

If the work is not completed and/or there is no improvement then:

- b. **Warning 2** – A 'SECOND' formal warning letter will be issued and an interview will be organised with the Head Teacher and your parent/guardian.

If this work is not completed and there is still no improvement then:

- c. **FINAL Warning** - You will be interviewed by the Deputy Principal and a 'THIRD and FINAL' formal warning letter will be issued. The Deputy Principal will organise an interview with your parent/carer.

If after these warnings there is still no improvement, the Principal will conduct an interview with you and your parent(s)/carer where the 'N' determination will be formally made.

'N' DETERMINATION

If you fail to comply with NESA's requirements for the Higher School Certificate, you will receive an 'N' determination. This means that the course will not appear on the Record of Achievement and in some cases, this will mean that you will be ineligible for the award of the Higher School Certificate.

Expulsion from school

You need to be aware that unsatisfactory participation in learning and/or non-serious attempts to meet course objectives may result in expulsion from the school. If the Principal is considering this action:

- i. a warning letter will be issued
- ii. a course of improvement will be developed and
- iii. an interview with your parents/carers will occur.

DISABILITY PROVISIONS AND ADJUSTMENTS

Students with a disability (evidence-based) may be allowed a range of adjustments for tasks and examinations, including the HSC examination.

For more information please contact the school's learning and support coordinator and read the NESA guideline at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disabilityprovisions>

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Year 11 Stage 6 courses and grades, and participation in any uncompleted Year 11 Stage 6 courses. It is of specific use to students leaving school prior to the HSC. Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC.

Eligibility for the Record of School Achievement

To qualify for the RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- completed courses of study that satisfy the Board's curriculum and assessment requirements for the RoSA;
- complied with all requirements imposed by the Minister or the Board; and
- completed Year 10
 - a student must attend until the final day of Year 10 at their school

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

A credential for school leavers

While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.

- Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and are not eligible for a RoSA will receive a Transcript of Study at their departure. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.
- All students have access to a record of their courses studied and their grades through 'Students Online'.
- Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

YEAR 11 GRADES

Schools are responsible for awarding each student studying and completing a Stage 6 Year 11 course a grade (A, B, C, D or E) to represent the student's achievement (except Life Skills courses and VET). The grade awarded is reported on the student's RoSA. Teachers use the Common Grade Scale for Year 11 Courses to determine grades for all Board Developed and Board Endorsed Courses. Grade descriptions are derived from the knowledge, skills and understandings developed in Stage 6 syllabuses and provide a general description of typical performance at each grade level from A to E.

COMMON GRADE SCALE FOR YEAR 11 COURSES

The Common Grade Scale shown below should be used to report student achievement in the Year 11 Stage 6 year in all NSW schools. The Common Grade Scale describes performance at each of five grade levels.

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.

FURTHER INFORMATION

A copy of the *Assessment, Certification and Examination (ACE) Manual* is available on the NESA website (in the Manuals section). The URL is www.NESA.nsw.edu.au/manuals

MINIMUM LITERACY AND NUMERACY STANDARDS

STRONGER HSC STANDARDS

The minimum literacy and numeracy standards are a nationally agreed standard of functional literacy and numeracy, mapped to the Australian Core Skills Framework (ACSF) Level 3.

The ACSF has been endorsed by federal and state government ministers. It describes the core literacy and numeracy skills required for personal, community, work and training contexts.¹

The minimum standard is set at a level of literacy and numeracy needed for everyday tasks such as:

- following operating instructions in equipment manuals
- interpreting routine tables, graphs and charts
- writing a job application, and
- preparing an invoice.

The areas assessed for each test component include:

- **reading:** comprehension, grammar, punctuation, spelling and vocabulary
- **numeracy:** number, measurement, space, data and algebraic representation
- **writing:** audience and purpose, structure and cohesion, vocabulary, grammar, punctuation and spelling.

Students will demonstrate they meet the standard by achieving a pass in new online reading, writing and numeracy tests that will be developed by NESA.

These tests will be administered at school under supervision.

These online tests will be made available to those students in Year 11 who have yet to meet the requirements from the beginning of 2020. Reading and numeracy test items will be mapped to ACSF Levels 2–4.

¹ More information about the ACSF can be found at <https://www.education.gov.au/australian-coreskills-framework>

N-DETERMINATION FLOWCHART

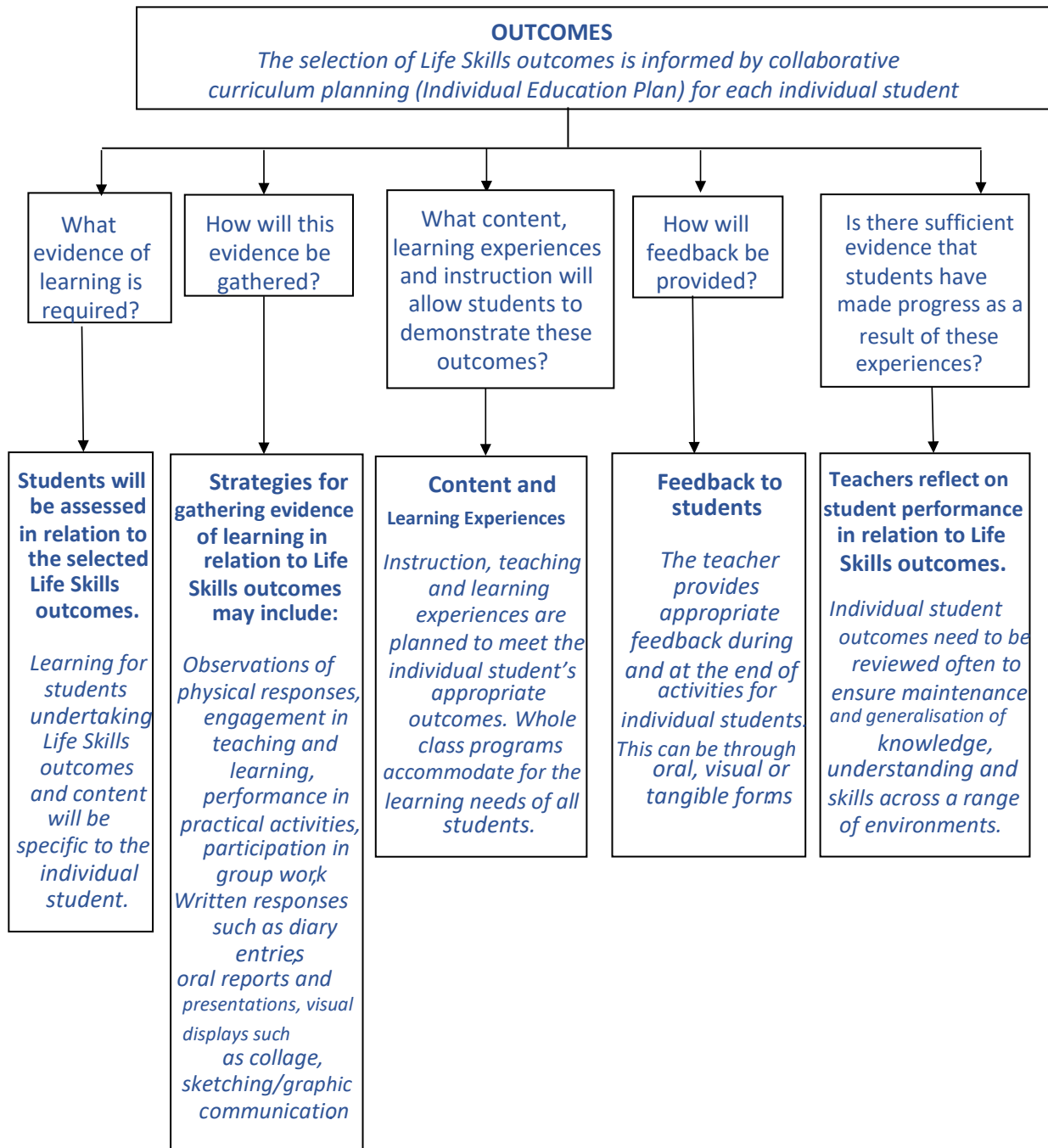
This process is to be followed for each course for the Higher School Certificate and Year 11. This flowchart is designed to assist students and parents/carers to understand the process.

1st event	Student concern	Intervention(s)	Support provided for student
	Classwork not completed	Parental contact may be appropriate before a 1st N-warning letter through: <ul style="list-style-type: none"> letter of concern telephone call 1st N-warning letter	Will involve: <ul style="list-style-type: none"> phone call home from teacher in consultation with HT reissuing copies of tasks/classwork/textbook work providing alternative tasks and may also include: <ul style="list-style-type: none"> arranging time to work with students review of student progress by HT
	OR		
	Assessment task not complete/submitted on time	1st N-warning letter	Will involve: <ul style="list-style-type: none"> attaching copy of assessment task phone call home from teacher in consultation with HT and may also include: <ul style="list-style-type: none"> providing direction on location of resources discussing requirements of the task with student seeking student acknowledgement of task expectations accepting work submitted late (although zero penalty still applies) review of student progress by HT
	OR		
	Non serious attempt.	1st N-warning letter	Will involve: <ul style="list-style-type: none"> reissuing assessment task or providing alternative task phone call home from teacher in consultation with HT and may also include: <ul style="list-style-type: none"> discussing requirements of the task with student seeking student acknowledgement of task expectations organizing an alternative time to complete task review of student progress by HT
Continual consultation to occur between teacher and HT			

2 nd event	Student concern	Intervention(s)	Support provided for student
	Classwork not completed	2 nd N-warning letter	Will involve: <ul style="list-style-type: none"> reissuing copies of tasks/classwork/textbook work or <ul style="list-style-type: none"> providing alternative tasks discussion with HT phone call home from HT and may also include: <ul style="list-style-type: none"> arranging time to work with students review of student progress by HT of year group
	OR		
	Assessment task not complete/submitted on time.	2 nd N-warning letter	Will involve: <ul style="list-style-type: none"> attaching copy of assessment task discussion with HT phone call home from HT and may also include: <ul style="list-style-type: none"> providing direction on location of resources discussing requirements of the task with student seeking student acknowledgement of task expectations review of student progress by HT of year group
	OR		
	Non serious attempt	2 nd N-warning letter	Will involve: <ul style="list-style-type: none"> reissuing assessment task or <ul style="list-style-type: none"> providing alternative task discussion with Head Teacher phone call home from HT and may also include: <ul style="list-style-type: none"> discussing requirements of the task with student seeking student acknowledgement of task expectations organizing an alternative time to complete task review of student progress by HT of year group
	OR		
	1 st N-warning letter not actioned	2 nd N-warning letter	Will involve: <ul style="list-style-type: none"> attaching copy of assessment task/classwork/textbook work issuing final date for submission of work discussion with Head Teacher phone call home from HT and may also include: <ul style="list-style-type: none"> providing direction on location of resources discussing requirements of the task with student seeking student acknowledgement of task expectations review of student progress by HT of year group
Referral & consultation with Deputy Principal to initiate joint monitoring process			

	Student concern	Intervention(s)	Support provided for student
3 rd and final event	Classwork not completed	Immediate referral to DP and 3 rd and final warning letter	Will involve: <ul style="list-style-type: none"> • phone call home from Head Teacher/Deputy Principal/Principal • discussion with Head Teacher/Deputy Principal/Principal • reissuing copies of tasks/classwork/textbook work and may also include: <ul style="list-style-type: none"> • arranging time to work with students • providing alternative tasks
	OR		
	Assessment task not complete/submitted on time	Immediate referral to DP and 3 rd and final warning letter	Will involve: <ul style="list-style-type: none"> • attaching copy of assessment task • phone call home from Head Teacher/Deputy Principal/Principal • discussion with Head Teacher/Deputy Principal/Principal and may also include: <ul style="list-style-type: none"> • providing direction on location of resources • discussing requirements of the task with student • seeking student acknowledgement of task expectations
	OR		
	Non serious attempt	Immediate referral to DP and 3 rd and final warning letter	Will involve: <ul style="list-style-type: none"> • reissuing assessment task • phone call home from Head Teacher/Deputy Principal/Principal • discussion with Head Teacher/Deputy Principal/Principal and may also include: <ul style="list-style-type: none"> • discussing requirements of the task with student • seeking student acknowledgement of task expectations
	OR		
	Previous N-warning letter(s) not actioned	Immediate referral to DP and 3 rd and final warning letter	Will involve: <ul style="list-style-type: none"> • reissuing assessment task • phone call home from Head Teacher/Deputy Principal/Principal • discussion with Head Teacher/Deputy Principal/Principal and may also include: <ul style="list-style-type: none"> • providing direction on location of resources • discussing requirements of the task with student • seeking student acknowledgement of task expectations
Parent interview with Principal and N-Determination may be issued			

LIFE SKILLS



Although there are no formal assessments tasks in Life Skills students are encouraged to attempt modified tasks to demonstrate the identification of achieved Life Skills outcomes for each Life Skills course undertaken.

The Learning and Support team work closely with teachers in making the work accessible for Life Skills students.



Alexandria Park Community School

Illness or Misadventure Application Form

Name: _____ Task Due Date: _____ Task number: _____
 KLA/Subject: _____ Class Teacher: _____ Weighting _____ %

Task Description:

- ☐ Hand in task ☐ Examination
☐ Oral Presentation ☐ Other _____

Reason for Appeal:

- ☐ Illness ☐ Process
☐ Misadventure ☐ Other _____

Were Disability Provisions provided for this assessment task? Yes/ No

If yes, what were they? _____

Details for appeal: (Attach supporting documentation)

- ☐ Confidential: Principal (or nominee) to contact. Please provide phone number. _____

Signatures: Student _____ Parent/Carer: _____ Date: _____

Head Teacher Recommendation:

Upheld	Dismissed
<input type="checkbox"/> Estimate to be given, ranking to be maintained <input type="checkbox"/> Alternative task to be set, rank to be maintained <input type="checkbox"/> Alternate task to be completed, rank can improve <input type="checkbox"/> Task to be completed <input type="checkbox"/> Marks to be revisited <input type="checkbox"/> Other _____	<input type="checkbox"/> Zero marks to be awarded to completed task <input type="checkbox"/> Marks to count <input type="checkbox"/> Marks to be deducted <input type="checkbox"/> Task to be completed, ranking cannot improve <input type="checkbox"/> Other _____
Comment: HT Sign:	

Complete the form to this point and submit this form to the Deputy Principal: Date Received _____ Sign _____

APPEALS COMMITTEE USE ONLY

<input type="checkbox"/> Upheld	<input type="checkbox"/> Dismissed
---------------------------------	------------------------------------

Comment: _____

Signatures: DP _____ Date: _____

Checklist:

- ☐ Medical certificate and/or supporting documentation is attached
☐ Submission is within timeframes outlined in the Assessment Guidelines
☐ Communication of appeal and outcomes of appeal to HTs /teaching staff via email
☐ Communication of outcomes of appeal to student and parent
☐ Details of appeal and outcomes of appeal recorded in Sentral
☐ Committee discussed the appeal with HT/s



Alexandria Park Community School

Application for Extension of Assessment Task

Student's name	
Subject	
Title of Assessment Task	
Class teacher	
Head Teacher	
Assessment task due date	

Reason for the extension (please tick a box and provide specific details):

Illness : ☐ _____

Misadventure: ☐ _____

Other (please specify) ☐ _____

List of documentation attached:

Doctor's certificate: ☐ Letter from parents/carers: ☐

Other (please specify): ☐ _____

Student's signature: _____

Parent's/Carer's signature: _____

Class teacher's signature: _____

I **do** / **do not** support this application for:

Office Use Only	
Head Teacher:	
Date received from student:	
Decision: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Reason for approval/disapproval:	

New due date:	
Head Teacher's signature:	

NESA HSC TERMINOLOGY - A GLOSSARY OF KEY WORDS

Key Word	Meaning
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 judgment about the value of
Assess	Make a judgment 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
Critically (analyse/evaluate)	Add a degree of level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis / evaluation)
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 judgment based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationship 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, 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

APPENDIX 1 EXCERPTS – EDUCATION ACT

The following information from the Education Act 1990 No 8 underpins NESA's rules and regulations. In the legislation, 'the Authority' refers to NESA. The numbers '95' and '12' refer to the corresponding sections of the legislation.

12 Curriculum for Higher School Certificate candidates

(1) The curriculum during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:

- (a) courses of study of a general description determined by the Minister on the recommendation of the Authority are to be provided for each student in each Year,
- (b) those courses of study are to include a course of study in English,
- (c) those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of the Authority,
- (d) those courses of study are to be taught in accordance with a syllabus developed or endorsed by the Authority and approved by the Minister.

95 Higher School Certificate

(1) Higher School Certificates are to be granted by the Authority to students:

- (a) who have been granted a Record of School Achievement or who have attained such other qualifications as the Authority considers satisfactory, and
 - (b) who:
 - (i) have attended a government school, or
 - (ii) have attended a registered non-government school to which a current certificate of accreditation for presentation of candidates for the Higher School Certificate applies, or
 - (iii) have attended a school outside New South Wales recognised by the Authority or a TAFE establishment, and
 - (c) who have participated, to the Authority's satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the Higher School Certificate, and
 - (d) who have been accepted by the Authority as having satisfactorily completed those courses of study, and
 - (e) who have, to the Authority's satisfaction, undertaken the requisite examinations or other forms of assessment, and
 - (f) who have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or the Authority.
- (2) The requisite examination or other assessment must include a public examination conducted on a State-wide basis.
- (3) The Authority may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the grant of the certificate would not, in the opinion of the Authority, be justified.

PATTERN OF STUDY REQUIREMENTS CHECKLIST

FOR THE 2021 HIGHER SCHOOL CERTIFICATE

✓	<i>Do students who will complete the Higher School Certificate in 2020 meet the following pattern of study requirements?</i>
	At least 12 units of Preliminary courses and 10 units of HSC courses. [Ref: Assessment Certification Examination (ACE) , ACE 8005]
	At least 2 units of a Board Developed Course in English (or 2 units of the Content Endorsed Course <i>English Studies</i>) at both Preliminary and HSC level.
	At least 4 subjects – at both Preliminary and HSC level.
	At least 6 units of Board Developed Courses – at both Preliminary and HSC level.
	At least 3 courses of 2-unit value or greater (Board Developed and/or Board Endorsed Courses) – at both Preliminary and HSC level.
	A maximum of 6 Preliminary units and 7 HSC units from courses in Science. [Ref: ACE 8006]
	Mathematics Standard can be studied with no other Mathematics Course. Maths prerequisites for USyd courses from 2019 The University of Sydney is introducing maths as a prerequisite for some courses from 2019. You will need a Band 4 in HSC Mathematics (not Mathematics Standard) or similar, to be eligible for admission to a range of courses, including: economics commerce computing engineering and IT medicine psychology pharmacy veterinary science science
	Met eligibility requirements for the English (EAL/D) course [Ref: ACE 8007]
	Met eligibility requirements and completed the NESA eligibility form for Continuers courses in those languages which also offer [Language] in Context and [Language] and Literature courses. Met eligibility requirements and completed the NESA eligibility form for Beginners courses and [Language] in Context courses. Relevant documentation has been completed and retained at the school. [Ref: ACE 8002]
	All students undertaking Year 11 or HSC courses in 2018 are required to complete the <i>HSC: All My Own Work</i> program (or equivalent) prior to the school's submission of students' 2019 Preliminary and HSC course entries. This includes students who are entered for Stage 6 Board Endorsed Courses or Board Developed VET courses. Exception: Completion of the <i>HSC: All My Own Work</i> program (or equivalent) is optional for students undertaking only Stage 6 Life Skills courses. Schools are encouraged to devise an appropriate equivalent of the <i>HSC: All My Own Work</i> program for students with disability, 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 ACE 7001 , 8010 , 8011 , 8012 8018 PLUS also check your school BEC decision letters or check for BEC decisions via <i>Schools Online</i> .] VET course exclusions are available on the NESA website under Vocational Education .
REMINDERS	
	Students seeking an Australian Tertiary Admission Rank (ATAR) in 2019 must complete at least 10 units of Board Developed Courses for which there are formal examinations conducted by NESA, including (a) at least 2 units of English, and (b) at least 8 units of Category A courses (only two units of Category B Courses can contribute to an ATAR). Courses completed must include at least three Board Developed Courses of 2 units or greater and at least four subjects. The list of Category A courses is published on the UAC website. NB: Board Endorsed Courses and Content Endorsed Courses, including VET Board Endorsed Courses, the Content Endorsed Course, <i>English Studies</i>, and the new non-examinable Mathematics Standard 1 course may satisfy requirements for the ATAR if they complete the HSC examination for that course in 2020. However, note only one Category B course can count towards your ATAR.
	Schools should note that additional departmental curriculum requirements (e.g. sport, religious education, 25 hours of PD/H/PE etc.) or conditions of enrolment at individual schools are not requirements for NESA HSC Certificate credentialing.
	Schools will need to ensure that NESA requirements are met in cases of accumulation, acceleration, repeating, recognition of prior learning and in any cases of non-completion of course requirements [please refer to the ACE website: Satisfactory completion, Pathways and Credit transfer and Recognition of Prior Learning for details].
	Consideration must be given to the need for reasonable adjustments for students with disability to enable equitable participation in the full range of education activities. The collaborative planning process allows for the personalised learning and support needs of students with disability to be identified. This includes course options, provision of adjustments and HSC disability provisions. Actively identifying and responding to the learning and support needs of students is an ongoing school process and should not be reliant on parents or students requesting support. Information about HSC <i>disability provisions</i> including the application process is available on the NESA website
	Students with disability 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 Preliminary and HSC entry forms that enrolment of a student in any Life Skills Courses for Stage 6 is the result of a planning process that addresses the student's transition from school to adult life [please refer to the ACE website: Studying HSC Life Skills courses].
	Schools are responsible for overseeing the delivery of VET courses by external providers.

ASSESSMENT INFORMATION AND SCHEDULES

for
all Year 11 Subject Areas
(*including VET*)

2020
for the 2021 HSC

Some advertised dates for assessment tasks in this booklet may change during the course.

ENGLISH STANDARD

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

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

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

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

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

EN11-6 investigates and explains the relationships between texts

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

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

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

Components	Task number	Task 1	Task 2	Task 3	Task component weighting %
	Nature of task	Reading to write – written task with reflection	Close study of literature – written task	Contemporary possibilities – multimodal task	
A	Knowledge and understanding of course content	15	15	20	50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Task total %		30	30	40	100%
Week due		Week 11 Term 1	Week 9 Term 2	Week 8 Term 3	

ENGLISH ADVANCED

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 contexts and evaluates their effects on meaning **EA11-4** strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

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

EA11-6 investigates and evaluates the relationships between texts

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

EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning **EA11-9** reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

Components	Task number	Task 1	Task 2	Task 3	Task component weighting %
	Nature of task	Reading to write – written task with reflection	Critical study of literature – written task	Narratives that shape our world – multimodal task	
A	Knowledge and understanding of course content	15	15	20	50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Task total %		30	30	40	100%
Week due		Week 11 Term 1	Week 9 Term 2	Week 8 Term 3	

ENGLISH EAL/D

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

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

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

EAL11-3 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 applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts

EAL11-5 thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts **EAL11-6** investigates and explains the relationships between texts

EAL11-7 understands and assesses the diverse ways texts can represent personal and public worlds **EAL11-8** identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning

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

Components	Task number	Task 1	Task 2	Task 3	Task component weighting %
	Nature of task	Language, texts and context – written task with reflection	Close study of text - written task + reflection	Texts and society – multimodal task	
A	Knowledge and understanding of course content	15	15	20	50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Task total %		30	30	40	100%
Week due		Week 11 Term 1	Week 9 Term 2	Week 8 Term 3	

ENGLISH EXTENSION 1

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

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

EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts

EE11-4 develops skills in research methodology to undertake effective independent investigation **EE11-5** articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts

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

Components	Task number	Task 1	Task 2	Task 3	Task component weighting %
	Nature of task	Imaginative response	Multimodal response	Comparative essay with reflection	
A	Knowledge and understanding of complex texts and of how and why they are valued	15	20	15	50
B	Skills in complex analysis, sustained composition and independent investigation	15	20	15	50
Task total %		30	40	30	100%
Week due		Week 9 Term 1	Week 7 Term 2	Week 6 Term 3	

ENGLISH STUDIES (CATEGORY B COURSE)

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

Components	Task number	Task 1	Task 2	Task 3	Task component weighting %
	Nature of task	Written report on community engagement Mandatory Module: Achieving through English	Multimodal presentation Elective Module: Part of a Family	Collection of classwork All modules	
A	Knowledge and understanding of course content	15	15	20	50
B	Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively 	15	15	20	50
Task total %		30	30	40	100%
Week due		Week 11 Term 1	Week 9 Term 2	Week 8 Term 3	

VISUAL ARTS

Year 11 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

NESA Year 11 assessment requirements

Components	Task number	Task 1	Task 2	Task 3	Task component weighting %
	Nature of task	<i>Art as Objectification</i>	<i>Art as Evidence of Human Existence</i>	<i>Art as Spatial Experience</i>	
A	Artmaking	20	25	5	50
B	Art criticism and art history		15	35	50
Task total %		20	40	40	100%
Week due		11/04/2019	4/06/2019	Exam period Term 3	

ABORIGINAL STUDIES

Year 11 outcomes

- P1.1 identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples
- P1.2 explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights
- P1.3 explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures
- P2.1 explains the meaning of the Dreaming to Aboriginal peoples
- P2.2 explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples
- P3.1 describes government policies, legislation and legal decisions in relation to racism and discrimination
- P3.2 explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity
- P3.3 explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions
- P4.1 plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives
- P4.2 undertakes community consultation and fieldwork and applies ethical research practices
- P4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

NESA Year 11 assessment requirements

Component	Task number	Task 1	Task 2	Task 3	Task component weighting %
	Nature of task	Extended Response	Mini research task	Yearly Examination	
A	Knowledge and understanding of course content	15	10	15	40
B	Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives.	10		5	15
C	Research and inquiry methods, including aspects of the local community case study		15	5	20
D	Communication of information, ideas and issues in appropriate forms.	5	15	5	25
Task total %		30	40	30	100%
Week due		Week 9 Term 1	Week 1 Term 3	Exam period Term 3	

ANCIENT HISTORY

Year 11 outcomes:

AH11-1 describes the nature of continuity and change in the ancient world

AH11-2 proposes ideas about the varying causes and effects of events and developments

AH11-3 analyses the role of historical features, individuals and groups in shaping the past

AH11-4 accounts for the different perspectives of individuals and groups

AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world

AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

AH11-7 discusses and evaluates differing interpretations and representations of the past

AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history

[NESA Year 11 assessment requirements](#)

Component	Task number	Task 1	Task 2	Task 3	Task component weighting %
	Nature of task	Source Study Deconstructed essay	Historical investigation project	Yearly Exam	
A	Knowledge and understanding of course content	10	10	20	40
B	Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
C	Historical inquiry and research	5	10	5	20
D	Communication of historical understanding in appropriate forms	5	5	10	20
Task total %		30	30	40	100%
Week due:		Term 1 Week 9	Term 2 Week 10	Exam period Term 3	

BUSINESS STUDIES

- 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

Year 11 NESA assessment requirements

Component	Task number	Task 1	Task 2	Task 3	Task component weighting %
	Nature of task	Business Report Topic 1	Business plan	Source based task	
A	Knowledge and understanding of course content	15	15	10	40
B	Stimulus-based skills	10	5	5	20
C	Inquiry and research		15	5	20
D	Communication of business information, ideas and issues in appropriate forms	5	5	10	20
Task total %		30	40	30	100%
Week due		Term 1 Week 6	Term 2 Week 6	Term 3 Week 9	

ECONOMICS

- 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
- 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

Year 11 NESA assessment requirements

Components	Task number Nature of task	Task 1	Task 2	Task 3	Task component weighting %
		Case Study: Indonesia Report	Stimulus Based Writing Task: Labour Markets	Yearly exam	
A	Knowledge and understanding of course content	5	10	25	40
B	Stimulus-based skills	5	10	5	20
C	Inquiry and research	10	5	5	20
D	Communication of economic information, ideas and issues in appropriate forms	5	10	5	20
Task total %		25	35	40	100%
Week due		Term 1 Week 7	Term 2 Week 6	Term 3 Week 8	

LEGAL STUDIES

Syllabus Outcomes

- 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

NESA Year 11 assessment requirements

Components	Task number	Task 1	Task 2	Task 3	Task component weighting %
	Nature of task	Deconstructed essay	Researched extended response	Yearly Exam	
A	Knowledge and understanding of course content	10	10	20	40
B	Analysis and evaluation	5	5	10	20
C	Inquiry and research	5	15		20
D	Communication of legal information, issues and ideas in appropriate forms	10	5	5	20
Task total %		30	35	35	100%
Week due		Term 1 Week 9	Term 2 Week 6	Exam period Term 3	

MODERN HISTORY

Year 11 outcomes:

MH11-1 describes the nature of continuity and change in the modern world

MH11-2 proposes ideas about the varying causes and effects of events and developments

MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past

MH11-4 accounts for the different perspectives of individuals and groups

MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world

MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH11-7 discusses and evaluates differing interpretations and representations of the past **MH11-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

MH11-10 discusses contemporary methods and issues involved in the investigation of modern history

Year 11 NESA assessment requirements

Components	Task number	Task 1	Task 2	Task 3	Task component weighting %
	Nature of task	Essay	Historical investigation project	Source based and extended response	
A	Knowledge and understanding of course content	10	20	10	40
B	Historical skills in the analysis and evaluation of sources and interpretations	5	10	5	20
C	Historical inquiry and research	5	5	10	20
D	Communication of historical understanding in appropriate forms	10	5	5	20
Task total %		30	40	30	100%
Week due		Term 1 Week 10	Term 2 Week 10	Exam period Term 3	

WORK STUDIES

Syllabus Outcomes

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

There is NO external assessment and this subject is a non-ATAR course.

One task may be used to assess several components. At least ONE assessment task must be derived from a formal examination

Year 11 NESA assessment requirements

Components	Task number	Task 1	Task 2	Task 3	Task component weighting %
	Nature of task	Career portfolio	Resume	Portfolio of work	
A	Knowledge and understanding	10	10	10	30
B	Skills	20	20	30	70
Task total %		30	30	40	100%
Week due		Term 1 Week 8	Term 2 Week 5	Term 3 Week 3	

MATHEMATICS STANDARD

Year 11 outcomes:

MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems

MS11-2 represents information in symbolic, graphical and tabular form

MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units

MS11-4 performs calculations in relation to two-dimensional figures

MS11-5 models relevant financial situations using appropriate tools

MS11-6 makes predictions about everyday situations based on simple mathematical models

MS11-7 develops and carries out simple statistical processes to answer questions posed

MS11-8 solves probability problems involving multistage events

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

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

NESA Year 11 assessment requirements

Components	Task number	Task 1	Task 2	Task 3	Task component weighting %
	Nature of task	In Class Topic Test	Investigative task	Yearly	
A	Understanding, fluency and communication	15	15	20	50
B	Problem solving, reasoning and justification	15	15	20	50
Task total %		30	30	40	100%
Week due		Week 9 Term 1	Week 9 Term 2	Exam period Term 3	

MATHEMATICS ADVANCED

Syllabus Outcomes

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

MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems **MA11-3** uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes

MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities

MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems

MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems

MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions

MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts

MA11-9 provides reasoning to support conclusions which are appropriate to the context

NESA Year 11 assessment requirements

Components	Task number	Task 1	Task 2	Task 3	Task component weighting %
	Nature of task	In Class Topic Test	Investigative Task	Yearly	
A	Understanding, fluency and communication	15	15	20	50
B	Problem-solving, reasoning and justification	15	15	20	50
Task total %		30	30	40	100%
Week due		Week 9 Term 1	Week 9 Term 2	Exam period Term 3	

MATHEMATICS EXTENSION 1

Syllabus Outcomes

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

ME11-2 manipulates algebraic expressions and graphical functions to solve problems **ME11-3** applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems

ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change

ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering

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

ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs

NESA Year 11 assessment requirements

Components	Task number	Task 1	Task 2	Task 3	Task component weighting %
	Nature of task	In Class Topic Test	Investigative Task	Yearly	
A	Understanding, fluency and communication	15	15	20	50
B	Problem-solving, reasoning and justification	15	15	20	50
Task total %		30	30	40	100%
Week due		Week 9 Term 1	Week 2 Term 3	Exam period Term 3	

BIOLOGY

Year 11 outcomes:

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

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

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

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

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

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

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

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 **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

NESA Year 11 assessment requirements

Components	Task number	Task 1	Task 2	Task 3	Task component weighting %
	Nature of task	Practical investigation Microscopy	Depth Study presentation	Yearly examination	
A	Skills in working scientifically	20	20	20	60
B	Knowledge and understanding of course content	10	10	20	40
Task total %		30	30	40	100%
Week due		Term 1 Week 8	Week 4 Term 3	Exam period Term 3	

One task must focus on a depth study or an aspect of a depth study with a weighting of 20-40% The depth study task must assess:

- ☐ the Working Scientifically skills outcomes:
- ☐ Questioning and Predicting
- ☐ Communicating

CHEMISTRY

Year 11 outcomes:

CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11/12-5 analyses and evaluates primary and secondary data and information

CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter

CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships

CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions

CH11-11 analyses the energy considerations in the driving force for chemical reactions

NESA Year 11 assessment requirements

Components	Task number	Task 1	Task 2	Task 3	Task component weighting %
	Nature of task	Practical Test Module 1 Properties and Structure of Matter	Depth Study Report Module 2 Quantitative Chemistry Module 3 Reactive Chemistry	Yearly Examination	
A	Skills in working scientifically	20	30	10	60
B	Knowledge and understanding of course content	10	10	20	40
Task total %		30	40	30	100%
Week due		Week 8 Term 1	Week 8 Term 2	Exam period Term 3	

One task must focus on a depth study or an aspect of a depth study with a weighting of 20-40% The depth study task must assess:

- ☐ the Working Scientifically skills outcomes:
- ☐ Questioning and Predicting
- ☐ Communicating

PHYSICS

Year 11 outcomes:

PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH11/12-5 analyses and evaluates primary and secondary data and information

PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration

PH11-9 describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy

PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles

PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism

NESA Year 11 assessment requirements

Components	Task number	Task 1	Task 2	Task 3	Task component weighting %
	Nature of task	Practical investigation Kinematics	Depth Study Research & Presentation	Yearly examination	
A	Skills in working scientifically	20	30	10	60
B	Knowledge and understanding of course content	10	10	20	40
Task total %		30	40	30	100%
Week due		Week 9 Term 1	Week 9 Term 2	Exam period Term 3	

One task must focus on a depth study or an aspect of a depth study with a weighting of 20-40% The depth study task must assess:

- ☐ the Working Scientifically skills outcomes:
- ☐ Questioning and Predicting
- ☐ Communicating

DESIGN AND TECHNOLOGY

Year 11 outcomes:

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

NESA Year 11 assessment requirements

Components	Task number	Task 1	Task 2	Task 3	Task component weighting %
	Nature of task	Child's Toy (Portfolio + Product)	Home and Internet Research Assignment	Yearly Examination	
A	Knowledge and understanding of course content	5	5	30	40
B	Knowledge and skills in designing, managing, producing and evaluating design projects	25	25	10	60
Task total %		30	30	40	100%
Week due		Week 4 Term 2	Week 4 Term 3	Exam period Term 3	

ENGINEERING STUDIES

Syllabus Outcomes

P1.1 identifies the scope of engineering and recognises current innovations

P1.2 explains the relationship between properties, structure, uses and applications of materials in engineering

P2.1 describes the types of materials, components and processes and explains their implications for engineering development

P2.2 describes the nature of engineering in specific fields and its importance to society

P3.1 uses mathematical, scientific and graphical methods to solve problems of engineering practice

P3.2 develops written, oral and presentation skills and applies these to engineering reports P3.3 applies graphics as a communication tool

Component	Task number Nature of task	Task 1	Task 2	Task 3	Task component weighting %
A	Knowledge and understanding of engineering principles and developments in technology	15	10	25	50
B	Skills in research, problem solving and communication related to engineering	10	10	10	30
C	Understanding the scope and role of engineering including management and problem solving	5	10	5	20
Task total %		30	30	40	100%
Week due		Week 9 Term 1	Week 1 Term 3	Exam period Term 3	

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

P1 identifies and examines why individuals give different meanings to health and to physical activity

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 have some control

P5 describes factors that contribute to effective health promotion **P6**

proposes actions that can improve and maintain an individual's health

P7 explains how body systems influence the way the body moves

P8 describes the components of physical fitness and explains how they are monitored

P9 describes biomechanical factors that influence the efficiency of the body in motion

P10 plans for participation in physical activity to satisfy a range of individual needs

P11 assesses and monitors physical fitness levels and physical activity patterns

P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings

P15 forms opinions about health – promoting actions based on a critical examination of relevant information

P16 uses a range of sources to draw conclusions about health and physical activity concepts **P17**

analyses factors influencing movement and patterns of participation

Components	Task number	Task 1	Task 2	Task 3	Task component weighting %
	Nature of task	Research Task	Written Exam	Practical scenario response	
A	Knowledge and understanding of course content	10	15	15	40
B	Skills in critical thinking, research, analysis and communicating	30	15	15	60
Task total %		40	30	30	100%
Week due		25/03/2019	17/06/2019	9/09/2019	

COMMUNITY AND FAMILY STUDIES

Year 11 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

7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society

7.2 develops a sense of responsibility for the wellbeing of themselves and others

7.3 appreciates the value of resource management in response to change7.4 values the place of management in coping with a variety of role expectations

Components	Task number	Task 1	Task 2	Task 3	Task component weighting %
	Nature of task	Interview as a Primary Research Method	Research Task	Yearly examination	
A	Knowledge and understanding of course content	5	5	30	40
B	Skills in critical thinking, research methodology, analysing and communicating	25	25	10	60
Task total %		30	30	40	100%
Week due		11/04/2019	3/06/2019	Exam period term 3	

SPORT, LIFESTYLE AND RECREATIONAL STUDIES

- 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
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

There is NO external assessment and this subject is a non-ATAR course.

Components	Task number	Task 1	Task 2	Task 3	Task component weighting %
	Nature of task	Skills	Fitness practical demonstration	Practical	
A	Knowledge and understanding	15	20	15	50
B	Skills	15	20	15	50
Task total %		30	40	30	100%
Week due		Term 1 Week 10	Term 2 Week 7	Term 3 Week 4	

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 the NSW Education Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFENSW and Universities and will assist students to move easily between various education and training sectors and employment.

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

Board Developed VET courses are classified as Category B subjects and ONLY ONE may 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.

Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (35 hours per 120 hours of delivery) or occasionally simulated workplace hours at school.

Board Endorsed VET courses do 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 either mandatory or recommended industry specific work placement.

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 who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.


Competency-based assessment materials are designed to ensure that each learner has achieved all the outcomes (skills and knowledge). Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing the 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 (common examples include a white card course, first aid certificate or a barista course), and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded.

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.

HOSPITALITY

 ULTIMO 90072 HOSPITALITY- FOOD AND BEVERAGE ASSESSMENT SCHEDULE Preliminary Year 2020 - HSC 2021 QUALIFICATION: SIT20316 Certificate II in Hospitality Training Package: SIT Tourism, Travel and Hospitality V1.1							NESA Course Code 2 U X 2 YR 26511 LMBR UI Code 11SIT20316126511B
Term	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & 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
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: Introduction to Food Preparation Scenario, written task, case study, observation of practical work	40% Prelim Yearly Exam
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: Non-alcoholic beverages 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
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.	60% HSC Trial Exam
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	The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams.
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.		

STUDENT ASSESSMENT PLANNER 2020

Term 1	Tasks to complete	Term 2	Tasks to complete
WEEK 1		WEEK 1	
WEEK 2		WEEK 2	
WEEK 3		WEEK 3	
WEEK 4		WEEK 4	
WEEK 5		WEEK 5	
WEEK 6		WEEK 6	
WEEK 7		WEEK 7	
WEEK 8		WEEK 8	
WEEK 9		WEEK 9	
WEEK 10		WEEK 10	
WEEK 11			

STUDENT ASSESSMENT PLANNER 2020

Term 3	Tasks to complete		
WEEK 1			
WEEK 2			
WEEK 3			
WEEK 4			
WEEK 5			
WEEK 6			
WEEK 7			
WEEK 8			
WEEK 9			
WEEK 10			