



Gilgandra
High School

Stage 6

Year 11

Assessment Booklet

2023

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Section 1: Eligibility requirements for the Award of a Higher School Certificate

- 1.1. To be eligible for the award of the Higher School Certificate (HSC) students must:
 - 1.1.1. have gained the Record of School Achievement or such other qualifications as the NSW Education Standards Authority (NESA) considers satisfactory;
 - 1.1.2. have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a college of TAFE;
 - 1.1.3. have completed **HSC: All My Own Work** (or its equivalent)
 - 1.1.4. have demonstrated a minimum standard of literacy and numeracy;
 - 1.1.5. have satisfactorily completed courses that comprise the pattern of study required by the NESA for the Award of the Higher School Certificate;
 - 1.1.6. sit for and make a serious attempt at the required HSC examination(s).

1.2. **Pattern Of Study**

To qualify for the HSC students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and Year 12 pattern of study comprising at least 10 units. Both patterns must include:

- 1.2.1. at least 6 units from Board Developed courses;
- 1.2.2. at least two units of a Board Developed Course English;
- 1.2.3. at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses);
- 1.2.4. at least four subjects.

To satisfy the pattern of study requirements for the HSC, a student may count up to six (6) units of Science in Year 11 and seven (7) units of Science in Year 12.

1.3. **Satisfactory Completion Of A Course / Course Completion Criteria**

Satisfactory completion of the Preliminary course or its equivalent is a prerequisite for entry into an HSC course. (Exception: HSC Mathematics Extension 1).

Students must satisfactorily complete the Preliminary course before commencing the corresponding HSC Course. The following course completion criteria refers to both Preliminary and HSC 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:

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

1.4. **Attendance**

Principals may determine an appropriate attendance pattern which will enable students to achieve the outcomes of each course studied. That is, Principals may determine that as a result of absences, the course(s) completion criteria has not been met.

Students will be warned of the consequences of cumulative absences. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

1.5. **Change Of Subjects / Courses**

1.5.1. **Year 11**

Year 11 changes of subjects must be completed by Week 4 of Term 1. Under exceptional circumstances, changes of courses recommended by the Principal, Head Teachers of Science and Mathematics may take place for a short period of time after the deadline. This is at the Principal's discretion and must not be assumed as a right by students.

1.5.2. **Year 12**

Students may drop a 1 unit or 2 unit subject at the beginning of Term 4 if they pick up an extension course which may be offered in: English, Mathematics, History, Music, some languages and VET courses.

All other students cannot drop a course until after the final Year 11 reports have been received and "Pattern of Study – Change Form" (obtained from Deputy Principal) has been completed and returned.

1.5.3. **Pathways**

Students may change from a full-time pattern of study to a part-time (Pathways) pattern with the Principal's approval. Other course changes will not be permitted.

Section 2: Assessment in Stage 6

2.1. **Starting Time**

2.1.1. Year 11 – Tasks may commence at any stage in Term 1 of the Preliminary year.

2.1.2. Year 12 - Tasks may commence in Term 4 of the Preliminary year.

2.2. **The Assessment "Calendar" as published in Assessment Booklets**

The Assessment "Calendar" indicates the date which the tasks in various subjects take place. It is aimed for students managing their time and providing warning well in advance for students, that tasks will fall due. This is developed and published at the commencement of the course.

Students should note that the assessment calendar is a guideline. It can be subject to alteration for a

specific reasons e.g. teacher absence, widespread student illness etc. Under such circumstances a later date would be established as approved by the Principal, and students notified in writing of the variation to timing and or content. Students will be required to sign to acknowledge the change of assessment details.

2.3. **Protected Learning Time**

In order to help students achieve their personal best, the following conditions will be in place during the **week (1) week prior** to formal examination periods:

2.3.1. No assessment task will be held or fall due.

2.3.2. No Variation to Routine will be permitted to be undertaken by Stage 6 students unless prior approval is sought from the Principal, who will assess the relevance of the variation to the senior students.

2.4. **Time Management**

The solution to time management at the HSC is **not** to concentrate on any one area of senior courses at the expense of another. Students should organise and plan their study time in advance so that both assessment and non-assessment tasks receive adequate attention. Time off school should not be taken for anything but legitimate reasons, such as sickness.

Students are advised that their attendance will be closely monitored. Particular attention will be given to days just prior to Assessment Task submission in all subject areas. This should allow any undesirable patterns of non-attendance to be detected, and parents informed of this.

Students studying courses that require the submission of a **major project / performance** need to be aware that the Higher School Certificate Examination dates for these tasks are set by the NESA. The school has no control over these dates. This may cause crowding of tasks near or during the Trial Higher School Certificate Examinations.

2.5. **Assessment Notification, Submission and Feedback**

2.5.1. Students will receive an Assessment Notification at least **two weeks** prior to the due date for a task. The notification will detail:

2.5.1.1. when the task will be assessed (date of the week);

2.5.1.2. what will be assessed;

2.5.1.3. how it will be assessed;

2.5.1.4. the relative value of the task;

2.5.1.5. course outcomes assessed.

2.5.2. Students will be required to sign to acknowledge the following:

2.5.2.1. Assessment Notification – to be signed on the day the student receives the Assessment

Notification

2.5.2.2. Assessment Submission – to be signed on the day the student submits their task

2.5.2.3. Assessment Returned – to be signed when the student receives their submitted task back

2.6. **Value**

The composition of the assessment tasks varies for each subject and is detailed in the subject information which will be distributed by your course / subject teachers. These are formulated according to the NESA guidelines.

2.7. **Assessment Tasks**

Assessment Tasks, which include Formal Examinations, are an ongoing process which takes place in Year 12. Component marks for various tasks accumulate to provide a final mark (per subject).

2.7.1. **Composition of the Mark**

2.7.1.1. While assessment tasks provide a substantial element, there are many other aspects taken into account which cannot be readily measured in either internal examinations or a single external examination. These vary from subject to subject and include:

2.7.1.1.1. Aural (listening) skills;

2.7.1.1.2. Communication skills;

2.7.1.1.3. Understanding of concepts;

2.7.1.1.4. Research skills;

2.7.1.1.5. Practical skills etc.

2.7.2. **Marks awarded for assessment tasks**

These are provided and allow students to determine their relative ranking for each task.

2.8. **Feedback**

2.8.1. Teacher feedback about student learning is essential for students and integral to teaching, learning and assessment. Stage 6 feedback can clarify for students:

2.8.1.1. how their knowledge, understanding and skills are developing in relation to the syllabus outcomes and content being addressed; and

2.8.1.2. how to improve their learning.

2.8.2. While it is not a requirement for teachers to provide informal feedback to students during the development of student work for a formal assessment task, it may be a valuable way for teachers to monitor student progress and the authorship of student work. Marks or grades are not to be attributed to informal feedback. Faculties and Head Teachers will make decisions regarding the provision of informal feedback ensuring equal opportunity for all students to receive feedback from teachers.

2.8.3. Feedback enables students to recognise strengths as well as areas for improvement, and to

identify and plan with their teacher the next steps in their learning. Students should be provided with feedback that:

- 2.8.2.1. is timely, specific and related to the learning and assessment intention;
- 2.8.2.2. is constructive and provides meaningful information to students about their learning in a variety of forms;
- 2.8.2.3. focuses on the outcomes of the task and corrects misunderstandings;
- 2.8.2.4. identifies and reinforces students' strengths;
- 2.8.2.5. provides information about how they can improve;
- 2.8.2.6. facilitates the development of and provides opportunities for self-assessment and reflection during the learning process; and
- 2.8.2.7. informs future teaching and learning opportunities.

2.8.4. Feedback can occur at any point in the teaching, learning and assessment cycle. It may:

- 2.8.4.1. include regular teacher-student dialogue to guide student learning
 - 2.8.4.2. focus on particular knowledge, understanding and skills related to outcomes and content, and/or processes applied to the task.
- 2.8.5. Students may benefit from opportunities to self-assess, self-monitor and make judgements about their work in relation to standards and should be provided with regular opportunities to reflect on their learning.

The various forms, policies and descriptions which follow are common to all faculties and the subject taught by them in this school.

2.9. **Ranking**

Ranking is a student's standing or rating relative to other students undertaking the same course.

Ranking for individual assessment tasks is given to students, and a cumulative ranking is provided on the following reports:

- 2.9.1. Half Year – for both Year 11 and Year 12
- 2.9.2. Final End of Course – for both Year 11 and Year 12

Reports also give students feedback on their level of achievement of their course outcomes.

2.10. **Request for Extension of Time**

These applications are to be submitted to the class teacher on a Misadventure/Illness appeal form

prior to the day of the assessment. They will be judged by the Head Teacher in conjunction with the class teacher. Students must not assume that application for extension of time will be automatically accepted and therefore should submit such applications as early as possible. (NB Failure of computer hardware or software will not normally be considered as valid reason for extension of time to be granted).

2.11. Factors Influencing the Quality of Tasks Submitted

In the marking of Assessment Tasks schools are not permitted to compensate for factors such as extended illness, misadventure or domestic problems etc. which may have affected a student's performance, unless a student has applied for consideration of illness or misadventure. Teachers will award a mark or grade for what is actually submitted. We do not make allowances for conditions or potential in the marking scheme.

2.12. Student Sick on Day of Assessment Task

If a student is sick on the day of an Assessment Task they should:

- 2.12.1. notify school via phone
- 2.12.2. obtain a medical certificate.
- 2.12.3. provide a reason if no medical certificate is provided. It is at the Principal's discretion whether this reason is acceptable and if the appeal will be considered.
- 2.12.4. Complete an Illness/Misadventure Appeal Form available from the Deputy Principal or Year Adviser. The Appeal form must be presented to the Head Teacher with supporting material **within 48 hours** of return to school.

2.13. Collusion / Plagiarism

Where it is evident that students have colluded to prepare a submitted task i.e. two or more students have together prepared and shared a submission for an assessment task, or the student has copied the material presented as the assessment task from another source, a reduced award will be given as determined by the Head Teacher and Principal.

The Head Teacher, with approval of the Principal, may recommend either of the following options:

- 2.13.1. a zero award for all students involved;
- 2.13.2. students re-submit the task with a mark penalty applied.

2.14. Special Provisions

Special provisions may be provided to assist students with assessment tasks and examinations if the student has a special need which would prevent him or her from:

- 2.14.1. reading and interpreting school-based assessments including tests.
- 2.14.2. communicating their responses

Special provisions are granted so that specific syllabus outcomes may be assessed accurately without students with special needs being disadvantaged.

Students who wish to apply for special provisions should see Head Teacher Wellbeing or the School Counsellor.

2.15. Students Transferring to Gilgandra High School

The previous school is to provide assessment marks for HSC Courses for students who transfer after 30th June in the year of the HSC examination. The marks will be developed from assessment information collected during the student's period at the school. For the purpose of moderation these students will be regarded by the NESA as being members of the previous school.

Where a student transfers to a school where a course being studied is not available, the course being studied may be continued through distance education, OTEN, an outside tutor, at another school or Institute of TAFE. If none of these options is available to the student, the Principal may permit the student to change subjects/courses/ units within the regulations outlined ***ACE 8068 Changes of HSC course***.

2.16. Invalid tasks/parts of tasks or non-discriminating tasks.

If the class teacher has a concern that an assessment task has not functioned as required, or there are problems in the task's administration, they are to notify their Head Teacher immediately. The Head Teacher, with approval of the Principal, will determine a suitable resolution in consultation with all involved. In extreme cases, an invalid task may need to be discarded completely, or a replacement task may be organised. Students will be notified of the determination and given two school days to appeal the decision in writing to the Principal, before the determination is implemented.

Section 3: Assessment in VET courses

3.1. All VET courses are competency-based courses. NESA and the Australian Qualifications Framework (AQF) require that a competency-based approach to assessment is used. Assessment must:

3.1.1. meet the requirements of the national training package or nationally accredited qualification/course on which the VET course is based; and

3.1.2. be conducted by a qualified assessor under the auspices of an RTO which may be a school, TAFE college or other VET provider.

3.2. **Recognition of Prior Learning (RPL)**

A student may apply for Recognition of Prior Learning (RPL). RPL allows students to achieve competencies as a result of formal and informal training regardless of how, when or where the learning occurred. Students must apply to class teacher using the Application for RPL.

3.3. **Unit Assessment**

Assessment may be conducted for individual units of competency or for groups of units of competency. All performance criteria needs to be met to demonstrate the achievement of an element of competency and all elements of competency must be achieved in order to demonstrate the achievement of a unit of competency. Skill assessment is assessed as Competent / Not Competent.

Teachers will usually organise a number of chances for students to demonstrate competency. Students may seek further opportunities to demonstrate those competencies, but these need to occur without disruption to the work of fellow students.

Should a student require additional attempts to achieve competence, students must negotiate with their teacher, providing sufficient time for additional assessment opportunities to be completed, prior to NESA entries.

3.4. **Hospitality Practical Tasks**

In cases of student absence from practical assessment or need for reassessment involving food items, if not feasible to reassess in an alternate class practical task students will be required to supply their own ingredients for reassessment. Assessment in all outcomes covered to date in class to be completed by end of each term.

3.5. **Work Placement**

3.5.1. Work placement is compulsory for all students in all VET subjects to achieve mandatory course requirements. Students are required to notify all of their class teachers when they will be attending Work Placement so that an alternate date for assessments can be set (if necessary).

3.5.2. Should Work Placement be set during a time when students are required to submit an assessment task or sit an examination, they must complete an Illness/Misadventure Form requesting a new date for the task.

Section 4: Non-Assessment Tasks

4.1. Non-assessment tasks, as set by the classroom teacher, need to be completed by the specified time. Students unable to complete the task by the specified date should ask the teacher for an extension at least two school days before the task is due. These tasks ensure that a student has adequately

studied a course, and this cannot be achieved through Assessment alone. Extensions will not automatically be granted and only one extension will be given if it is appropriate.

4.2. Non-assessable task should be completed on time because:

- 4.2.1. The teacher needs all the class work so that all tasks can be marked at the same time. This will ensure fair marking.
- 4.2.2. Your workload has been organised in such a way that you gain the maximum amount of benefit from tasks.
- 4.2.3. The teacher needs to know the areas of course work where you are having difficulty. Problem areas can be identified and remedied as soon as possible.
- 4.2.4. These tasks should be seen as being revision for examinations and assessment tasks.

4.3. **Failure To Complete Non-Assessment Tasks**

Failure to complete non-assessment tasks can result in any or all of the following:

- 4.3.1. The matter will be recorded by the teacher and reported to the Head Teacher and the Year Adviser;
- 4.3.2. An unsatisfactory comment may be made on the student's report;
- 4.3.3. A letter to parents or an interview with parents informing them of unsatisfactory progress;
- 4.3.4. Students may be detained to complete the task under the supervision of the teacher;
- 4.3.5. Students can be deemed as not having satisfied the course requirements and issue of the HSC in that subject could be in question.

4.4. **Concern Regarding Application in HSC Course**

A warning letter will be issued to a student if the Principal has sufficient evidence that the student has not:

- 4.4.1. **followed** the course developed or endorsed by the NESAs; and
- 4.4.2. **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- 4.4.3. **achieved** the outcomes of each course to a degree acceptable by the school.

Section 5: Application for extended leave form - travel

Students need to complete this form signed by the Principal if they are away for an extended period (over 1 week) of time and it affects assessment tasks.

Section 6: Appeals Process

6. Appeals process:

6.1. Refer to the following flowchart for information on grounds for appeal, how to lodge an appeal and the appeals process.

6.2. The provision of the appeals process does not cover:

6.2.1. long term illness such as glandular fever, asthma and epilepsy unless there is a flare-up during the examination. (Chronic sickness is not in itself an acceptable basis for appeal)

6.2.2. matters that could have been avoided by the student. e.g.

6.2.2.1. forgetting to hand in a task

6.2.2.2. misreading a timetable

6.2.2.3. excursion or extra curricula event that prevents the student sitting the task on the set/due date - if HT or teacher not informed before hand

6.2.3. matters relating to the loss of time towards the end of tasks preparation period

6.2.4. alleged inadequacies of teaching

6.2.5. long term family situations

6.2.6. matters relating to failure to perform at usual standard in assessment tasks other than exams

6.2.7. computer failure or malfunction generally will not be grounds for appeal.

6.3. **Appeals Time-frame**

Misadventure/illness appeals must be submitted:

6.3.1. prior to the due date for requests for extension of time

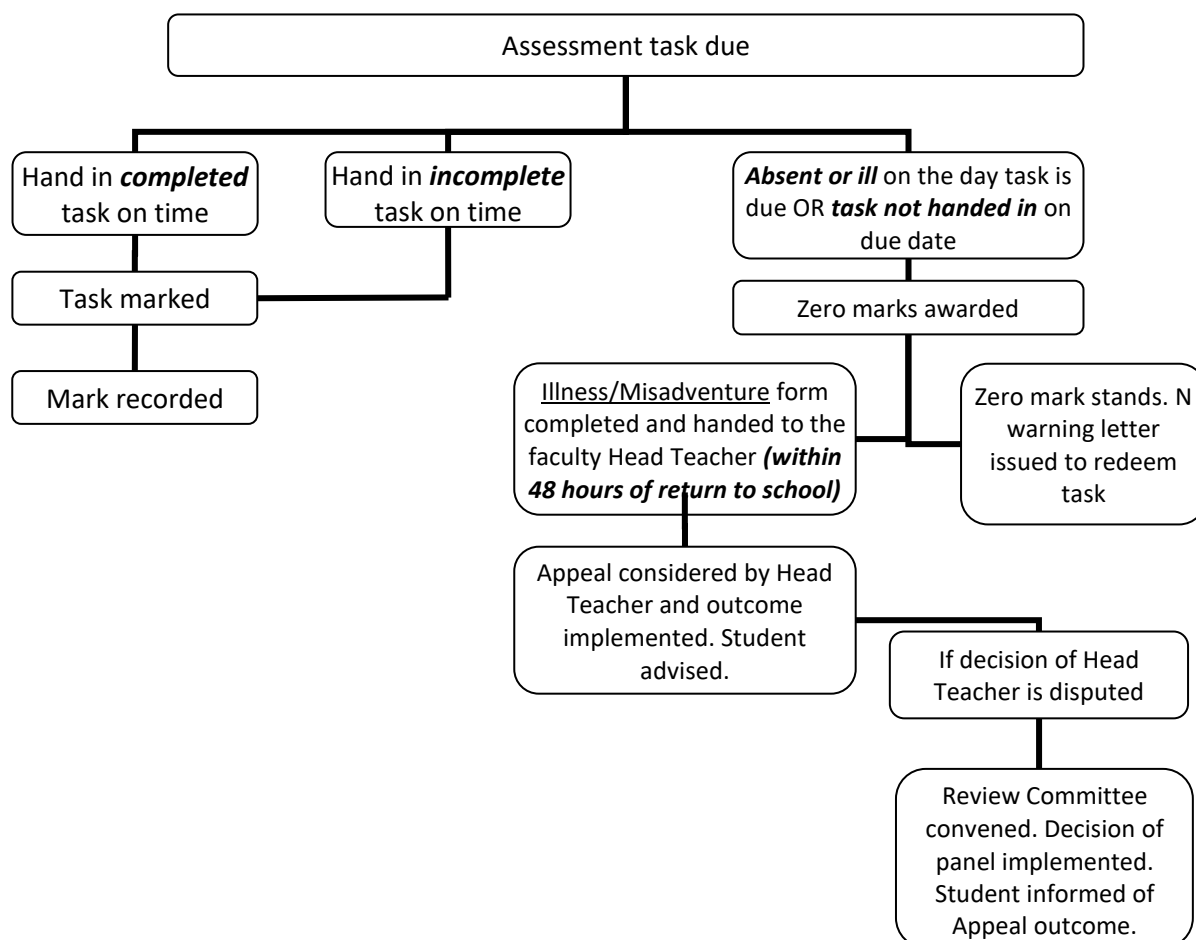
6.3.2. prior or on the due date for “failure to submit task” or “failure to sit for school set exam”

6.3.3. if appeal is based on illness, appeal must be presented within 48 hours of return to school.

6.4. Students are advised that appeals for late submission, misadventure or illness will be strengthened if they contact the school by phone, on or before the due date, and submit medical certificates if applicable.

Section 7: RoSA, Preliminary and HSC Assessment Flow Chart

If a student knows beforehand that they are going to be absent on the day that an assessment task is due, or is to be conducted, the student must notify their class teacher beforehand. Leave approval may need to be sought.



NOTE: There are no grounds for an appeal in regard to the mark awarded to a completed assessment task. If a candidate becomes ill during the course of an assessment and/or examination an Illness/Misadventure Appeal must be lodged as per policy.

Section 8: Appeals Process (VET Courses only)

Students have access to an appeals process if they feel in any way dissatisfied with the assessment process. Difficulties over assessment should be approached informally at first with a view to resolving them through discussion between student and assessor(s). If not resolved by discussion, between teacher and student, the teacher's direct supervisor will convene and mediate a further informal meeting.

However, if the informal approach fails to resolve the concerns, a formal appeals process should be initiated. Formal appeals need to be based on identified problems with the assessment process rather than an unsuccessful assessment result. The student lodges a formal appeal in writing to the Principal clearly stating their grounds for appeal (see the Principal).

The school must record all appeal submissions. At the request of the school an appeals panel is convened to review the assessment process and to decide whether or not there are justifiable grounds for appeal. The panel may call for the student and the assessor to present their views in person before reaching a decision.

The panel will comprise of a qualified VET teacher from another school a RTO representative and a community representative.

If the student's appeal is upheld, the RTO arranges a re-assessment process with the student. The student should have the right to request that different assessor(s) be involved in the alternative assessment to avoid any fears of recrimination.

If the appeal is rejected, the student has the right to lodge a further appeal with Maitland Office. When this next course of action is taken, all assessment records and details of the appeal process need to be made available to the training authority to assist their deliberations.

Section 9: Assessment and Examination Rules for Senior Students

- 9.1. As senior examinations are an important component of the final assessment mark, the importance of adhering to the examination rules cannot be stressed too highly. These rules are:
 - 9.1.1. No student will leave the school grounds during the period of examination unless prior arrangements have been made with the Year Co-ordinator. At the completion of the examination students may leave the school grounds.
 - 9.1.2. Only authorised equipment or material shall be used by students during examinations or assessment tasks. The subject department responsible for the paper/task will specify authorised equipment etc.
 - 9.1.3. No borrowing of equipment will be permitted during the examination.
 - 9.1.4. Writing paper is issued by the school. No other paper is to be in a student's possession.
 - 9.1.5. Students' bags, folders etc. are to be left outside in area designated by exam supervisor.
 - 9.1.6. It is each student's responsibility to ensure:
 - 9.1.6.1. That your name or examination number is placed on each page.
 - 9.1.6.2. that all pages are handed in at the conclusion of the examination. Any work inadvertently taken from the room will not be accepted for marking.
 - 9.1.6.3. that all pages handed in are securely fastened together.
 - 9.1.7. Leaving the examination room early is not permitted.
 - 9.1.8. Late arrivals will be treated in the same manner as in the HSC. That is, generally no additional time will be allowed except in major emergencies affecting a number of candidates, e.g. floods, transport strikes, etc.

- 9.2. Malpractice occurs if a student is in possession of unauthorised information during a test, examination or assessment task. Malpractice can result in the award of zero for the examination or task. Students should note that the following factors are not relevant in instances of malpractice:
- 9.2.1. the quantity or quality of the information
 - 9.2.2. the motives or intent of the student
 - 9.2.3. establishing that the information was used by the student
 - 9.2.4. It is therefore extremely important that all students should check to see that they have not inadvertently taken information into the examination room eg. notes used for study. Such notes would constitute malpractice unless given to the supervisor before the examination commences.
- 9.3. Students will sit in places determined by the supervisor.
- 9.4. Students **are to wear school uniform**.
- 9.5. **No eating** of foodstuffs in the examination room. An exception may be made for medicinal substances, such as throat lozenges, but permission must be obtained from the examination supervisors. Bottles of water are permitted.
- 9.6. Students will remain seated at the end of the examination until all examination material is collected and then will leave the room under the directions of the supervisors.
- 9.7. Students will only be allowed to visit the toilet after obtaining permission from the supervisor and will be accompanied by a supervisor to the toilet area.
- 9.8. **No talking** is permitted in the examination room once the exam has commenced and until all papers are collected.
- 9.9. Students must NOT bring any of the following into the examination room:
- 9.9.1. Mobile phone or smartwatch
 - 9.9.2. Any electronic device (except a calculator where permitted). This includes communication devices, organisers, tablets (eg iPads, etc), music players or electronic dictionaries
 - 9.9.3. Paper or any printed or written material (including your examination timetable)
 - 9.9.4. Dictionaries, except where permitted in Languages examinations
 - 9.9.5. Correction fluid or correction tape
- 9.10. Students who become sick during the course of the examination and are unable to continue are to notify the supervisor and then report to the front office. Students who leave the exam room sick cannot re-enter and recommence this exam.

Section 10: Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do.

A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help you understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of : narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications

Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse / evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, (analyse/reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, 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

It is important to note that exam questions for the Higher School Certificate will also continue to use self-explanatory terms such as 'how', or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in exam papers.

Key Words and Levels of Response

Along with the mark value and space provided in exam booklets, the key words can help you to judge how much an answer needs to cover.

The table below provides a general guide to the kind of response required by each of the key words. The table is not intended to be prescriptive, and you will notice that some key words appear in more than one row.

Groupings of Syllabus knowledge, skills and understandings	Groupings of key words
Skills in analysis and critical thinking.	Analyse, distinguish, examine, explain, extract, investigate
Skills in application and performance	Demonstrate, discuss, apply, calculate, construct
Knowledge, recall and understanding	Define, describe, explain, give an account, identify, outline, recall, recount
Skills in evaluation	Appreciate, assess, discuss, evaluate, justify, predict, account for
Skills in problem solving	Apply, calculate, clarify, compare, contrast, construct, deduce, demonstrate, investigate, predict, propose, recommend
Skills in synthesis and creative thinking	Classify, extrapolate, interpret, summarise, synthesise

The left-hand column in the table is a grouping of the knowledge, skills and understanding typically found in Stage 6 syllabuses.

The key words from the glossary are grouped in the right-hand column alongside the groupings of knowledge, skills and understanding.

The terms in the right-hand column such as 'describe', 'identify' and 'outline' are typically used in questions requiring recall of knowledge. Questions using these terms generally require less depth and are worth fewer marks than questions using terms such as 'assess', 'evaluate' and 'justify' which call for higher-order thinking. The latter generally require an answer of greater depth and usually attract higher marks.

Other terms such as 'explain' and 'discuss' can vary considerably in the mark value and depth of response required.

Section 11: Web Addresses

NSW Department of Education

<https://education.nsw.gov.au/>

NSW Education Standards Authority (NESA)

<http://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>

NESA Students Online

<https://studentsonline.nesa.nsw.edu.au/>

Universities Admission Centre

<https://www.uac.edu.au/>

TAFE New South Wales

<https://www.tafensw.edu.au/>

Section 12: Procedure for Evaluating HSC Course Assessment Policies

In term 3 each year a current copy of the school's "HSC Course Assessment Policies" is seen by each member of the school executive for evaluation/ review, suggested changes and additions. The Deputy Principal collates the following year's document and checks that it contains all the information suggested by the NESA.

Parents or students with suggestions for future policy documents should discuss or give them in writing to a member of the school executive staff. Please note that this document is to be used in conjunction with NESA "Rules and Procedures for the HSC" that each candidate receives and signs for at the beginning of their HSC course.

Section 13: Teachers with Family Members and/or Close Friends in Stage 6 at Gilgandra High School

Wherever practical, teachers will avoid teaching or being involved in educational decisions involving family members or close friends. Where it is not practical to avoid such situations completely, another member of staff will make any significant decisions relating to the student's assessments and have those endorsed by a supervisor. The management processes and systems in these circumstances will be approved by the Principal prior to the commencement of the course and monitored through existing line management support.

Appendix 1: Illness / Misadventure Form

STUDENT SECTION

Student Name: _____ Year: _____ Subject: _____

Task: _____ Date of Task: _____

Reason **extension / estimate / new date** (*please circle*) is required: (documentary evidence from parent/doctor must be provided if you are claiming illness – in line with NESAs requirements)

I hereby request an extension of time / new date / forward date to complete the task

Student signature: _____ Date: ____ / ____ / ____

Parent signature: _____ Date: ____ / ____ / ____

HEAD TEACHER SECTION

After consultation with the classroom teacher I **have / have not** granted the student:

Classroom Teacher signature: _____ Date: ____ / ____ / ____

Head Teacher signature: _____ Date: ____ / ____ / ____

REVIEW COMMITTEE SECTION (only completed if Head Teacher decision is appealed)

Based on the above recommendation I **have / have not** granted the student:

Principal / Deputy signature: _____ Date: ____ / ____ / ____

DECISION NOTIFICATION

Student Notified: Date: ____ / ____ / ____ Time: _____ Copy of decision given: Y N

Parent Notified (phone) : Date: ____ / ____ / ____ Time: _____

Teacher signature: _____ Date: ____ / ____ / ____

Appendix 2: Official Warning Letter: Non-completion of Year 11 course

This will be printed on school letterhead

{Date}

Dear {Parent/Carer}

N Award Warning - Non Completion of a Year 11 Course

This letter is to advise that your {SonAndDaughter}, {PrefName} {Surname}, is in danger of not meeting the Course Completion Criteria for the Year 11 course in **{Subject}**.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

Please regard this as the **{1st, 2nd} Official Warning** that we have issued concerning {PrefName}'s participation in **{Subject}**.

A minimum of two course specific warnings must be issued prior to a final 'N' Determination being made for a course.

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- a) Followed the course developed or endorsed by NESA; and
- b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the Course by the School; and
- c) Achieved some or all of the outcomes.

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. It may also mean that the student is unable to proceed to the Higher School Certificate course if {HeAndShe} has not satisfactorily completed the Year 11 Course.

To date {PrefName} has not satisfactorily met the following Course Completion Criteria: {Reasons}

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by

In order for {PrefName} to satisfy the Course Completion Criteria, the above tasks, requirements or outcomes will need to be satisfactorily completed or achieved.

Please discuss the matter with {PrefName} and contact the School if further information or clarification is needed.

Yours faithfully

Class Teacher	Head Teacher	Principal
----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ -----		

Please detach this section and return it to the school (Ref: {IncidentReference})

Requirements for the satisfactory completion of a Preliminary HSC Course ({1st, 2nd} Official Warning - {Subject})

- I have received the letter dated {Date} indicating that {PrefName} {Surname} is in danger of not having satisfactorily completed {HisAndHer} {Subject} Preliminary HSC Course.

Parent/Guardian Signature _____ Date _____

Student Signature _____ Date _____

Appendix 3: Assessment Task template

COURSE	
TASK NUMBER	
TASK WEIGHT	%
DATE OF NOTIFICATION	
DUE DATE	

OUTCOMES ASSESSED

TASK DESCRIPTION

TASK INSTRUCTIONS

Teacher's signature: _____ Head Teacher's signature _____

Stage 6 – Year 11 Subjects

Scopes & Sequences

Assessment Schedules

Year 11 Assessment Schedule Overview

	Wk	Assessments Scheduled
Term 1 2023	1	
	2	
	3	
	4	
	5	CON
	6	
	7	
	8	EST; AG
	9	DT; PE; MS2; NUM
	10	EES; ENG(v)
	11	CON
Term 2 2023	1	EA; ES
	2	VA
	3	BIO; SLR
	4	
	5	AG
	6	
	7	DT; PE
	8	EST; MS2; NUM
	9	EES
	10	
Term 3 2023	1	EA; ES; SLR
	2	ENG(v)
	3	
	4	BIO
	5	CON
	6	VA
	7	
	8	Protected Learning Time
	9	Year 11 Formal Exams – All subjects
	10	CON; ENG(v)

Agriculture

Scope & Sequence –2023

	Week	Topic Covered
Term 1 2023	1	Topic 1 <i>Overview</i>
	2	
	3	
	4	
	5	Module 2 <i>The farm case study</i>
	6	
	7	
	8	
	9	
	10	
	11	
Term 2 2023	1	Topic 3 <i>Animal Production</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3 2023	1	Topic 4 <i>Plant Production</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	Protected Learning Time
	9	Year 11 Formal Exams – All subjects
	10	

Agriculture Year 11 Assessment Schedule – 2023				
Component	Task 1	Task 2	Task 3	Weighting
	The farm case study	Animal Production	All Topics	
	Case Study Report	Research	Formal Examination	
	Term 1 Week 8	Term 2 Week 5	Term 3 Week 9	
	P1.1 P1.2 P2.3 P3.1 P5.1	P1.1 P1.2 P2.3 P3.1 P5.1	All	
Knowledge and understanding of course content	10	20	10	40
Knowledge, understanding and skills required to manage agricultural production systems	10	10	20	40
Skills in effective research, experimentation and communication	5	5	10	20
TOTAL	25	35	40	100

Outcomes – A student:	
P1.1	describes the complex, dynamic and interactive nature of agricultural production systems
P1.2	describes the factors that influence agricultural systems
P2.1	describes the biological and physical resources and applies the processes that cause changes in plant production systems
P2.2	describes the biological and physical resources and applies the processes that cause changes in animal production systems
P2.3	describes the farm as a basic unit of production
P3.1	explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements
P4.1	applies the principles and procedures of experimental design and agricultural research
P5.1	investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

Biology

Scope & Sequence –2023

	Week	Topic Covered
Term 1 2023	1	Module 1 <i>Cells as the Basis of Life</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2 2023	1	Module 2 <i>Organisation of Living Things</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3 2023	1	Module 3 <i>Biological Diversity</i>
	2	
	3	
	4	Module 4 <i>Ecosystem Dynamics</i>
	5	
	6	
	7	
	8	Protected Learning Time
	9	Year 11 Formal Exams – All subjects
	10	

Biology Year 11 Assessment Schedule – 2023				
Component	Task 1	Task 2	Task 3	Weighting
	Module 1 & Module 2	Module 3	All	
	Depth Study Research Task	Data Analysis	Formal Examination	
	Term 2 Week 3	Term 3 Week 4	Term 3 Week 9	
	BIO11/12-1 BIO11/12-2 BIO11/12-5 BIO11/12-7 BIO11-8 BIO11-9	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11-10	All	
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding of Course Content	10	10	20	40
TOTAL	30	30	40	100

Outcomes – A student:	
Working Scientifically	
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
Knowledge and Understanding	
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

Certificate I in Engineering

Assessment Schedule Year: 11 – 2023

Assessment events for MEM10119 Certificate I in Engineering			Task 1	Task 2	Task 3	Work placement*
			Week 10 Term 1	Week 2 Term 3	Week 10 Term 3	N/A
Task	Code	Unit of competency				
Task 1 Welcome to the industry	MEM13015	Work safely and effectively in manufacturing and engineering	X			
	MEM16006	Organise and communicate information				
	MEM11011	Undertake manual handling				
Task 2 Right tool, right job	MEM18001	Use hand tools		X		
	MEM18002	Use power tools/hand held operations				
Task 3 Engineering in practice	MEM12024	Perform computations			X	
	MEM16008	Interact with computing technology				
	MEM07032	Use workshop machines for basic operations				

*** Students must complete 35 hours of work placement during the course in 2024.**

Depending on the achievement of units of competency, the possible qualification outcome is a **MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

**Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy. *Public Schools NSW, Wagga Wagga* (RTO 90333) have engaged NESAs to issue credentials within 30 days of course completion for the student. No physical transcripts are issued to students.

Students must download an electronic copy of their qualification and transcript from their Students Online account via <https://studentonline.nsw.edu.au/go/login/>

Students have access to their Students Online portal and their qualifications and transcripts up until June of the following year after graduation, after which students can contact NESAs directly for additional copies of their transcript.

Certificate II in Construction Pathways

Assessment Schedule Year: 11 – 2023

Construction RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3)

Cohort 2023 - 2024

Training Package CPC Construction, Plumbing and Services Training Package (version 8.0)

Assessment Events		Task 1	Task 2	Task 3	Task 4	Preliminary Yearly Exam**
		Week 11	Week 11	Week 10	Week 10	Week 9
		Term 1	Term 1	Term 2	Term 3	Term 3
Code	Unit of Competency					
CPCWHS1001	Prepare to work safely in the construction industry	X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry		X			
CPCCCM1011 CPCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations			X		
CPCCOM2001 CPCCOM1013	Read and interpret plans and specifications Plan and organise work				X	

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

Design and Technology

Scope & Sequence –2023

	Week	Topic Covered
Term 1 2023	1	<p style="text-align: center;">Designing and Producing</p> <p style="text-align: center;"><i>Who Can Design?</i> (Content P1.1; P1.2; P1.3)</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2 2023	1	<p style="text-align: center;">Designing and Producing</p> <p style="text-align: center;"><i>Designing for a Purpose</i> (Content P3.1; P4.1; P4.2; P4.2)</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3 2023	1	<p style="text-align: center;">Designing and Producing</p> <p style="text-align: center;"><i>Producing Quality Projects</i> (Content P5.1; P5.2; P5.3; P6.1; P6.2)</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	Protected Learning Time
	9	Year 11 Formal Exams – All subjects
	10	

Design and Technology Year 11 Assessment Schedule – 2023				
Component	Task 1	Task 2	Task 3	Weighting
	Designing & Producing	Designing & Producing	Designing & Producing	
	Research Assignment	Minor Project	Formal Examination	
	Term 1 Week 9	Term 3 Week 7	Term 3 Week 9	
	P2.1 P4.3 P5.1 P5.2 P5.3 P6.1 P6.2	P1.1 P3.1 P4.1 P4.2 P4.3 P5.1 P5.2 P5.3 P6.2	P1.1 P2.2 P4.1 P4.3 P5.1 P5.2 P5.3 P6.1	
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, managing, producing and evaluating design projects	15	30	15	60
TOTAL	25	40	35	100

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

Earth and Environmental Science

Scope & Sequence –2023

	Week	Topic Covered
Term 1 2023	1	Module 1 <i>Earth's Resources</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2 2023	1	Module 2 <i>Plate Tectonics</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	Term 3 2023	
2		
3		
4		
5		
6		
7		
8		
9		
10		
Term 3 2023		1
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
		8
	9	Year 11 Formal Exams – All subjects
	10	

Earth & Environmental Science Year 11 Assessment Schedule – 2023				
Component	Task 1	Task 2	Task 3	Weighting
	Module 1	Module 2	All	
	Depth Study Field Trip	Picture Book	Formal Examination	
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9	
	EES11/12-1 EES11/12-2 EES11/12-5 EES11/12-7 EES11-8	EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-7 EES11-9	EES11/12-2 EES11/12-4 EES11/12-5 EES11/12-6 EES11-8 EES11-9 EES11-10 EES11-11	
Skills in Working Scientifically	20	25	15	60
Knowledge and Understanding of Course Content	10	10	20	40
TOTAL	30	35	35	100

Outcomes – A student:	
Working Scientifically	
EES11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
EES11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
EES11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
EES11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES11/12-5	Analyses and evaluate primary and secondary data and information
EES11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
Knowledge and Understanding	
EES11-8	Describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
EES11-9	Describes the evidenced for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
EES11-10	Describes the factors that influence how energy is transferred and transformed in the Earth's systems
EES11-11	Describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

English - Advanced

Scope & Sequence –2023

	Week	Topic Covered
Term 1 2023	1	Common Module <i>Reading to Write</i> <i>Transition to Senior English</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2 2023	1	Module A <i>Narratives that Shape our World</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3 2023	1	Module B <i>Critical Study of Literature</i> <i>Poetry of WB Yeats</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	Protected Learning Time
	9	Year 11 Formal Exams – All subjects
	10	

English Advanced Year 11 Assessment Schedule – 2023				
Component	Task 1	Task 2	Task 3	Weighting
	Common Module	Module A	Module B	
	Extended Response Submission	Multimodal Presentation	Formal Examination	
	Term 2 Week 1	Term 3 Week 1	Term 3 Week 9	
	EA11-1 EA11-4 EA11-5	EA11-2 EA11-3 EA11-6 EA11-8 EA11-9	EA11-1 EA11-7	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
TOTAL	30	40	30	100

Outcomes – A student:	
EA11-1	responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EA11-2	uses, evaluates and justifies 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 justifying 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 as an independent learner

English - Standard

Scope & Sequence –2023

	Week	Topic Covered
Term 1 2023	1	Common Module <i>Reading to Write</i> <i>Transition to Senior English</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2 2023	1	Module A <i>Contemporary Possibilities</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3 2023	1	Module B <i>Critical Study of Literature</i> <i>Poetry of Wilfred Owen</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	Protected Learning Time
	9	Year 11 Formal Exams – All subjects
	10	

English Advanced Year 11 Assessment Schedule – 2023				
Component	Task 1	Task 2	Task 3	Weighting
	Common Module	Module A	Module B	
	Portfolio Submission	Multimodal Presentation	Formal Examination	
	Term 2 Week 1	Term 3 Week 1	Term 3 Week 9	
	EN11-1 EN11-4 EN11-5	EN11-2 EN11-3 EN11-8 EN11-9	EN11-6 EN11-7	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
TOTAL	30	40	30	100

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

English - Studies

Scope & Sequence –2023

	Week	Topic Covered
Term 1 2023	1	<p style="text-align: center;">Mandatory Module</p> <p style="text-align: center;"><i>Achieving through English</i> <i>English in education, work and community</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2 2023	1	<p style="text-align: center;">Elective Module H</p> <p style="text-align: center;"><i>Part of a Family</i> <i>English and family life</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3 2023	1	<p style="text-align: center;">Elective Module A</p> <p style="text-align: center;"><i>We are Australians</i> <i>English citizenship, community and cultural identity</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	Protected Learning Time
	9	Year 11 Formal Exams – All subjects
	10	

English Studies Year 11 Assessment Schedule – 2023				
Component	Task 1	Task 2	Task 3	Weighting
	Mandatory Module	Module H	Module A	
	Collection of classwork	Multimodal Presentation	Formal Examination	
	Term 1 Week 8	Term 2 Week 8	Term 3 Week 9	
	ES11-3 ES11-4 ES11-5	ES11-6 ES11-7 ES11-10	ES11-1 ES11-2 ES11-8 ES11-9	
Knowledge and understanding of course content	15	20	15	50
Skills in comprehending texts, communicating ideas, using language appropriate and effectively	15	20	15	50
TOTAL	30	40	30	100

Outcomes – A student:	
ES11-1	comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
ES11-2	identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
ES11-3	gains skills in accessing, comprehending and using information to communicate in a variety of ways
ES11-4	composes a range of texts with increasing accuracy and clarity in different forms
ES11-5	develops knowledge, understanding and appreciation of how language 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

Mathematics Standard 2

Scope & Sequence –2023

	Week	Topic Covered
Term 1 2023	1	Topic: Financial Mathematics Subtopic: MS-F1: Money Matters Content: F1.2: Earning and managing money
	2	
	3	
	4	
	5	Topic: Algebra Subtopic: MS-A1 Formulae and Equations
	6	
	7	Topic: Measurement Subtopic: MS-M1 Applications of Measurement Content: M1.3: Units of energy and mass & M1.1: Practicalities of measurement
	8	
	9	Topic: Measurement Subtopic: MS-M1 Applications of Measurement Content: M1.2: Perimeter, area and volume
	10	
	11	
Term 2 2023	1	Topic: Statistical Analysis Subtopic: MS-S2 Relative Frequency and Probability
	2	
	3	
	4	Topic: Statistical Analysis Subtopic: MS-S1 Data Analysis Content: S1.1: Classifying and representing data (grouped and ungrouped)
	5	
	6	
	7	Topic: Algebra Subtopic: MS-A2 Linear Relationships
	8	
	9	Topic: Financial Mathematics Subtopic: MS-F1 Money Matters Content: F1.1: Interest and depreciation
	10	
Term 3 2023	1	Topic: Statistical Analysis Subtopic: MS-S1 Data Analysis Content: S1.2: Summary statistics
	2	
	3	Topic: Measurement Subtopic: MS-M2: Working with Time
	4	
	5	Topic: Financial Mathematics Subtopic: MS-F1: Money Matters Content: F1.3: Budgeting and household expenses
	6	
	7	
	8	Protected Learning Time
	9	Year 11 Formal Exams – All subjects
	10	

Mathematics Standard Year 11 Assessment Schedule – 2023				
Component	Task 1	Task 2	Task 3	Weighting
	Measurement and energy	Relative frequency and probability	All topics	
	Investigative Task	Limited Scope Test	Formal Examination	
	Term 1 Week 9	Term 2 Week 8	Term 3 Week 9	
	MS11-3 MS11-4 MS11-9 MS11-10	MS11-2 MS11-7 MS11-8 MS11-10	MS11-1 MS11-2 MS11-3 MS11-4 MS11-6 MS11-10	
Understanding, fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
TOTAL	30	30	40	100

Outcomes – A student:	
MS11-1	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
MS11-2	represents information in symbolic, graphical and tabular form
MS11-3	solves problems involving quantity measurement, including accuracy and the choice of relevant units
MS11-4	performs calculations in relation to two-dimensional and three-dimensional figures
MS11-5	models relevant financial situations using appropriate tools
MS11-6	makes predictions about everyday situations based on simple mathematical models
MS11-7	develops and carries out simple statistical processes to answer questions posed
MS11-8	solves probability problems involving multistage events
MS11-9	uses appropriate technology to investigate, organise and interpret information in a range of contexts
MS11-10	justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Numeracy

Scope & Sequence –2023

	Week	Topic Covered
Term 1 2023	1	Module 1.1 - Whole numbers
	2	
	3	
	4	Module 1.2 - Operations with whole numbers
	5	
	6	Module 1.4 - Time
	7	
	8	
	9	Module 1.5 - Data, graphs and tables
	10	
	11	
Term 2 2023	1	Module 1.3 - Distance, area and volume
	2	
	3	
	4	
	5	Module 2.3 - Metric relationships
	6	
	7	
	8	Module 2.4 - Length, mass and capacity
	9	
	10	
Term 3 2023	1	Module 2.1 – Fractions, Decimals and Connecting fractions & decimals
	2	
	3	
	4	Module 2.2 - Operations with fractions and decimals
	5	
	6	
	7	Module 2.5 - Chance
	8	Protected Learning Time
	9	Year 11 Formal Exams – All subjects
	10	

Numeracy Year 11 Assessment Schedule – 2023				
Component	Task 1	Task 2	Task 3	Weighting
	Whole numbers	Distance, area and volume	All topics	
	Limited Scope Test	Assignment	Formal Examination	
	Term 1 Week 9	Term 2 Week 8	Term 3 Week 9	
	N6-1.3 N6-2.1	N6-1.2 N6-2.2 N6-2.4 N6-2.5 N6-3.2	N6-1.1 N6-2.1 N6-2.2 N6-2.3	
Knowledge and understanding	15	15	20	50
Skills	15	15	20	50
TOTAL	30	30	40	100

Outcomes – A student:	
N6-1.1	Recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
N6-1.2	Applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
N6-1.3	Determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
N6-2.1	Chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
N6-2.2	Chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
N6-2.3	Chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
N6-2.4	Chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
N6-2.5	Chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
N6-2.6	Chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations
N6-3.1	Chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
N6-3.2	Chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

PDHPE

Scope & Sequence –2023

	Week	Topic Covered	
Term 1 2023	1	Core Topic 2 <i>Body in Motion</i>	
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
	11		
Term 2 2023	1	Core Topic 1 <i>Better Health for Individuals</i>	
	2		
	3		
	4		
	5		
	6		
	7		
	8		Option Topic 3 <i>Fitness Choices</i>
	9		
	10		
Term 3 2023	1	Option Topic 1 <i>First Aid</i>	
	2		
	3		
	4		
	5	Protected Learning Time	
	6		
	7	Year 11 Formal Exams – All subjects	
	8		
	9		
	10		

PDHPE Year 11 Assessment Schedule – 2023				
Component	Task 1	Task 2	Task 3	Weighting
	Body in Motion	Better Health for Individuals	All	
	Practical lab	Media report	Formal Examination	
	Term 1 Week 9	Term 2 Week 7	Term 3 Week 9	
	P7, P8, P9, P10, P11, P16, P17	P1, P2, P3, P4, P5, P6, P15, P16	P1 - P17	
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, analysis and communication	20	20	20	60
TOTAL	30	30	40	100

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

Sport, Lifestyle & Recreation (SLR)

Scope & Sequence –2023

	Week	Topic Covered
Term 1 2023	1	Option 1 <i>Aquatics</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2 2023	1	Option 15 <i>Sports Coaching and Training</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3 2023	1	Option 9 <i>Healthy Lifestyle</i>
	2	
	3	
	4	
	5	
	6	
	7	Revision
	8	Protected Learning Time
	9	Year 11 Formal Exams – All subjects
	10	

SLR Year 11 Assessment Schedule – 2023				
Component	Task 1	Task 2	Task 3	Weighting
	Sport Coaching & Training	Healthy Lifestyle	All Topics	
	Practical Task	Research	Formal Examination	
	Term 2 Week 3	Term 3 Week 1	Term 3 Week 9	
	1.3 2.1 2.2 3.1 3.2 4.2 4.5	1.5 3.5 4.3	1.3 2.2 3.1 3.2 3.6 4.5	
Knowledge and Understanding	10	20	20	50
Skills	20	15	15	50
TOTAL	30	35	35	100

Outcomes – A student:

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

Visual Arts

Scope & Sequence –2023

	Week	Topic Covered
Term 1 2023	1	<p>Critical and Historical Studies The Styles and Frames of Art</p> <p>Artmaking Practice 2D forms</p> <p>Frames Cultural, Structural and Subjective.</p> <p>The Conceptual Framework The relationships between the artwork, world and audience.</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2 2023	1	<p>Critical and Historical Studies The Forms and Frames of Art</p> <p>Artmaking Practice 2D, 3D and 4D forms</p> <p>Frames Subjective, Structural and Postmodern</p> <p>The Conceptual Framework The relationships between the artwork, world and audience.</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3 2023	1	<p>Subjective, Structural and Postmodern</p> <p>The Conceptual Framework The relationships between the artwork, world and audience.</p>
	2	
	3	
	4	
	5	
	6	
	7	Revision
	8	Protected Learning Time
	9	Year 11 Formal Exams – All subjects
	10	

Visual Arts Year 11 Assessment Schedule – 2023				
Component	Task 1	Task 2	Task 3	Weighting
	The Styles and Frames of Art	The Forms and Frames of Art	All Topics	
	Portfolio of Work / VAPD / Written Task	Portfolio of Work / VAPD / Written Task	Formal Examination	
	Term 2 Week 2	Term 3 Week 6	Term 3 Week 9	
	P1 – P10	P1 – P10	P7 P8 P9 P10	
Artmaking	30	20		50
Art criticism and history	10	20	20	50
Total	40	40	20	100

Outcomes – A student:	
P1	Explores the conventions of practice and artmaking
P2	Explores the roles and relationships between the concepts of the 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 the 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