School Developed
Board Endorsed Courses
(non-VET)

Guidelines for Course Proposals
(Applications via Schools Online)

Revised September 2013

Stages 5 and 6 for courses commencing 2015
Closing date for submissions is 11 April 2014
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1 Introduction

What is a School Developed Board Endorsed Course (SDBEC)?
This is any course not developed by the Board of Studies NSW that is submitted to the Board for endorsement in Stage 5 for the Record of School Achievement (RoSA) or in Stage 6 as Preliminary or Higher School Certificate (HSC) units. SDBECs may be endorsed for a maximum of four years.

Why do schools apply to deliver a SDBEC?
SDBECs are written where the particular curriculum needs of Stage 5 or Stage 6 students cannot be met by Board Developed syllabuses or other types of Board Endorsed Courses (Content Endorsed Courses, Vocational Education and Training Content Endorsed Courses and TAFE-delivered HSC Courses).

Can a SDBEC proposal cover any content?
No. There are restrictions on the type of courses that schools can apply to deliver. The following course proposals will not be endorsed:

- Stage 5 course proposals in English, Mathematics and Science
- Course proposals that significantly overlap the content of existing Board Developed or Content Endorsed Courses
- Stage 5 course proposals with a vocational purpose.

What about Stage 6 vocational courses?
These guidelines apply only to courses that are part of the general curriculum. Any Stage 6 proposal that addresses vocational aspects of the curriculum needs to be considered under the processes for endorsing Vocational Education and Training Board Endorsed Courses (VET BECs). For information on VET BECs, visit the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/board-endorsed-courses.html or use the contact details in Section 6 of these guidelines.

Who needs to apply for a SDBEC?

- Schools seeking to have a NEW course endorsed
- Schools wishing to continue offering a course whose endorsement expires at the end of 2014. The complete course needs to be re-submitted for appraisal via Schools Online.

How do I know if a current endorsement is about to expire?
You can view all SDBECs for which your school has a current endorsement via Schools Online in the Board Endorsed Course Proposals section. School principals or other authorised persons in schools can provide access to this section of Schools Online.

I am seeking to renew a current endorsement. Why do I have to re-submit the course?
The Board requires all courses seeking an endorsement to be submitted for appraisal. The Board encourages schools to use this as an opportunity to evaluate the course that has been delivered over the current period, typically four years, and to amend and enhance the course if appropriate. It is also an opportunity to review the Criteria for endorsement (Section 3 of these Guidelines) to ensure that these continue to be met. A new period of endorsement for a currently endorsed course is not automatic.

How can an application be made?
Applications for both new courses and renewals are made electronically via Schools Online. See Section 5 and Appendix 1 for details.
I already have my course in electronic form. Can I copy and paste?

Yes, although any text formatting will be lost.

Can a course proposal be submitted for a group of schools?

Yes. One school or an agency, eg Catholic Diocese, will need to take the lead and submit the proposal. See Section 4 for more details.

How are SDBECs credentialled?

Stage 5 courses

- Via Schools Online, schools submit a grade (A–E) based on the Board’s common grade scale (See Appendix 2).
- The course and grade will appear on a student’s Record of School Achievement (RoSA).

Stage 6 courses where delivery occurs in the Preliminary year

- Via Schools Online, schools submit a grade (A–E) based on the Board’s Common Grade Scale for Preliminary Courses (See Appendix 2).
- The course and grade will appear on a student’s Record of School Achievement.

Stage 6 courses where delivery occurs in the HSC year

- Via Schools Online, schools submit a mark out of 50 (one-unit course) or 100 (two-unit course).
- These marks should be aligned to the Performance Descriptions for Reporting Achievement in Stage 6 Board Endorsed Courses (see Appendix 2).
- There is no external Higher School Certificate examination.
- These courses are non-ATAR.
- The course and mark will appear on a student’s Higher School Certificate Record of Achievement.

Stage 5 or 6 Life Skills courses

- The course will appear on a student’s Record of School Achievement or Higher School Certificate Record of Achievement as ‘completed’.
- No grades, marks or outcomes achieved are submitted.

Who can I contact for assistance?

- For general assistance with the application process – bep@bos.nsw.edu.au
- For specific subject-related assistance – see contact list in Section 6.
## Timeline for endorsement 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late January</td>
<td>2014 guidelines available to schools on the Board’s website</td>
</tr>
<tr>
<td>Term 1 – Week 1</td>
<td>Online applications open on Schools Online – Board Endorsed Course Proposals</td>
</tr>
<tr>
<td>28 January</td>
<td></td>
</tr>
<tr>
<td>Term 1 – Week 1</td>
<td>Reminder notice sent to schools with expiring SDBEC endorsements</td>
</tr>
<tr>
<td>29 January</td>
<td></td>
</tr>
<tr>
<td>Term 1 – Week 11</td>
<td>Closing date for submission of SDBEC proposals</td>
</tr>
<tr>
<td>11 April</td>
<td></td>
</tr>
<tr>
<td>Term 2 – Weeks 1–10 during May and June</td>
<td>Board Endorsement Panel considers proposals – decision notifications sent to schools electronically as decisions are made</td>
</tr>
<tr>
<td>Term 2 – Week 6</td>
<td>Final date for decision notifications to be sent to schools</td>
</tr>
<tr>
<td>6 June</td>
<td></td>
</tr>
<tr>
<td>Term 2 – Week 9</td>
<td>Final date for resubmission of deferred proposals</td>
</tr>
<tr>
<td>27 June</td>
<td></td>
</tr>
<tr>
<td>Term 3 – Week 3</td>
<td>Final date for decision notifications to be sent to schools that have resubmitted an amended proposal</td>
</tr>
<tr>
<td>1 August</td>
<td></td>
</tr>
<tr>
<td>Term 3 – Week 4</td>
<td>Courses not endorsed by this date lapse</td>
</tr>
<tr>
<td>8 August</td>
<td></td>
</tr>
</tbody>
</table>
### Criteria for endorsement of School Developed Courses

A School Developed Course is one that is proposed by a school that addresses the identified local need of a group of students at that school. The need must be one that cannot be met by existing Board Developed Courses or Content Endorsed Courses.

Endorsement of a School Developed Course involves consideration and approval by the Board Endorsement Panel, comprised of Board Inspectors and their delegates. Course proposals are endorsed if they meet the criteria for endorsement.

All courses that are developed or endorsed by the Board of Studies must meet the Board’s requirements. These are based on recommendations in the NSW Government’s White Paper *Securing Their Future* (PDF 687kB).

### Requirements for approval of School Developed Courses

*Section 5* outlines how these requirements are elaborated in the online application process.

<table>
<thead>
<tr>
<th>Requirements for approval</th>
<th>Criteria for endorsement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A clear rationale and statement of purpose for the course</td>
<td>– establish specifically why students at the school need the course – provide a statement that clearly establishes why only this course can meet the needs of the students – the relationship of the course to existing courses with which it might overlap – evidence of a demand for the course.</td>
</tr>
<tr>
<td>2 A well-organised course structure appropriate to the units or hours of study being sought</td>
<td>– number and length of modules, including whether they are mandatory or optional – indicative hours for modules of between 15 and 30 hours each in length – scope of modules appropriate to the course.</td>
</tr>
<tr>
<td>3 Identification of the learning outcomes that students are expected to achieve</td>
<td>– provision of appropriate course objectives and outcomes – outcomes that describe what students should be able to know, understand and do as a result of the effective teaching and learning of the course.</td>
</tr>
<tr>
<td>4 A detailed explanation of the nature of the course content</td>
<td>– modules that provide sufficient content for the hours indicated and link with the objectives and outcomes of the course – no significant overlap of content with existing Board Developed or Content Endorsed Courses.</td>
</tr>
<tr>
<td>5 Evidence that the learning outcomes are set at an appropriate standard</td>
<td>– course content that contains a body of knowledge and degree of rigour appropriate to the stage for which the course is written.</td>
</tr>
<tr>
<td>6 Assessment plan overview</td>
<td>– a list of assessment tasks to be undertaken and their relative weightings – an appropriate number and variety of assessment tasks.</td>
</tr>
<tr>
<td>7 Course evaluation tools to be used</td>
<td>– evidence of the tools to be used to evaluate the course.</td>
</tr>
</tbody>
</table>
4 Group endorsements

Group proposals should be made under the leadership of a single school or a district or school system.

The applicant will need to list all the schools that wish to be part of the proposal. For instructions on how to add schools in a group proposal, see Appendix 1, Section 4, Step 3 (Open the eForm to commence your application).

The lead school also has the responsibility of ensuring that the principal of each of the other schools gives approval for the application to be made on their behalf. Additional member schools may be added to the group after submission of the proposal, with the permission of the Board Endorsement Panel. The principal of the lead school must contact bep@bos.nsw.edu.au granting permission for additional schools to be added. Multi-campus schools and colleges may use the group proposal option if more than one campus wishes to deliver the course.
5 Guidelines for completing a School Developed Course application

Applications for both new course proposals and renewals are submitted online via the Board of Studies NSW Schools Online website. Applicants will need access to the Board Endorsed Course Proposals section of Schools Online to complete the application. School principals or other authorised persons in schools can provide applicants with this access.

Why are applications submitted online?

The submission of course applications moved to Schools Online in 2012. The previous paper-based process has been brought into line with most other transactions that occur electronically between schools and the Board of Studies. Advantages of the online process include:

- paperless application
- faster and more direct (electronic) communication between schools and the Board of Studies
- electronic capture and storage of course proposals, which means that:
  - if deferred, a proposal can be amended online and resubmitted immediately
  - when a course is up for renewal, previous electronic submissions can be used as the basis of a new submission
  - information within existing electronic school course documents can be copied and pasted into the electronic forms on Schools Online
- faster tracking and processing of applications in the Board’s office
- immediate notification of the Board Endorsement Panel decision to the applicant.

How do I make an application on Schools Online?

For a step-by-step guide, please refer to Appendix 1 in these Guidelines.

5.1 Electronic form (eForm) requirements

When a new proposal is created in Schools Online, an eForm will be generated for applicants to populate with course details. The appropriate eForm for each particular course will be linked to the proposal once it has been created. (See Appendix 1 for steps involved in creating a proposal in Schools Online.)

The general requirements (see NOTES at the bottom of this section) for both Stage 5 and Stage 6 course proposals are listed below. Further ‘tips’ for completing each of these sections are included in the online eForm.

Applicant Details

- name and contact details of the staff member submitting the proposal – this person will receive all correspondence regarding the proposal.

Course Hours or Study Pattern

- 100 and/or 200-hour course for Stage 5
- 1 and/or 2 Unit in Preliminary and/or HSC for Stage 6.
Rationale and Aim of the Course

- explanation of why the course being proposed is needed for the students at your school
- why existing Board Developed Courses or Content Endorsed Courses cannot meet these needs.

Course Structure Overview

- a list of the course modules and their indicative hours, including any optional or elective modules
- modules need to be between 15 and 30 hours in duration.

Course Objectives and Outcomes

- the objectives and related outcomes for the course as a whole
- these will include ‘knowledge and skills’ and ‘values and attitudes’ objectives with related outcomes for each.

For guidance in writing course objectives and outcomes please refer to Board Developed Syllabuses available on the Board’s website.

Content for each Module

- module title and hours
- a brief description of the module
- outcomes for the module selected from the course outcomes
- students ‘learn about’ statements and associated students ‘learn to’ statements.

Assessment Plan

- name and nature of each task (details not required)
- weighting of each task (recommended between 10% and 40%).

Course Evaluation

- intended strategies for evaluating the course.

Principal’s Declaration

- principal approval for course proposal to be submitted.

NOTES:

- eForm requirements will vary depending on the course you are proposing
- Stage 5 International Studies and Stage 5 Active Global Citizenship eForms are truncated versions of what is listed above
- Stage 5 and Stage 6 Language eForms require some additional content such as grammatical items and language examples
- Stage 5 and Stage 6 Life Skills eForms require a description of assessment strategies rather than a list of tasks.

5.2 2013 Board Endorsement Panel determinations feedback

The following information is provided to assist applicants when completing course proposals:

5.2.1 Reasons for course proposals being DEFERRED
Deferred course proposals require minor amendments to meet endorsement requirements.

- **Insufficient content was provided.** Where the Panel cannot determine from the detail of content provided (‘learn to’ and ‘learn about’ statements) to what degree the course would overlap with the Board’s courses and whether the content was adequate for the module duration, a proposal will be deferred.

- **The course content was insufficiently rigorous or did not relate to the course outcomes.** Schools must demonstrate planning for student learning that will allow students to address the course outcomes in the context of the modules as submitted and that these outcomes are set at an appropriate level.

### 5.2.2 Reasons for course proposals being DECLINED

Course proposals are declined when major amendments are needed to meet endorsement requirements.

- **The course objectives, outcomes and/or content substantially duplicated those of an existing Board of Studies course.** Substantial duplication in a School Developed Course may occur if the proposal:
  - duplicates sections of a Board Developed Course or Content Endorsed Course
  - is a course that could be conducted under the optional section of a Board Developed Course.

- **The application was for a Stage 5 course in English, Mathematics or Science.** The Board does not endorse Stage 5 courses in these learning areas.

### 5.3 Checklist for submitting an application

- Ensure that the module/topic hours add up to at least the total hours of endorsement being sought.
- Ensure that the module/topic names and hours in the *Course Structure Overview* match those in the *Module Content* sections.
- If elective modules are included, ensure that the module explanation section is completed to clarify how these modules fit within the overall course hours.
- Ensure that outcomes listed at the top of each module are selected from those listed in the Course Objectives and Outcomes section.
- Ensure that your application has been approved by the school principal.
6 Board of Studies NSW contacts (Curriculum and Assessment Directorate)

Subject area specific contacts

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Contact Person Title</th>
<th>Contact Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Arts</td>
<td>Board Inspector, Creative Arts</td>
<td>9367 8161</td>
</tr>
<tr>
<td>English</td>
<td>Board Inspector, English</td>
<td>9367 8276</td>
</tr>
<tr>
<td>HSIE</td>
<td>Board Inspector, HSIE</td>
<td>9367 8150</td>
</tr>
<tr>
<td>Languages</td>
<td>Board Inspector, Languages</td>
<td>9367 8152</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Board Inspector, Mathematics</td>
<td>9367 8103</td>
</tr>
<tr>
<td>PDHPE</td>
<td>Board Inspector, PDHPE</td>
<td>9367 8156</td>
</tr>
<tr>
<td>Science</td>
<td>Board Inspector, Science</td>
<td>9367 8136</td>
</tr>
<tr>
<td>Technology</td>
<td>Board Inspector, Technology</td>
<td>9367 8454</td>
</tr>
<tr>
<td>VET</td>
<td>Board Inspector, VET</td>
<td>9367 8038</td>
</tr>
</tbody>
</table>

General application contacts

<table>
<thead>
<tr>
<th>Unit</th>
<th>Contact Person Title</th>
<th>Contact Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Endorsed Programs</td>
<td>Senior Project Officer</td>
<td>9367 8379</td>
</tr>
<tr>
<td></td>
<td>Curriculum Support Officer</td>
<td>9367 8304</td>
</tr>
<tr>
<td>Special Education &amp; Life Skills</td>
<td>Curriculum Officer, Special Education</td>
<td>9367 8148</td>
</tr>
</tbody>
</table>
Appendix 1

Step-by-step guide for Schools Online applications

1 Before starting the application

You will need a User ID and PIN to login to Schools Online (Administration). Your principal or another authorised person in your school can provide you with this. You will need access to the Board Endorsed Course Proposals section within Schools Online.

2 Locate Board Endorsed Course Proposals on Schools Online (Administration)

- Go to www.boardofstudies.nsw.edu.au and click on Schools Online (Administration).

- Enter your User ID and PIN.
- Select Board Endorsed Course Proposals under Courses. If you don’t see this option you will need to request appropriate access privileges from your principal or other authorised person in your school.

3 Board Endorsed Course proposals list

This screen displays a list of all Board Endorsed Course proposals from your school. The default view is of the course proposals that are current. The key areas marked on the screenshots above are as follows:

**Area A**
This is the action menu. The options listed here will change according to the screen you are currently viewing. The steps involved in creating a new proposal are in the next section of this guide.

**Area B**
You can filter the proposals based on their status (All, Assigned, Deferred, Endorsed, Entered, New and Declined) and also display lapsed endorsements by unchecking the Show only current proposals? checkbox.
Appendix 1 – Step-by-step guide for Schools Online applications

Area C
You can view the details of a proposal by clicking on the relevant Proposal Id. If the proposal status is New or Deferred, you will be able to edit the application by clicking on the eForm link. If the proposal status is anything other than New or Deferred, you will be able to view, but not edit, your application details.

Area D
This area indicates the current status of applications. A Show link will appear in the Decision Letter column when the Board Endorsement Panel has made its decision. You can click the link to view the decision. The Show link in the Endorsed Course column provides a PDF version of the course for download.

4 Creating a new proposal
Once you create a new proposal, it will be listed as New. The proposal details will be available to edit, over a number of sittings if necessary, until you decide to submit the application. Once submitted, the proposal can no longer be edited.

Step 1: Save eForm settings

- Click on the eForm Settings link in the action menu.

- Identify yourself from the drop-down contact list as the contact person for this proposal. If your name does not appear in the drop-down list, you have logged onto Schools Online using an incorrect account. You should log on using your own account so that all automatic communication regarding the proposal is directed to you.

- Click on save settings from the action menu, and then on return to list.
Step 2: Create a new proposal

- Click on create a new proposal in the action menu.

A four-step ‘wizard’ will guide you through the initial proposal creation step. Select the subject area for your course.

- A list of appropriate course names will appear within this subject area – choose the most appropriate or, if none are appropriate, choose other and enter your requested course name (this may be adjusted by the Board Endorsement Panel).

- Select the appropriate stage for your course – Stage 5 (Years 9 and/or 10) or Stage 6 (Years 11 and/or 12).
- Select whether this is a Life Skills course or not.
- If you are not happy with your choices, click on Restart.
- If you are happy with your choices, click on Submit.
You will be taken back to the list of Board Endorsed Course Proposals and your proposal will be listed with a status of New and indicating that the eForm is open and ready to be completed.

![Proposal created.]

This function will allow you to view and manage Board Endorsed Course Proposals for your school.

Click on a Proposal Id, from the list below to see its details. Click on create a new proposal from the menu to create a new proposal application.

See Appendix of the Guideline for Course Proposals for a step-by-step guide to create a new proposal.

Show New proposals.

Show only current proposals?

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**Step 3: Open the eForm to commence your application**

View your proposal details by clicking on the Proposal ID (if you need to return to the list of proposals, click on return to list in the action menu).
Appendix 1 – Step-by-step guide for Schools Online applications

- Check that the details of the proposal are correct – if not, delete proposal (action menu) and create a new one.

- If this is a group proposal, use the Add button to add each of the other schools to the proposal (you can complete this step at any time prior to submitting the proposal).

- Click on the eForm link (shown as Stage 5 Standard in the image above) to view and edit the customised eForm designed to meet the particular requirements for the course you are proposing (see Step 4).

Note: If you are creating a new course the course number, hours, years etc will not appear as they do in the screenshot above.
All the available sections of the application are listed on the customised eForm (this is a truncated screenshot). You can jump directly to a section by clicking on the appropriate step title, but it is recommended that you work through the steps in order.

If you require more Content Modules than currently displayed, you can add these by clicking the Open Extra Modules button and selecting the number of extra modules required. Remember to click on Save Selections before returning to the Table of Contents.

As you start editing the eForm, warning symbols ⚠️ will indicate sections that require more detail. You will not be able to submit your application if this symbol appears next to any section in the Table of Contents.
Step 5: Complete the relevant sections

NOTE: It is not necessary to complete the entire application in one sitting. Save each section as you complete it. You can return and finish the proposal at a later date.

- Work your way through the sections by either typing directly into the spaces provided or copy and paste information from an existing electronic document.
- After each section, click on either Save then Next Section or Save then Table of Contents to continue.
- If you are not ready to submit your application, make sure you save the section you have just completed and then simply Log off.

Step 6: Submit your proposal

- View the proposal details by:
  - clicking on the proposal ID in the list of proposals or
  - clicking on return to proposal in the action menu if you are in the Table of Contents.
- Click submit proposal in the action menu (if this link is not active, it indicates there are mandatory sections in the eForm that you have not completed).
- You will be returned to your school’s proposal list, your proposal will have a status of Entered and an eForm status of Submitted.
- You will be able to view and print your application (see Step 7) but not edit it.
Appendix 1 – Step-by-step guide for Schools Online applications

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**Step 7: Printing your application details**

The *Print Friendly Version* facility provides a quick way to produce a hard copy of the course that you have submitted or intend to submit. A properly formatted PDF version of your course will be generated upon a successful endorsement and be available for download from Schools Online.

To print a proposal, follow these steps.

- From the list of your school’s proposals, select the one you wish to print by clicking on the proposal ID
- Open the eForm for the proposal by clicking on the eForm link – this will take you to the Table of Contents of the application
- Click on *Print Friendly Version*.

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**5 What happens after I have submitted my proposal?**

- You will receive an email notification that your proposal has been submitted
- You can check on the status of your proposal via Schools Online in the Board Endorsed Course Proposals section
- Once the Board Endorsement Panel has made a decision, you will receive an email indicating that a decision notification is available on Schools Online in the Board Endorsed Course Proposals section.
Appendix 2

Reporting on School Developed Board Endorsed Courses

Common Grade Scale for reporting grades in Stage 5 Board Endorsed Courses

For awarding grades in Stage 5 School Developed Board Endorsed Courses, the Board’s Common Grade Scale is to be used.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.</td>
</tr>
<tr>
<td>B</td>
<td>The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.</td>
</tr>
<tr>
<td>C</td>
<td>The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.</td>
</tr>
<tr>
<td>D</td>
<td>The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</td>
</tr>
<tr>
<td>E</td>
<td>The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.</td>
</tr>
</tbody>
</table>
### Common Grade Scale for reporting grades in Stage 6 Preliminary courses

For awarding grades in Stage 6 Preliminary School Developed Board Endorsed Courses, the Board’s Common Grade Scale for Stage 6 Preliminary Courses is to be used.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.</td>
</tr>
<tr>
<td>B</td>
<td>The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.</td>
</tr>
<tr>
<td>C</td>
<td>The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.</td>
</tr>
<tr>
<td>D</td>
<td>The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.</td>
</tr>
<tr>
<td>E</td>
<td>The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.</td>
</tr>
</tbody>
</table>
Performance Descriptions for Reporting Achievement in Stage 6 Board Endorsed Courses

These performance descriptions provide the standards to be used when submitting assessment marks for students in HSC Board Endorsed Courses:

| Band 6 | • demonstrates extensive knowledge and understanding of content  
| | • displays comprehensive understanding of content, processes, concepts  
| | • critically analyses, synthesises and interprets information  
| | • demonstrates high-level competence in particular skills, processes  
| | • demonstrates high-level skills in critical judgement, reasoning, prediction, inference, evaluation, problem-solving, interpretation  
| | • demonstrates high-level skills in the use of appropriate technologies  
| | • demonstrates outstanding performance and technique  
| | • effectively communicates in a coherent, creative, succinct, logical, sophisticated manner with precision, originality or flair using terminology extensively and appropriately. | 90-100 |

| Band 5 | • demonstrates thorough knowledge and understanding of content  
| | • displays detailed understanding of content, processes, concepts  
| | • analyses, synthesises and interprets information  
| | • demonstrates competence in particular skills, processes  
| | • demonstrates competent skills in critical judgement, reasoning, prediction, inference, evaluation, problem-solving, interpretation  
| | • demonstrates competent skills in the use of appropriate technologies  
| | • demonstrates accomplished performance and technique  
| | • competently communicates in a coherent, creative, succinct, logical, sophisticated manner with control or originality using appropriate terminology. | 80-89 |

| Band 4 | • demonstrates sound knowledge and understanding of content  
| | • displays clear understanding of content, processes, concepts  
| | • analyses and interprets information  
| | • demonstrates ability in particular skills, processes  
| | • demonstrates skills in critical judgement, reasoning, prediction, inference, evaluation, problem-solving, interpretation  
| | • demonstrates skills in the use of appropriate technologies  
| | • demonstrates sound performance and technique  
| | • communicates in a creative, succinct, logical manner with coherence, control or originality using appropriate terminology. | 70-79 |

| Band 3 | • demonstrates basic knowledge and understanding of content  
| | • displays basic understanding of content, processes, concepts  
| | • interprets information  
| | • demonstrates basic ability in particular skills, processes  
| | • demonstrates basic skills in judgement, reasoning, prediction, problem-solving, interpretation  
| | • demonstrates basic skills in the use of appropriate technologies  
| | • demonstrates basic performance and technique  
<p>| | • communicates with adequate control or originality using some | 60-69 |</p>
<table>
<thead>
<tr>
<th>Band 2</th>
<th>50-59</th>
</tr>
</thead>
<tbody>
<tr>
<td>• demonstrates elementary knowledge and understanding of content</td>
<td></td>
</tr>
<tr>
<td>• displays simple understanding of content, processes, concepts</td>
<td></td>
</tr>
<tr>
<td>• interprets information</td>
<td></td>
</tr>
<tr>
<td>• demonstrates elementary ability in particular skills, processes</td>
<td></td>
</tr>
<tr>
<td>• demonstrates elementary skills in argument and problem-solving</td>
<td></td>
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<tr>
<td>• demonstrates elementary skills in the use of appropriate technologies</td>
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</tr>
<tr>
<td>• demonstrates elementary performance and technique</td>
<td></td>
</tr>
<tr>
<td>• demonstrates limited communication abilities</td>
<td></td>
</tr>
<tr>
<td>Band 1</td>
<td>0-49</td>
</tr>
<tr>
<td>appropriate terminology</td>
<td></td>
</tr>
</tbody>
</table>