

**Year 11**  
**Assessment**  
**Booklet**  
**2024**

Sir Joseph Banks High School



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# Principal's Message



Mr Gharibeh, Principal

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Welcome to your senior years of study at Sir Joseph Banks High School. You will soon discover that Year 11 offers you far greater freedoms but also places much heavier demands upon your time and commitment. You have had the opportunity to design your pattern of study that suits your interests and your career plans. Balancing that, is your increased responsibilities and higher expectations as a senior; you are now a role model for younger students and your behaviour and personal presentation should reflect that. Expectations in terms of your punctuality and attendance, commitment to your work and respect towards others are also far higher in the senior years. As a senior student at Sir Joseph Banks High School you must be prepared to meet these high expectations.

Your course of study for the HSC will be extremely challenging at times but it is important to remember that you have an experienced group of staff who are here to help you achieve your best in the HSC. From your classroom teachers and Head Teachers, to your Year Advisers, Learning Centre Coordinator and Careers Adviser, through to your Deputy Principal, our staff take no greater pleasure than seeing you achieve your best at HSC level. Don't be afraid to ask for any assistance you may need in order to get you through these challenges.

I have a belief, developed over many years of teaching, that students generally get the result in the HSC that they deserve. Those students who dedicate the necessary time and effort to their studies and to achieving their course outcomes to the highest possible standard, always gain a final result that they can be proud of. When this happens, a world of opportunity opens up. You need to make sure you are one of the growing number of students at our school who are in a position to take advantage of those opportunities.

# Deputy Principal's Message



## Ms Khodary, Year 11 Deputy Principal 2024

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Welcome to Year 11, the start of the Higher School Certificate.

For those of you completing an ATAR pattern of study, your results will determine the courses at university that will be open to you.

Your peers in this year's Year 11 cohort are completing the HSC for various reasons. Some will be attempting to achieve the best possible ATAR that will lead to university entry. Some will be attempting a non-ATAR result that will give them entry into a chosen vocation. Whatever the reason, each student is here because they have realised that the key to a bright future is education. However, there will be times throughout the coming year when you will ask yourself if it is all worth it.

The key to achieving this year is to have a goal. Remember you are competing against many other students throughout the state. Every assessment task, class and homework task is important. All work needs to be handed in on time, otherwise you may lose marks from your final assessment. As a guide you should be completing at least 1½ hours of study each day.

There will be grades allocated at the end of the Preliminary Certificate and these will be added to your Record of School Achievement. At the start of Term 4 your pattern of study will be reviewed. Some of you may leave, others will continue with the option of dropping a subject.

Finally, I wish you all the best for an exciting but challenging two years.

# Year Adviser's Message



Mr Kouayder  
Year Adviser



Ms Cadogan  
Assistant Year Adviser

## Year 11 Advisers 2024

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Sir Joseph Banks High School is widely acknowledged for its approach to student support and welfare. We understand that good teaching and learning is underpinned by positive and productive relationships between students, families, teachers and our community partners.

The role of the Year Adviser is to assist in student welfare matters, monitor attendance and punctuality and support commitment to learning. Each year is assigned a Year Adviser and Assistant Year Adviser to ensure that support and guidance is given to students as needs arise.

We look forward to supporting and guiding you in your last years at Sir Joseph Banks High School.

# Help and how to get it

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Issues/concerns	Who to see
Advice on students' academic progress, attitude to work and learning, and conduct in class.	Teachers Head Teachers
Assistance with student welfare matters, attendance and punctuality, and commitment to learning.	Year Adviser Assistant Year Adviser
Help for students experiencing personal, social, psychological, or learning problems.	Deputy Principal Year Advisers Student Services Team: - Student Support Officer - School Counsellor - Head Teacher Learning Support Head Teacher Secondary Studies
Advice about curriculum, current and future training, and career options.	Senior Transition Team: - Head Teacher Secondary Studies - Careers Adviser
Advice about curriculum and NESA requirements, including rules and procedures for Preliminary and HSC courses. Advice regarding illness and misadventure appeals and special provisions for students with special needs.	Deputy Principal Head Teacher Secondary Studies Head Teachers
HSC and NESA advice. Help with study skills and assessment tasks.	Head Teacher Secondary Studies Learning Centre Coordinator
Advice regarding school contributions and subject fees.	School Administrative Manager
Bus and train travel.	Front Office

# HSC Assessment Procedures

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## Assessment of Stage 6

- Involves course based assessment judgements made in line with NESA outcomes.
- Consists of ongoing assessments, tasks and examinations.
- Ongoing assessments include written work, oral work, practical work, tests, assessment tasks and assignments as is appropriate to the HSC course.

## Assessment for Reports

### Year 11 Report contains:

- Exam mark and exam position based on formal examinations (if conducted).
- Preliminary HSC assessment rank is based on assessment task marks.
- Overall achievement is based on the student's areas of learning which is described using a five point achievement scale.

## NESA: HSC Information

The Higher School Certificate (HSC) is the highest educational award in secondary education in New South Wales. It is awarded to students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet HSC course requirements and sit for the state wide HSC examinations where applicable. Read more about how the HSC works in Students Online using this link <https://studentsonline.nesa.nsw.edu.au/>

Students will complete school-based assessments as part of their HSC, which together contribute 50% of their final HSC mark for a course. Tasks may include tests, written assignments, practical activities, fieldwork and projects. All Vocational Education and Training (VET) courses also require students to successfully attain all competencies as part of their HSC pattern of study.

## HSC Rules and Procedures Guide for Students

When students start their HSC study, they will receive a copy of the [HSC Rules and Procedures Guide](#) outlining important information about HSC enrolment, assessment, exams, results and the consequences of [breaking these rules](#). An electronic copy is also available online.

Parents/Caregivers also have access to understanding the HSC rules and processes <https://educationstandards.nsw.edu.au/wps/portal/nesa/parents/parent-guide/high-school-hsc>

## Advice for students about HSC assessment

Students will find information and advice about HSC assessment in the Assessment section of Students Online. Information includes what to expect with assessment tasks, what assessment ranks are and how to check them after the exams, and the guide to completing assessment tasks honestly and with confidence. Further, students can access the NESA Student Guide link to better understand the HSC <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide>

## Changes to Assessments

At times, due to unforeseen circumstances, changes to the HSC Assessment Schedule may be necessary after close consultation with school Executive staff. Should this occur, a *Notification of Amendment to HSC Assessment Task Schedule* will be issued to students and parents affected.



# Information from the NSW Education Standard Authority (NESA)

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The NSW Education Standards Authority (NESA) provides the following information about assessment tasks for HSC students:

## **Students have the right to:**

- be informed of the assessment processes of your school and NESA
- receive clear guidelines relating to the requirements of each assessment task
- be told in advance of the due date for each assessment task
- access feedback for an individual task at the time it is returned to you.

## **Students have the responsibility to:**

- become familiar with and follow the assessment requirements set by your school
- complete all set tasks on time, or talk to your teacher about what is required if you can't meet a deadline
- avoid Academic Misconduct, that is behaviour which may be considered cheating, including plagiarism, and ensure that all assessment work is your own or acknowledges the contribution of others
- follow up any concerns you have with tasks at the time they are marked and returned.

## **What is the purpose of assessments tasks?**

Preliminary and HSC assessment tasks will:

- assess syllabus objectives and outcomes allowing you to demonstrate your level of achievement of these outcomes
- assess your capabilities through a variety of tasks and contexts and will be sensitive to cultural perspectives, gender, disability, background language and socioeconomic status
- written in plain language using NESA terminology in a correct and consistent manner
- contain clear marking criteria outlining guidelines for levels of achievement
- help you learn, expand your knowledge and encourage you to challenge yourself
- show how much you have learnt and where you need to improve
- contribute to your final HSC mark.

## **NESA assessment marks for your final results**

Your school uses your performance in assessment tasks to calculate your school-based assessment mark for each course. If you study a course with an external learning provider such as TAFE or School of Languages, that institution provides your assessment mark. Your estimated examination mark for VET courses or assessment mark for courses with an external training provider is only used if you have an upheld illness/misadventure application.

# Assessment Guidelines for RoSA (Record of School Achievement), Preliminary and HSC Courses – Stage 6

## Assessment Information

### 1. Attendance

Satisfactory attendance is required in all subjects for the duration of the course. Attendance is expected to be above 85% in each course but will be determined individually at the discretion of the Principal. Students may receive a warning of non-completion of course requirements if their individual subject attendance falls below 85%.

- Students are expected to attend school on time every day in order to meet the requirements for their HSC courses. School begins at 8.40am. Students who are continually late to school will be placed on make up time, placed on a warning of suspension or suspended for persistent disobedience.
- Students are expected to attend all timetabled lessons.
- Students must remain on the school grounds all day, including recess and lunch.
- Students with approved flexible attendance with a timetabled late start, **must sign in at the front office.**
- If a student is absent because of illness or for some other acceptable reason:
  - (i) a note stating the reason for the absence must be brought to the front office on the first day of return from absence; or
  - (ii) a doctor's certificate.
- A doctor's certificate **MUST** be supplied if absent for an assessment task; this must be provided to the Head Teacher of the faculty on the day the student returns to school after their absence.
- Truancy means that valuable work is missed as the student has not been in class. Parents will be notified, and letters sent home.
- Attendance may impact on any government assistance students may be receiving, for example, Centrelink payments may be reduced/cancelled.
- Any long-term leave during the senior years may result in a student not progressing to the following year or achieving the HSC. Any request for holiday leave **will not** be approved by the Principal prior to going on leave.
- Leave will not be granted during examination periods, unless there is a known medical condition.
- Student absences are recorded on student reports – documenting both whole day explained and unexplained absences and partial day explained and unexplained absences.
- A child who has completed Year 10 and is below 17 years of age must continue schooling unless he or she is registered for home schooling, or participates in full-time paid work (average 25 hours per week), or in approved education or training, or a combination of approved education or training and paid work.  
<https://education.nsw.gov.au/parents-and-carers/pathways-after-school/school-leaving-age>
- Prolonged unexplained absence may result in the issuing of a *Notice of Potential Expulsion – Unsatisfactory Participation for students 17 years of age and over.*

### 2. Application

Students are expected to be diligent in the way that they apply themselves in all subject areas. This requires satisfactory participation in all class activities and excursions, as well as completion of all set class work, homework, tests, assessment tasks and examinations and any other prescribed work to a satisfactory standard. Any work submitted which is not of this standard may be required to be resubmitted.

Students are to make a serious attempt to complete all set assessment tasks for each subject and by the due date. Students submitting non-serious attempts or found committing academic misconduct will be required to resubmit tasks and will receive a mark of zero.

Please note: Non compliance with NESAs Rules and Procedures may result in the student being considered as ineligible for the completion of the course. Lack of application results in the issuing of a *Notice of Potential Expulsion – Unsatisfactory Participation*.

## Assessment Procedures

### 1. Duration

This Assessment Program will commence in Term 1 2024 and conclude in Term 3 2024.

### 2. Assessment Schedules

The booklet contains an Assessment Schedule of each course. Each subject's table contains information about the number of tasks, the nature of each task and the weighting given to each. In addition to this there is a table showing the distribution of all tasks across the year enabling each student to plan how to balance the demands of different assessments in all of their courses.

### 3. Assessment Task Submissions

- Students are expected to submit authentic work of a high quality and standard by the due date and time.
- Students who do complete or fail to submit, or do not make a serious attempt in an Assessment Task will receive an N Warning and a zero mark will be awarded for the task.

### 4. General Procedures

#### a) Notification

- Students should be given two weeks written notice for all assessment tasks (except Formal Examinations where written notification, separate to this Assessment Booklet, is not required). The notification will outline the nature of the task, the various components and the marking criteria.
- Students sign the Assessment Task Notification Sign On form to indicate they have received the task. If a student is away from school on the day the Assessment Task Notification is distributed, it is their responsibility to see the teacher to receive the notification.

#### b) Handing in Tasks

- All work must be submitted or performed punctually on the due date, during the lesson that the task is due.
- Students must submit work in person and must be present at school for all timetabled periods that day.
- Students must keep a hard and digital copy of the task. Loss of task will not be accepted as a valid reason for late submission.
- Tasks submitted on the due date but after the due time will be deemed a late submission and a zero mark will be awarded.
- Students must again sign the Assessment Task Notification Sign On form to verify that the task has been submitted.

#### c) Electronic Submission

- It is expected that some tasks will be required to be submitted electronically. The teacher will outline in the task notification when and how the task is to be submitted electronically.
- It is the **student's responsibility** to ensure that all work is complete, the task is submitted on time and that the correct documents are attached to the submission. It is also the student's responsibility to sign the submission section of the Assessment Task Notification Sign On form to verify that the task has been submitted.
- All electronic submissions will have evidence of date and time of turn in.

#### d) Technology Failure

- Occasionally, a student's ability to complete an Assessment Task may be impacted by the failure of technology.
- In this case, the student must follow the normal procedure for an Extension (if the

problem occurs prior to the submission of a task) OR Special Consideration (if the problem occurs on the due date). These forms can be found using the QR codes in the appendix of this booklet.

- Evidence must be presented to support the claim of technology failure and the IT staff may be consulted to determine the validity of the claim.
- The relevant Deputy Principal will make the final determination in all cases of technology failure.
- **It is the student's responsibility** to retain a regularly **backed up copy** of all their school work either on a cloud, external drive or a USB so that if there is a problem with their computer their work is not lost.

e) Absence or Partial Absence from School on the Due Date

- Students who are absent or late to school on the day of an assessment task due to illness or misadventure must complete an Assessment Task Missed Due to Illness/Misadventure/Absence Appeal Form. Students must provide evidence, such as a medical certificate, upon first day return to school. If there is no documentation supporting their absence, then a zero will be awarded.
- If a student is going to be absent from school, for whatever reason, students are expected to contact the classroom teacher via email or phone on the day of the task or **first day of return to school**. Students must make alternative arrangements to submit the task on time (this may involve electronic submission).
- Students who do not attend school within the two days prior to the assessment due date may be penalised for Academic Misconduct, be awarded zero marks and be issued an N Award warning. Students will be required to submit evidence for absence/s from the upcoming tasks or exam.
- If a student is on suspension when a task is due, they will still be required to submit the task by the due date and time (electronic submission is advisable). If this is an exam, an arrangement can be made with the Principal on a case by case scenario.
- If the absence is an extended illness or unforeseen circumstance, students must complete Assessment Task Missed Due to Illness/Misadventure/Absence Appeal Form submit and provide evidence which must be presented to support the absence. If the appeal is upheld, the marks from a similar task may be used to modify or estimate results in consultation with the Head Teacher.
- **In-class Assessments and Exams** – students should provide a medical certificate to their teacher with an Assessment Task Missed Due to Illness/Misadventure/Absence Appeal Form attached on the morning of the first day back at school and will be expected to complete the set task during the next lesson for that subject, or at the discretion of the Head Teacher.

f) Conduct during examinations, tests or assessment tasks

- A student must not have any materials with him/her other than those necessary and allowed for the task.
- A student must not speak to any person other than the teacher supervising the task, for the duration of the task.
- A student cannot behave in a way likely to disturb other students or disrupt the conduct of the task.
- If a serious attempt at a task is not made, a student may be awarded a zero mark and receive an N Award warning.
- If a student cheats or attempts to cheat, a zero mark will be awarded, with no opportunity to do the task again.
- Students found using banned technological devices will receive a zero mark and an N Award warning will be issued.
- If a student fails to bring the necessary equipment (eg calculator) into an exam it is not the responsibility of the teacher to find the student the equipment to complete the exam. No borrowing of equipment between students is permitted.
- Equipment is to be placed into a clear plastic lunch bag or plastic sleeve. No pencil cases are permitted.

- Permission to use the toilet during an examination will only be granted under extenuating circumstances.
- g) Malpractice (Plagiarism, Academic Misconduct)
- All work MUST be the student's work and follow the All My Own Work standard.
  - Any information quoted from another source must be referenced.
  - A student found plagiarising (including the use of Artificial Intelligence AI), cheating or any other form of academic misconduct may be awarded a zero mark for that task. The student may be issued with an N Warning and will be required to resubmit the task.
  - Plagiarism is determined by the class teacher in consultation with the Head Teacher.
- h) Zero Marks
- Parents of students given a zero mark will be notified in writing by way of an N award warning letter including information about the resubmission of the task and will need to respond, in writing to confirm that the notification has been received.
- i) Non-Serious Attempt
- Non-completion of substantial parts of a task or examination such as attempting only the multiple-choice section of an examination.
  - No demonstration of engagement (or minimal engagement) with the outcome/s of the task.
  - Students who do not make a serious attempt in an assessment task may not receive an award for the task and may be issued an N award warning letter.
  - Writing, performing or speaking in a frivolous, offensive or objectionable manner.
  - Writing answers in a language other than English (unless specifically instructed to do so) or submitting electronic tasks in a format that is unrecognisable or not approved by the teacher.

## 5. Appeals Process

- a) Appeals of Marking
- If a student believes an error has been made in the marking of a task, they should notify the teacher and discuss the issue with them.
  - If this does not resolve the issue, the student (or their parent) should inform the Head Teacher of the circumstances and issues.
  - The Head Teacher will investigate in consultation with the class teacher and student and will make a decision, notifying the student of the outcome, within seven days.
  - If the student, or their parent, is still not satisfied with the outcome they can appeal, in writing, to the Deputy Principal for a formal review.
  - A Formal Review will be conducted within 7 days of receiving a formal appeal, with the student and parents notified in writing of the outcome and the reasons for it.
- b) Appeals of Rank
- After the HSC examinations a student can obtain their rank order for assessment in each course via Students Online.
  - If a student believes their rank is incorrect, they should notify the Deputy Principal immediately.
  - If the student believes their ranking is still not correct, they can apply to the Principal for a review.
- c) Unforeseen Circumstances / Special Consideration
- At times a student's result in an Assessment Task or Examination may be impacted by circumstances outside of their control on or near the due date of a task. This may include things such as illness or a family emergency. The student or their parent/caregiver needs to contact the Deputy Principal as soon as possible with relevant documentation as evidence.
  - An Appeal form must be submitted on their first day of returning to school.
  - The Head Teacher in conjunction with the relevant Deputy Principal, will make a

decision about whether an extension may be granted, an estimate used, or an alternative task be set.

d) Extensions

- Extensions **will only be granted in exceptional circumstances** (please note that leave granted for holidays, does NOT constitute exceptional circumstances).
- Holidays, routine medical or dental appointments, part time work commitments and routine sporting commitments will not be considered as valid reasons for extensions.
- Students must complete the Request for Extension Form and submit it to the Head Teacher of the subject at least 24 hours PRIOR to the due date.
- Documentary evidence, for example, a medical certificate, will be required. The Head Teacher will consider the application in consultation with the class teacher and Deputy Principal. However, there is no obligation to accept such evidence if they have reason to suspect its validity.
- Once a decision has been made, the student will be notified in writing as soon as possible. This will include the outcome and length of the extension, if granted.
- Class teachers cannot grant extensions.
- No extensions of time will be granted other than in exceptional circumstances.

## 6. 'N' Award Determinations – Assessment

N-Award warnings that are not resolved can lead to an N Determination. In order to successfully attain an HSC:

- An N Award is a determination that a student has not completed the minimum requirements for completion of a course.
- A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:
  - followed the course developed or endorsed by the NSW Education Standards Authority (NESA);
  - and
  - applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
  - and
  - achieved some or all of the course outcomes.
- If a student is at risk of achieving an N Award (which reflects failure to seriously attempt more than 50% of the Assessment Tasks), the Head Teacher will notify the student and their parents of what they need to do in order to correct the situation.
- If the required action is not taken, then an N Award determination may be made.
- If a student receives an N Award, they have the opportunity to appeal this decision. To do so, they must apply in writing to the Principal.

## 7. HSC Major Projects

Some students will be required to produce Major Works for their specific subject as part of the HSC. Such subjects are Society and Culture, Design & Technology, Industrial Technology Timber, Drama and Visual Arts. Major Works are usually due in Term 3 and can only be commenced at the beginning of the Year 12 course. These Major Works are externally assessed by NESA and the subject teacher will be able to provide details of these projects. As they are externally assessed, they have specific non-negotiable deadlines for completion.

## 8. TAFE (External Delivery of Vocational Education Training (TVET) Attendance)

TAFE has strict rules regarding attendance to courses. Students will be putting their Higher School Certificate in jeopardy if they do not meet TAFE course requirements.

A student's attendance at a TAFE course will affect their Higher School Certificate. The Careers Adviser coordinates all TAFE applications. Students must:

- Attend all TAFE classes. TAFE classes take priority over everything else. This includes examinations, assessment tasks, excursions etc. Where clashes occur, it is the responsibility of the student to make alternate arrangements with their subject teacher. If problems are not resolved, see the Careers Adviser.
- Complete all set assignments.
- Complete work placement where relevant.
- Attend all meetings.
- Behave in an appropriate manner, while on public transport and at TAFE.
- Student attendance will be recorded each session.
- Scan out at the front office each week when leaving for TAFE.
- **NOTE:**
  - The majority of TAFE courses will conclude at the end of Term 3.
  - Students may not study a course at TAFE or Distance Education if it is available to be studied at school.
  - Most courses require a work placement component to be completed by students. The school must be informed of these arrangements and students are still required to complete work in their other subjects.

## 9. Students with Special Educational Needs

Assessment for students with special educational needs who are accessing the regular course varies according to the learning needs of the student and the requirements of the task. Schools are responsible for making decisions around adjustments to course work, assessment tasks and in-school tests.

Teachers may need to make adjustments to assessment practices for some students with special educational needs so that they are able to demonstrate what they know and can do in relation to syllabus outcomes and content. The types of adjustments made will vary, based on the needs of individual students.

These may be:

- Adjustments to the assessment process.
- Adjustments to assessment activities.
- Alternative formats for responses.

Providing adjustment does not restrict a student's access to the full range of grades or marks.

## 10. Students with Disabilities

- The Disability Standards for Education require that all students with disabilities are able to access all learning and assessment in the same way as any other student.
- Students may have a disability in one of four areas: cognitive (eg learning difficulties), sensory (eg vision impairment), physical or social-emotional (eg anxiety disorder).
- The parents of students with disabilities must ensure that the school has access to all necessary documentation to ensure that they are able to understand and cater for the educational needs of the student.
- If necessary, adjustments are made to Assessment Tasks or Examinations so that students with disabilities are able to demonstrate their knowledge and skills.

- These students are still able to be graded using the standards referenced approach even though the form of assessment may vary from other students.
- Adjustments and provisions will be determined on an individual basis by the Learning Support staff in consultation with the student, their parents and their teacher.
- Students with a disability may apply for Disability Provisions in their HSC exams.
- These can take a variety of forms including small group supervision, use of a reader or writer or the provision of rest breaks.
- These provisions are determined by NESAs on the basis of an application made by the school on behalf of the student and are made on the basis of evidence provided by the school, their medical or educational professionals and the student themselves.

## **11. Life Skills**

### **a) Life Skills Courses**

Assessment of students with disabilities who are unable to access the regular course outcomes may be provided an opportunity to undertake Life Skills courses. The decision to place a student on an HSC Life Skills pathway, is a consultative process between the school, the student, the parents or caregivers and other significant personnel.

Assessment in Life Skills provides opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses will be assessed through formative and summative assessment tasks. These students are not required to attend school for subject exams during examination periods. Students may demonstrate Life Skills outcomes as Achieved, Achieved with Support or Unsatisfactory. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. Students must demonstrate the identified learning outcomes that are aligned with their Individual Education Plan (IEP).

### **b) Life Skills Assessment**

Assessment for a student undertaking Life Skills outcomes and content involves collecting evidence and reflecting on the student performance in relation to the Life Skills outcomes identified for each individual child. This will occur through both formal and informal activities. The students learning needs should determine which Life Skills outcomes and content are addressed. Students who are integrated in regular classes will receive a Life Skills report.



## How to write a Bibliography

### For a Book

Author's last name, first name. *Title of book*. Place of publication: Publisher, copyright year.

For example

Fogle, Bruce. *Training Your Dog*. New York: DK Publishing, 2001.

### For an Internet Site

Author's last name, first name. *Title of item*. [Online] Available

<http://address/filename>, date of document or download.

For example

Ozdowski, Sev. ***Adolescent or geriatric? The future of the United Nations?*** [Online] Available

[www.hreoc.gov.au/speeches/human\\_rights/sydney\\_peace.html](http://www.hreoc.gov.au/speeches/human_rights/sydney_peace.html), 2005

Accessed: November, 2006

### For a Newspaper or Magazine Article

Article author's last name, first name. "Title or headline of article." *Name of magazine or newspaper*.  
Date of magazine or newspaper, page(s).

For example

Metherill, Mark. "Schoolgirls to get cancer vaccine free." *Sydney Morning Herald*. November 30, 2006, p. 4

### Your bibliography should be listed alphabetically by the first word of each reference

For example:

Fogle, Bruce. *Training Your Dog*. New York: DK Publishing, 2001.

Metherill, Mark. "Schoolgirls to get cancer vaccine free." *Sydney Morning Herald*. November 30, 2006, p. 4

Ozdowski, Sev. ***Adolescent or geriatric? The future of the United Nations?*** [Online] Available

[www.hreoc.gov.au/speeches/human\\_rights/sydney\\_peace.html](http://www.hreoc.gov.au/speeches/human_rights/sydney_peace.html), 2005

Accessed: November, 2006



# HSC: All My Own Work

The **HSC: All My Own Work** program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The **HSC: All My Own Work** program is integrated with other NSW syllabuses and programs. The program is designed to be delivered flexibly as self-paced learning modules. The program's content is divided into five modules:

- Scholarship Principles and Practices
- Acknowledging Sources
- Plagiarism
- Copyright
- Working with others

## HSC rules and procedures

Issued to HSC students, the [HSC Rules and Procedures guide](#) outlines the rules and procedures for the Higher School Certificate, available on Students Online.

## Assessment, Certification and Examination (ACE) website

The [Assessment Certification Examination \(ACE\)](#) website provides current, easily accessible information to principals, teachers, parents/caregivers and students about the rules and procedures set by NESA for secondary education in New South Wales. The ACE website supersedes the ACE Manual (2005) for all information on policies relating to the Higher School Certificate.

## Assessment Resource Centre

The screenshot shows the Assessment Resource Centre website. The header includes the New South Wales Government logo and the Assessment Resource Centre Board of Studies NSW. The main content area is titled 'Assessment Resource Centre' and contains the following text:

**Assessment Resource Centre**

The aim of this website is to support and enhance professional practice in the assessment and reporting of student achievement across Years K to 12. It has been developed primarily for teachers, although parents and students will also find it useful.

**Reporting student achievement using A to E**

The A-E grading scale lets teachers report student academic achievement at any point in time using clear standards. Teachers will make a professional on-balance judgement as to which grade best matches the standard their students have achieved.

**Work samples**

Student work samples on this website are aligned to the common grade scales, illustrating standards at the end of each stage for each K-12. These work samples will assist teachers across NSW to consistently report student achievement against standards when using grades A to E or equivalent.

At the bottom of the page, there are four circular icons representing year levels: K-6 (yellow), 7-8 (blue), 9-10 (green), and 11-12 (orange).

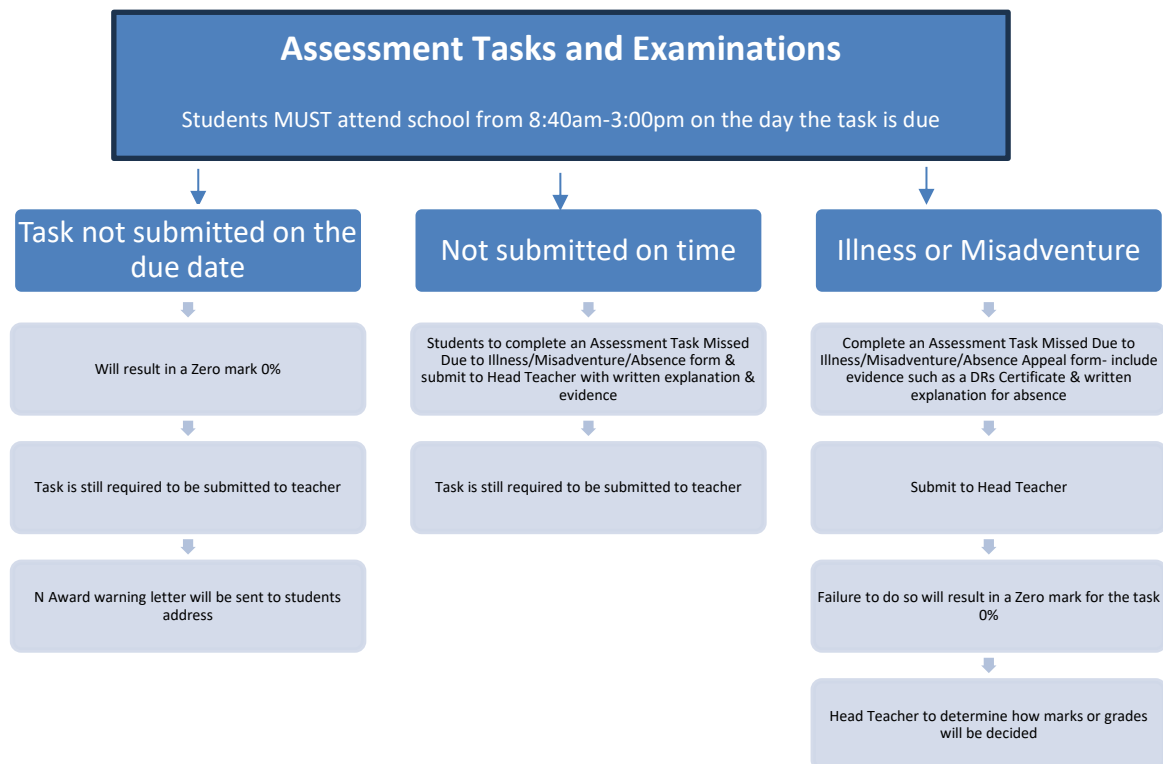
## Assessment Resource Centre (ARC) website.

Aims to support and enhance professional practice in the assessment and reporting of student achievement across Years K to 12. It has been developed primarily for teachers; although parents and students will also find it useful.

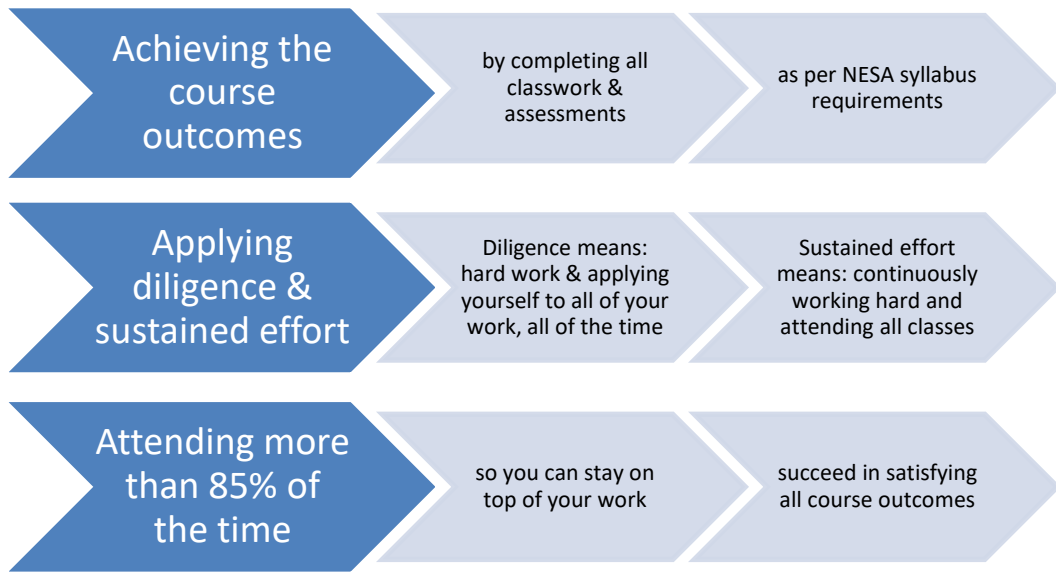
## Steps to manage assessment tasks

- Be aware of due dates. Keep an up to date diary of all assessment activities and other commitments.
- Use a diary, phone or wall calendar or small whiteboard in a public space like your kitchen to note due dates if you want others in your household to help you remember deadlines.
- Start tasks early so that you can ask for help if you need it.
- Break tasks into a series of smaller steps and set deadlines for completing each step.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end.
- Frequently save and back up any work completed on a computer or use a cloud based platform to save work
- Keep all your earlier drafts and copies of your resources.
- Keep a copy of any work you submit for marking.
- Consult with teachers for any assistance in completing the task.
- Consult with the Learning Centre team for effective study tool templates.

What happens if...



I will ensure I am .....



## Appendix 1: Extensions, Illness & Misadventure FAQs

### ***What if I need an extension?***

There may be occasions where you have a valid reason for requiring an extension. In order to apply for an extension, you must:

- Apply at least 24 hours prior to the due date.
- Complete an Application for Extension form available from The Learning Centre.
- The Head Teacher will process the form and decide. Appeals can be lodged with the Deputy Principal. [Assessment Task Request for Extension](#)

### ***What if I am suspended at the time an assessment task is due?***

- If you are suspended at the time an assessment task is due, you are still required to submit the task on the due date (electronic submission is advisable). If the task is an exam, an arrangement can be made with the Principal on a case by case scenario.

You can do this by:

- Hand the task in at Front Office or electronically submit the task. Do not hand it in to your teacher or the faculty

### ***Is it OK to be absent on the day a task is due if I still hand it in on the day?***

It is **NOT** acceptable to miss classes on the day an assessment task is due in order to complete the assessment task. If you are absent, you must still complete the [Assessment Task Request for Extension](#) form – even if you come up to the school and submit the task. Tasks are due during the period you have the subject that day. It is unfair to other students if you miss classes in order to complete an assessment task. If you have a reason for not attending school, complete the relevant Appeal form and submit it to the teacher on the first occasion you return with the task for consideration.

### ***What happens if I do not complete a task and do not have a valid reason?***

You will receive a mark of zero and an N Award Warning letter will be sent home. The N Award Warning will have a new due date for the assessment. You must complete the task by this new due date.

### ***What happens if I do not complete a number of assessment tasks?***

If you do not complete more than 50% of your assessment tasks, you can be awarded an N Award Determination for that course. You may also be issued with a Lack of Participation Expulsion warning

### ***Do assessment tasks contribute towards my reports?***

YES! School based assessments throughout the year is used, with exam and class assessment to allocate a mark that is recorded on your report as well as contributing to your HSC rank and overall assessment.

### ***How much warning should I be given about an upcoming task?***

You may be given a minimum of 2 weeks notification.

## Appendix 2: What is Malpractice (cheating) in Preliminary & HSC assessment?

Malpractice (or cheating) is dishonest behaviour by a student that gives them an unfair advantage.

**Here are some examples of behaviour considered to be academic misconduct:**

- Copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as your own
- Using material directly from books, journals, or the internet without acknowledging the source
- Submitting work that contains a large contribution from another person and this is not acknowledged
- Paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals

The examples above are referred to as plagiarism and/or malpractice.

### What is plagiarism?

Plagiarism (including the use of Artificial Intelligence AI), is when you pretend that you have written or created a piece of work and present it as your own. It is cheating, it is dishonest, and it could jeopardise your Preliminary and HSC results. The following are common questions about plagiarism.

**Q** Is it plagiarism if I copy someone else's work exactly and claim it is my own work?

**A** Definitely yes!

**Q** Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

**A** Yes. You are using someone else's thoughts and words without acknowledgement.

**Q** Is it plagiarism if someone else looks at my written work and changes my final draft?

**A** It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your own work.

**Q** Is the use of Artificial Intelligence AI, considered cheating?

**A** It is considered cheating if it is not specifically stated for use in the assessment task.

**Q** Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

**A** No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.

**Q** Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

**A** This is not plagiarism. You have taken steps to show you are presenting another person's words or ideas.

# Course summary and assessment

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Sir Joseph Banks High School offers a comprehensive range of courses for students of all academic abilities.

Ancient History  
Biology  
Business Studies  
Ceramics  
Chemistry  
Community and Family Studies  
Design and Technology  
Drama  
English – Advanced  
English – EAL/D  
English – Standard  
English Studies  
Enterprise Computing  
Food Technology  
Hospitality – Cookery  
Hospitality  
Industrial Technology – Timber and Furniture Technologies  
Legal Studies  
Mathematics Advanced  
Mathematics Extension 1  
Mathematics Standard  
Modern History  
Music 1  
Personal Development, Health and Physical Education  
Photography, Video & Digital Imaging  
Physics  
Sport, Lifestyle and Recreation  
Visual Arts  
Work Studies

Many of the above subjects are available as Life Skills courses. Please see your Deputy Principal for more information.

# ANCIENT HISTORY

## 2 Unit (Board Developed Course)

### Course Description

Ancient History Stage 6 has a unique role in the school curriculum because it allows students to study and analyse past societies with a detachment conferred by the perspectives of at least two millennia. It draws on a variety of disciplines and sources, both written and archaeological, such as literary works, coins, inscriptions, art, architecture, artefacts and human remains, enabling students to piece together an informed and coherent view of the past. Because the amount of surviving evidence is relatively small, students are able to consider it in its entirety and thus weigh their own interpretations alongside those found in published secondary works, while noting how to deal with gaps in the evidence. In addition, it introduces students to scientific methods used in the historian's investigation of archaeological evidence.

### Preliminary course topics to be covered

- Investigating Ancient History
- Historical Investigation
- Feature of Ancient Societies

### Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 10	Term 2 Week 7	Term 3 Week 8-9
	Task	<b>Source Analysis</b> Ancient Sites and Sources	<b>Historical Investigation</b> Ancient Human Remains	<b>Final Exam</b> All topics
	Outcomes	AH11-6, AH11-7, AH11-9, AH11-10	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10	AH11-2, AH11-3, AH11-5, AH11-6
Knowledge and understanding of course content	40	10	10	20
Historical skills in the analysis and evaluation of sources and interpretations	20	10	5	5
Historical inquiry and research	20		20	
Communication of historical understanding in appropriate forms	20	10	5	5
<b>Total Marks %</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

More information about this course can be found on the NESA website



# BIOLOGY

## 2 Unit (Board Developed Course)

### Course Description

The Year 11 Biology course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

### Preliminary course topics to be covered

- Module 1 – Cells as the Basis of Life
- Module 2 – Organisation of Living Things
- Module 3 – Biological Diversity
- Module 4 – Ecosystem Dynamics

### Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 9	Term 2 Week 10	Term 3 Week 8-9
	Task	<b>Depth Study</b> Cells as the Basis of Life	<b>Processing and Analysing Data Task</b> Biological Diversity	<b>Final Exam</b> All Modules
	Outcomes	BIO 11/12-1, BIO 11/12-2, BIO 11/12-3, BIO 11/12-5, BIO 12-7, BIO 11-8	BIO 11/12-4, BIO 11/12-5, BIO 11/12-6, BIO 11/12-7, BIO 11-10	BIO 11/12-1, BIO 11/12-2, BIO 11/12-3, BIO 11/12-4, BIO 11/12-5, BIO 11/12-6, BIO 11/12-7, BIO 11-8 BIO 11-9, BIO 11-10, BIO 11-11
Knowledge and Understanding	<b>40</b>	10	10	20
Skills in Working Scientifically	<b>60</b>	25	20	15
<b>Total Marks %</b>	<b>100</b>	<b>35</b>	<b>30</b>	<b>35</b>

More information about this course can be found on the NESA website

# BUSINESS STUDIES

## 2 Unit (Board Developed Course)

### Course Description

Business Studies introduces students to the theoretical and practical aspects of business that students will encounter in life. Students investigate business establishments and operations focusing on areas and perspectives ranging from the planning of a small business to the broader roles of management, finance, employment relations, marketing and the impact of the global business environment. They develop general and specific skills including research, analysis, problem solving, decision making, critical thinking and communication. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and business institutions and their ethical responsibilities to society.

### Preliminary course topics to be covered

- Nature of Business
- Business Planning
- Business Management

### Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 7	Term 3 Week 1	Term 3 Week 8-9
	Task	<b>Business Report</b>  Nature of Business	<b>Business Plan</b>  Business Planning	<b>Final Exam</b>  All topics
	Outcomes	P6, P8, P9	P3, P4, P7, P10	P1, P2, P3, P4, P5, P6, P8, P9, P10
Knowledge and understanding of course content	40	10	10	20
Stimulus-based skills	20	15		5
Research	20		20	
Communication	20	5	10	5
<b>Total Marks %</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

More information about this course can be found on the NESAs website

# CERAMICS

## 2 Unit (Content Endorsed Course)

### Course Description

Ceramics is the art and technology of forming, firing and glazing clay to make a range of products. Clay, the basic material used in this process, is inexpensive, abundant and found in many locations throughout the world. This natural material, which is plastic, malleable and pliant, lends itself to many applications ranging from building materials to ceramic ware, eg plates, bowls and drinking vessels, jewellery, sculptures and decorative wall surfaces.

The study of Ceramics will support students in developing a commitment to and capacity for lifelong learning in this area. This may lead to further post-school study at university or TAFE or vocational training in the context of the workplace. Learning may also continue through life as an area of personal interest.

### Preliminary course topics to be covered

- Handbuilding
- Sculptural Forms
- Surface Treatment
- Ceramics Project

### Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 10	Term 2 Week 7	Term 3 Week 8-9
	Task	<b>Artmaking</b>  Portfolio of Claywork	<b>Artmaking</b>  Sculpture  <b>Critical &amp; Historical Studies</b>  Ceramics Research	<b>Final Exam</b>  Critical & Historical Studies
	Outcomes	M1, M2, M3, M4, M5, M6	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	CH1, CH3
Artmaking	<b>70</b>	40	30	
Critical & Historical Studies	<b>30</b>		10	20
<b>Total Marks %</b>	<b>100</b>	<b>40</b>	<b>40</b>	<b>20</b>

More information about this course can be found on the NESAs website

# CHEMISTRY

## 2 Unit (Board Developed Course)

### Course Description

The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

### Preliminary course topics to be covered

- Module 1 – Properties and Structure of Matter
- Module 2 – Introduction to Quantitative Chemistry
- Module 3 – Reactive Chemistry
- Module 4 – Drivers of Reactions

### Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 8	Term 2 Week 7	Term 3 Week 8-9
	Task	<b>Depth Study</b> Properties and Structure of Matter	<b>Practical Task</b> Introduction to Quantitative Chemistry & Reactive Chemistry	<b>Final Exam</b> All topics
	Outcomes	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-8	CH11/12-1, CH11/12-3, CH11/12-5, CH11/12-6, CH11/12-7, CH11-9, CH11-10	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11
Knowledge and Understanding	40	10	10	20
Skills in Working Scientifically	60	25	20	15
<b>Total Marks %</b>	<b>100</b>	<b>35</b>	<b>30</b>	<b>35</b>

More information about this course can be found on the NESA website

# COMMUNITY AND FAMILY STUDIES

## 2 Unit (Board Developed Course)

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### Course Description

Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.

Community and Family Studies utilises an ecological framework to investigate the interactions among the individual, family, community and society. The dynamic nature of this area of study places particular importance on the skills of inquiry and investigation. Research is an integral component of this subject. Students are required to develop and utilise research skills in planning, collecting, recording, interpreting, analysing and presenting as they employ various research methodologies to complete an Independent Research Project (IRP).

### Preliminary course topics to be covered

- Resource Management
- Individuals and Groups
- Families and Communities

### Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 9	Term 2 Week 8	Term 3 Week 8-9
	Task	<b>Short and Long Term Goals</b>  Resource Management	<b>Investigation</b>  Literature Review	<b>Final Exam</b>  All topics
	Outcomes	P1.2, P4.2, P5.1	P4.1, P4.2, P5.1, P7.3	P1.1, P2.3, P5.1, P7.2
Knowledge and understanding of course content	<b>40</b>	20	10	10
Skills in critical thinking, research methodology, analysing and communicating	<b>60</b>	10	20	30
<b>Total Marks %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

More information about this course can be found on the NESAs website

# DESIGN AND TECHNOLOGY

## 2 Unit (Board Developed Course)

### Course Description

The study of Design and Technology Stage 6 develops conceptual understanding and enables students to creatively apply these to specific technological endeavours through design projects. It also seeks to develop students' appreciation of the historical and cultural influences on design and the interrelationships of design, technology, society and the environment.

Students will investigate the importance of evaluation, the role of computer-based technologies, management, communication and collaborative design, as well as exploring current and emerging technologies. Through the completion of quality design projects, students are provided with the opportunity to develop specific production and manufacturing skills.

### Preliminary course topics to be covered

- design theory and practice
- design processes
- factors affecting designing and producing
- design and production processes in domestic, community, industrial and commercial settings
- technologies in industrial and commercial settings
- environmental and social issues
- creative approaches to design
- collaborative approaches to design
- project analysis
- marketing and market research
- techniques, materials, tools and other resources
- the realisation of ideas through the manipulation of techniques, materials tools and other resources
- work health and safety
- evaluation
- project management
- factors affecting management
- communication
- research methods
- interpreting and presenting data
- ethics in research
- manufacturing and production
- computer based technologies

### Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 2 Week 3	Term 3 Week 6	Term 3 Weeks 8-9
	Task	<b>Project 1</b>  Portfolio and Practical	<b>Project 2</b>  Portfolio and Practical	<b>Final Exam</b>  All topics
	Outcomes	P1.1, P2.1, P3.1, P4.1, P4.2, P4.3, P6.1	P2.2, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	Selection of outcomes assessed
Knowledge and understanding of course content	<b>40</b>	10	10	20
Knowledge and skills in designing, managing, producing and evaluating design projects	<b>60</b>	20	20	20
<b>Total Marks %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

More information about this course can be found on the NESAs website

# DRAMA

## 2 Unit (Board Developed Course)

### Course Description

Students study the practices of Making, Performing and Critically Studying Drama. Students engage with these components through collaborative and individual experiences. The course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

### Preliminary course topics to be covered

- Improvisation/Acting/Playbuilding
- Elements of Production in Performance
- Theatrical Traditions and Performances

### Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 9	Term 2 Week 8	Term 3 Week 8-9
	Task	<b>Presentation of Ensemble Performance</b>  Improvisation / Acting / Playbuilding	<b>Presentation of scene performance and Design / Directing Portfolio</b>  Elements of Production in Performance	<b>Group Performance and Performance Essay</b>  <b>Final Exam</b>  Theatrical Traditions and Performance Styles
	Outcomes	P1.1, P1.2, P1.3, P1.5, P1.6, P1.7, P1.8, P2.1, P2.5, P2.6 P3.1, P3.3, P3.4	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8 P2.1, P2.2, P2.3, P2.4, P2.5, P2.6 P3.1, P3.2	P1.1, P1.2, P1.4, P1.5, P1.6, P1.7, P1.8 P2.1, P2.2, P2.3, P2.4, P2.6 P3.2, P3.3, P3.4
Making	<b>40</b>	20	10	10
Performing	<b>30</b>		20	10
Critically Studying	<b>30</b>	10		20
<b>Total Marks %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

More information about this course can be found on the NESA website

# ENGLISH ADVANCED

## 2 Unit (Board Developed Course)

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### Course Description

English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.

### Preliminary course topics to be covered

- Common Module: Reading to Write
- Module A: Narratives That Shape Our World
- Module B: Critical Study of Literature

### Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 8-9
	Task	<b>Extended Response</b>  Reading to Write	<b>Multimodal presentation</b>  Narratives that Shape our World	<b>Final Exam</b>  Critical responses Reading and Writing
	Outcomes	EA11-1, EA11-3, EA11-5, EA11-6, EA11-7, EA11-8	EA11-2, EA11-3, EA11-6, EA11-8, EA11-9	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8
Knowledge and understanding of course content	<b>50</b>	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50</b>	15	15	20
<b>Total Marks %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

More information about this course can be found on the NESA website



# ENGLISH EAL/D

## 2 Unit (Board Developed Course)

### Course Description

English EAL/D is designed for students from diverse non-English speaking, Aboriginal or Torres Strait Islander backgrounds as designated by the course entry requirements. The students engage in a variety of language learning experiences to develop and consolidate their use, understanding and appreciation of Standard Australian English to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

Note: An ESL Eligibility Declaration form must be completed for any student seeking entry to the course.

### Preliminary course topics to be covered

- Module A: Language and Texts in Context
- Module B: Close Study of Text
- Module C: Texts and Society

### Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 8-9
	Task	<b>Reading and Writing Task</b>  Language and Texts in Context	<b>Extended Response (Viewing/Multimodal)</b>  Close Study of Text	<b>Final Exam (including listening)</b>  Language, Texts and Context  Close Study of Text Texts and Society
	Outcomes	EAL11-1A, EAL11-3, EAL11-6, EAL11-7, EAL11-8	EAL11-1B, EAL11-3, EAL11-4, EAL11-5, EAL11-7	EAL11-1B, EAL11-2, EAL11-7, EAL11-9
Knowledge and understanding of course content	<b>50</b>	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50</b>	15	15	20
<b>Total Marks %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

More information about this course can be found on the NESA website

# ENGLISH STANDARD

## 2 Unit (Board Developed Course)

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### Course Description

English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

### Preliminary course topics to be covered

- Common Module: Reading to Write
- Module A – Contemporary Possibilities
- Module B – Close Study of Literature

### Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 8-9
	Task	<b>Imaginative Text</b> Reading to Write	<b>Multimodal</b> Contemporary Possibilities	<b>Final Exam</b> All modules
	Outcomes	EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-6, EN11-7	EN11-1, EN11-3, EN11-5, EN11-8
Knowledge and understanding of course content	<b>50</b>	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50</b>	15	15	20
<b>Total Marks %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

More information about this course can be found on the NESA website

# ENGLISH STUDIES

## 2 Unit (Board Developed Course)

### Course Description

English Studies is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate but who are seeking an alternative to the English Standard course.

### Preliminary course topics to be covered

- Mandatory Module: Achieving Through English
- Module A: Part of a Family
- Module B: Moving Out

### Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 10	Term 2 Week 9	Term 3 Week 7
	Task	<b>Written Formal Examination</b>  Mandatory Module: Achieving through English	<b>Multimodal Presentation</b>  Elective Module A: Part of a Family	<b>Collection of Classwork Portfolio</b>  All modules
	Outcomes	ES11-2, ES11-3, ES11-5, ES11-6, ES11-7	ES11-1, ES11-2, ES11-4, ES11-8	ES11-1, ES11-4, ES11-5, ES11-7, ES11-9
Knowledge and understanding of course content	50	15	15	20
Skills in comprehending texts; communicating ideas; using language accurately, appropriately and effectively	50	15	15	20
<b>Total Marks %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

More information about this course can be found on the NESA website

# ENTERPRISE COMPUTING

## 2 Unit (Board Developed Course)

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### Course Description

Enterprise Computing is the study of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. It focuses on the applications of interactive media and the user experience, networking systems and social connections, principles of cybersecurity, data science, data visualisation and intelligent systems. The course involves project work and developing digital solutions in a collaborative way.

### Preliminary course topics to be covered

- Interactive Media and the User Experience
- Networking Systems and Social Computing
- Principles of Cybersecurity

### Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 10	Term 2 Week 7	Term 3 Weeks 8-9
	Task	Interactive media and UX project	Networking Systems and Social Computing Project	<b>Final Exam</b>  All topics
	Outcomes	EC11-01 EC11-02 EC11-03 EC11-04 EC11-05 EC11-06 EC11-07 EC11-08 EC11-09 EC11-10 EC11-11	EC11-01 EC11-02 EC11-03 EC11-04 EC11-05 EC11-06 EC11-07 EC11-08 EC11-09 EC11-10 EC11-11	All outcomes
Knowledge and understanding of course content	<b>50</b>	10	10	30
Knowledge and skills in the practical application of the content	<b>50</b>	20	20	10
<b>Total Marks %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

More information about this course can be found on the NESA website

# FOOD TECHNOLOGY

## 2 Unit (Board Developed Course)

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### Course Description

Students will develop knowledge and understanding about food systems in the production, processing, marketing and consumption of food and an appreciation of their impact on society in particular the nutritional health of individuals. Skills will be developed in researching, analysing and communicating food issues, food preparation and the design, implementation and evaluation of solutions to food situations.

The course aims to develop an understanding about food systems and skills that enable students to make informed decisions and carry out responsible actions. Students will also develop an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia.

### Preliminary course topics to be covered

- Food Availability and Selection
- Food Quality
- Nutrition

### Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 2 Week 3	Term 3 Week 2	Term 3 Weeks 8-9
	Task	<b>Experiment and Preparation</b>  Food Quality	<b>Investigation</b>  Nutrition Investigation	<b>Final Exam</b>  All topics
	Outcomes	P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	P1.1, P1.2, P2.2, P4.4, P5.1
Knowledge and understanding of course content	<b>40</b>		10	30
Knowledge and skills in designing, researching, analysing and evaluating	<b>30</b>	10	10	10
Skills in experimenting with and preparing food by applying theoretical concepts	<b>30</b>	20	10	
<b>Total Marks %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

More information about this course can be found on the NESAs website

# HOSPITALITY

**VET (Board Developed Course – Certificate II in Cookery SIT20421)**  
**VET (Board Developed Course – Certificate II in Hospitality SIT20322)**

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## **Course Description**

This qualification provides basic skills and knowledge for an individual to be competent in a range of activities and functions typically undertaken within various hospitality settings, such as restaurants, hotels, catering operations, clubs, cafes and coffee shops.

## **Preliminary course topics to be covered**

- Use hygienic practices for food safety
- Participate in safe work practices
- Participate in safe food handling practices
- Prepare and present sandwiches
- Show social and cultural sensitivity
- Interact with customers

**More information about this course can be found on the NESA website**

## Vocational Education and Training (VET) Courses

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

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

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

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

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

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

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

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

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

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA. Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.



School Name: Sir Joseph Banks High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20421 Certificate II in Cookery		Task 1 Safety in the kitchen	Task 2 Service please
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Week	Week
		Term	Term
		Date	Date
Code	Unit of Competency		
SITXFSA005	Use hygienic practices for food safety	X	
SITXWHS005	Participate in safe work practices	X	
SITXFSA006	Participate in safe food handling practices	X	
SITHCCC025	Prepare and present sandwiches	X	
SITXCOM007	Show social and cultural sensitivity		X
SITXCCS011	Interact with customers		X

EXAM (Optional)
Week
Term
Date

Depending on the achievement of the units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward SIT20421 Certificate II in Cookery.

**\* Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.





School Name: Sir Joseph Banks High School

Assessment Schedule Year 12 - 2025

<b>Assessment Tasks for SIT20421 Certificate II in Cookery</b> <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		<b>Task 3</b> Let's start cooking and cleaning	<b>Task 4</b> Pack it up	<b>Task 5</b> Plate it up	<b>Task 6</b> There's no I in team	<b>HSC TRIAL EXAM</b>
		Week	Week	Week	Week	Week
		Term	Term	Term	Term	Term
<b>Code</b>	<b>Unit of Competency</b>	Date	Date	Date	Date	Date
SITHKOP009	Clean kitchen premises and equipment	X				
SITXINV006	Receive, store and maintain stock	X				
SITHCCC026	Package prepared foodstuffs		X			
SITHCCC023	Use food preparation equipment			X		
SITHCCC024	Prepare and present simple dishes			X		
SITHCCC027	Prepare dishes using basic method of cookery				X	
SITHCCC034	Work effectively in a commercial kitchen				X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20421 Certificate II in Cookery.

**For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using 50% from the Preliminary exam and 50% from the HSC trial.**

**\* Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".



Education

Hospitality

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

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

School Name: Sir Joseph Banks High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 1 Safety in the kitchen	Task 2 Service please	EXAM (Optional)
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Week	Week	Week
		Term	Term	Term
		Date	Date	Date
Code	Unit of Competency			
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCOM011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.

\* **Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



School Name: Sir Joseph Banks High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 3 The hospitality industry	Task 4 Beverage making 101	Task 5 Working 9 to 5	HSC TRIAL EXAM
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Week	Week	Week	Week
		Term	Term	Term	Term
		Date	Date	Date	Date
Code	Unit of Competency				
SITHIND006	Source and use information on the hospitality industry	X			
SITHFAB024	Prepare and serve non-alcoholic beverages		X		
SITHFAB025	Prepare and serve espresso coffee		X		
SITHFAB027	Serve food and beverages		X		
BSBTWK201	Work effectively with others			X	
SITHIND007	Use hospitality skills effectively			X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20322 Certificate II in Hospitality.

**For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using Preliminary Exam 50% and Trial HSC 50%**

**\* Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

# INDUSTRIAL TECHNOLOGY – TIMBER AND FURNITURE TECHNOLOGIES

## 2 Unit (Board Developed Course)

### Course Description

Industrial Technology has been developed to incorporate content related to current and developing technologies. It offers students the opportunity to study the interrelationships of technologies, equipment and materials used by industry and to develop skills through the processes of design, planning and production.

Industrial Technology seeks to raise students' awareness of the interaction between technology, industry, society and the environment, and to develop their ability to make value judgements about issues, decisions and problems arising from this interaction. Students achieve this by applying practical experiences to the study of the technology, management and organisation of industry.

### Preliminary course topics to be covered

- Industry Study
- Design
- Management and Communication
- Production
- Industry Related Manufacturing Technology
- Materials
- Processes, tools and machinery
- Tools and machinery

### Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 2 Week 4	Term 3 Week 6	Term 3 Weeks 8-9
	Task	<b>Side Table Part One</b>  Portfolio and Practical	<b>Side Table Part Two</b>  Portfolio and Practical	<b>Final Exam</b>  All topics
	Outcomes	P1.2, P2.1, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2	P1.2, P2.1, P3.1, P3.3, P4.1, P4.2, P5.1, P5.2, P6.1, P6.2	Selection of outcomes assessed
Knowledge and understanding of course content	40	10	10	20
Knowledge and skills in the management, communication and production of projects	60	25	25	10
<b>Total Marks %</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

More information about this course can be found on the NESAs website

# LEGAL STUDIES

## 2 Unit (Board Developed Course)

### Course Description

Students understand the nature of law and justice, the place of law in society and the values that are embodied in the legal system. This will include a study of the notion of individual and collective human rights and the extent to which the law embodies such human rights and promotes them in practice. In applying the legal framework, students explain and understand legal processes and institutions and understand the tension between interests and individual rights and freedom. In addition, students will study two focus groups drawn from the following groups: family, indigenous peoples, shelter or workplace.

### Preliminary course topics to be covered

- The Basic Legal System
- The Individual and the Law
- Law in Practice

### Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 7	Term 2 Week 10	Term 3 Week 8-9
	Task	<b>Case Files</b> Basic Legal System	<b>Law reform essay including legislation and case studies</b> Law Reform	<b>Final Exam</b> All topics
	Outcomes	P1, P6, P8, P9	P1, P4, P7, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10
Knowledge and understanding of course content	<b>40</b>	10	10	20
Analysis and evaluation	<b>20</b>	5	10	5
Inquiry and research	<b>20</b>	10	10	
Communication of legal information, ideas and issues in appropriate format	<b>20</b>	5	10	5
<b>Total Marks %</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

More information about this course can be found on the NESA website

# MATHEMATICS ADVANCED

## 2 Unit (Board Developed Course)

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### Course Description

The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics, an understanding of and competence in some further aspects of mathematics, which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce.

### Preliminary course topics to be covered

- Working with Functions
- Trigonometry and Measure of Angles
- Trig Functions and Identities
- Introduction to Differentiation
- Logarithms and Exponentials
- Probability and Discrete Prob Distributions

### Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 6	Term 2 Week 10	Term 3 Weeks 8-9
	Task	<b>In Class Investigation</b> Functions	<b>In Class Task</b> Differentiation	<b>Final Exam</b> All topics
	Outcomes	MA11-2, MA11-8, MA11-9	MA11-5, MA11-9	All outcomes
Understanding, fluency and communicating	50	10	20	20
Problem solving, reasoning and justification	50	20	15	15
<b>Total Marks %</b>	<b>100</b>	<b>30</b>	<b>35</b>	<b>35</b>

More information about this course can be found on the NESAs website

# MATHEMATICS EXTENSION 1

## 1 Unit (Board Developed Course)

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### Course Description

The content of this course, which includes the whole of the 2 Unit Mathematics course and its depth of treatment, indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics including many that are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level, and for the study of mathematics in support of the physical and engineering sciences.

### Preliminary course topics to be covered

- Further Work with Functions
- Polynomials
- Inverse Trig Functions
- Further Trig Identities
- Rates of Change
- Working with Combinations

### Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 6	Term 2 Week 6	Term 3 Weeks 8-9
	Task	<b>In Class Investigation</b> Functions	<b>In Class Task</b> Trigonometry	<b>Final Exam</b> All topics
	Outcomes	ME11-1, ME11-2, ME11-6, ME11-7	ME11-3, ME11-7	All outcomes
Understanding, fluency and communicating	50	10	15	25
Problem solving, reasoning and justification	50	20	15	15
<b>Total Marks %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

More information about this course can be found on the NESAs website

# MATHEMATICS STANDARD

## 2 Unit (Board Developed Course)

### Course Description

The purpose of the courses is to provide an appropriate mathematical background for students who wish to enter occupations that require the use of a variety of mathematical and statistical techniques. As well as introducing some new mathematical content, the various Focus Studies within the courses give students the opportunity to apply, and develop further, the knowledge, skills and understanding initially developed in the various strands: Financial Mathematics, Data and Statistics, Measurement, Probability, and Algebra and Modelling. Through the Focus Studies, students develop the capacity to integrate their knowledge, skills and understanding across the Strands in contemporary contexts chosen for their ongoing relevance to the students' everyday lives and likely vocational pathways.

Preliminary Mathematics Standard provides an appropriate course of study for students who have demonstrated competence in mathematics up to and including at least Stage 5.1 by the end of Year 10. The two Focus Studies within the course have been designed for one third of the course time.

### Preliminary course topics to be covered

- Formulae and Equations
- Linear Relationships
- Applications of Measurement
- Working with Time
- Money Matters
- Data Analysis
- Relative Frequency and Probability

### Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 6	Term 2 Week 5	Term 3 Weeks 8-9
	Task	<b>In Class Investigation</b> Financial Maths	<b>In Class Investigation</b> Measurement	<b>Final Exam</b> All topics
	Outcomes	MS11-5, MS11-6, MS11-9	MS11-3, MS11-4, MS11-10	All outcomes
Understanding, fluency and communicating	<b>50</b>	15	10	20
Problem solving, reasoning and justification	<b>50</b>	15	20	20
<b>Total Marks %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

More information about this course can be found on the NESA website



# MODERN HISTORY

## 2 Unit (Board Developed Course)

### Course Description

History is an inquiry into past experience that helps make the present more intelligible. History has been described as a contested dialogue between past and present, where concerns of the present illuminate a consideration of the past, while the experiences of the past contribute to an understanding of the present. The study of history allows students to perceive the world in a variety of ways as they develop powers of deduction and reasoning and learn to make sense of an increasingly complex global society. Modern History Stage 6 is designed to enable students to acquire knowledge and understanding, the skills of critical analysis and synthesis, and values and attitudes essential to an appreciation of forces that have shaped the modern world; to develop a lifelong interest in the study of history; and to prepare them for informed active citizenship in the contemporary world.

### Preliminary course topics to be covered

Part I: The Nature of Modern History

Part II: Case Study 1 – The Meiji Restoration in Japan

Case Study 2 – (to be conducted as a study Historical Investigation): A case study of either the Romanov Dynasty or the American Civil War

Part III: The Shaping of the Modern World – The End of Empire

### Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 11	Term 2 Week 7	Term 3 Week 8-9
	Task	<b>Digital Portfolio</b> Nature of Modern History	<b>Historical Investigation</b> Europe/North America/Australia Case Study	<b>Final Exam</b> All topics
	Outcomes	MH11-6, MH11-7, MH11-9, MH11-10	MH11-2, MH11-3, MH11-4, MH11-6, MH11-7, MH11-8, MH11-9	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9
Knowledge and understanding of course content	40	10		30
Historical skills in the analysis and evaluation of sources and interpretations	20	5	10	5
Historical Inquiry and Research	20	10	10	
Communication of historical understanding in appropriate forms	20	5	10	5
<b>Total Marks %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

More information about this course can be found on the NESA website

# MUSIC 1

## 2 Unit (Board Developed Course)

### Course Description

In the Preliminary Music 1 course, students will study: the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

### Preliminary course topics to be covered

- Music of a Culture: students will perform a piece representative of music from another culture.
- Methods of Notation: students will be exploring and using traditional western notation, guitar tablature or graphic notation.
- Music of the 20<sup>th</sup> and 21<sup>st</sup> Century: students will be expected to complete a group performance of music representative of the 20<sup>th</sup>/21<sup>st</sup> Century.

### Assessment Schedule

	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8-9
<b>Components</b>	<b>Task</b>	<b>Music of a Culture</b>  Viva Voce and Performance Solo or ensemble performances and viva voce with reference to the use of concepts within the performance	<b>Methods of Notation</b>  Composition, Musicology, Aural Composition portfolio and musicological research of stylistic features with detailed analysis of one aural excerpt with the focus area of the chosen topic	<b>Final Exam</b>  Aural and Performance  Music of the 20 <sup>th</sup> and 21 <sup>st</sup> Century
	<b>Outcomes</b>	P1, P3, P4, P6, P9, P10, P11	P2, P3, P4, P5, P6, P7	P1, P2, P4, P5, P6, P9, P10, P11
Performance	<b>25</b>	10		15
Composition	<b>25</b>	5	20	
Musicology	<b>25</b>	10	10	5
Aural	<b>25</b>	5	5	15
<b>Total Marks %</b>	<b>100</b>	<b>30</b>	<b>35</b>	<b>35</b>

More information about this course can be found on the NESA website

# PDHPE

## 2 Unit (Board Developed Course)

### Course Description

Personal Development, Health and Physical Education (PDHPE) is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. It involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives. The Preliminary course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes five options of which students are to study two.

### Preliminary course topics to be covered

- Better Health for Individuals
- The Body in Motion
- First Aid
- Fitness Choices

### Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 11	Term 2 Week 6	Term 3 Week 8-9
	Task	<b>Youth Health Presentation</b> In class scenario with questions  Better Health for Individuals	<b>Biomechanical Analysis</b>  The Body in Motion	<b>Final Exam</b>  All topics
	Outcomes	P3, P4, P16	P7, P8, P9, P17	P1- P15
Knowledge and understanding of course content	<b>40</b>	10	10	20
Skills of critical thinking, research and analysis	<b>60</b>	20	20	20
<b>Total Marks %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

More information about this course can be found on the NESAs website

# PHOTOGRAPHY, VIDEO & DIGITAL IMAGING

## 2 Unit (Board Developed Course)

### Course Description

In Photography, Video and Digital Imaging, students develop knowledge, skills and understanding through the making of photographs, video and digital artworks that lead to and demonstrate conceptual and technical accomplishment. Students develop knowledge, skills and understanding that lead to increasingly sophisticated critical and historical investigations of photography, video and digital works of art.

### Preliminary course topics to be covered

- Digital Imaging
- Video
- Wet Photography
- Critical and Historical Studies throughout the course

### Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8-9
	Task	Artmaking  Portfolio of images & process diary	Artmaking  Video  Critical & Historical Studies  Video Research	Final Exam  All topics
	Outcomes	M1, M2, M3, M4, M5, M6	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	CH1, CH3,
Artmaking	70	40	30	
Critical & Historical Studies	30		10	20
<b>Total Marks %</b>	<b>100</b>	<b>40</b>	<b>40</b>	<b>20</b>

More information about this course can be found on the NESA website

# PHYSICS

## 2 Unit (Board Developed Course)

### Course Description

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

### Preliminary course topics to be covered

- Module 1 – Kinematics
- Module 2 – Dynamics
- Module 3 – Waves and Thermodynamics
- Module 4 – Electricity and Magnetism

### Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 8-9
	Task	<b>Open Ended Investigation</b>  Kinematics & Dynamics	<b>Depth Study</b>  Waves and Thermodynamics	<b>Final Exam</b>  All topics
	Outcomes	PH 11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH 11-8 PH11-9	PH 11/12-1 PH11/12-3 PH11/12-5 PH11/12-6 PH11/12-7 PH 11-10	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11
Knowledge and Understanding	<b>40</b>	10	10	20
Skills in Working Scientifically	<b>60</b>	20	25	15
<b>Total Marks %</b>	<b>100</b>	<b>30</b>	<b>35</b>	<b>35</b>

More information about this course can be found on the NESAs website

# SPORT, LIFESTYLE & RECREATION

## 2 Unit (Content Endorsed Course)

### Course Description

Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle. Students are also encouraged to be active, responsible and informed decision-makers. This course should foster the development of the student as a performer, administrator, coach and trainer in the community.

### Preliminary course topics to be covered

The Preliminary course provides the opportunity for students to specialise in areas of expertise or interest through optional modules such as:

- Games and Sports Applications 1
- Fitness
- First Aid

### Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 9	Term 2 Week 10	Term 3 Week 8
	Task	<b>Module 1</b> First Aid	<b>Module 2</b> Fitness	<b>Module 3</b> Games & Sports Applications 1
	Outcomes	2.5, 3.6	3.3, 4.1	1.1, 3.2
Knowledge and understanding of course content	<b>50</b>	10	20	20
Skills in working in teams, communicating with others, collecting, analysing and organising information	<b>50</b>	20	15	15
<b>Total Marks %</b>	<b>100</b>	<b>30</b>	<b>35</b>	<b>35</b>

More information about this course can be found on the NESAs website

# VISUAL ARTS

## 2 Unit (Board Developed Course)

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### Course Description

Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course that reflects students' knowledge and understanding about practice, demonstrating their ability to resolve a conceptually strong artwork. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. This is in preparation for the HSC course which demands for deeper, increasingly more independent investigations.

### Preliminary course topics to be covered

- Drawing and Painting
- Printmaking
- Documented Form
- Critical and Historical Studies throughout the course

### Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 9	Term 2 Week 8	Term 3 Week 8-9
	Task	<b>Artmaking</b> Portfolio of work Visual Arts Process Diary  <b>Critical &amp; Historical Studies</b> Research	<b>Artmaking Practice</b> Practical Portfolio  <b>Critical &amp; Historical Studies</b> Artist Investigation	<b>Final Exam</b>  All topics
	Outcomes	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10
Artmaking	<b>50</b>	20	30	
Criticism & Historical Studies	<b>50</b>	20		30
<b>Total Marks %</b>	<b>100</b>	<b>40</b>	<b>30</b>	<b>30</b>

More information about this course can be found on the NSW Board of Studies website

# WORK STUDIES

## 2 Unit (Content Endorsed Course)

### Course Description

The successful transition of students from school to the workforce, further education and training is a major issue faced by Australian students, schools, employers and tertiary education organisations. The *Work Studies* syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment.

### Preliminary course topics to be covered

- My Working Life
- In The Workplace
- Preparing Job Applications
- Workplace Communication
- Teamwork and Enterprise Skills
- Managing Work and Life Commitments
- Personal Finance
- Workplace Issues
- Self-Employment
- Team Enterprise Project

### Assessment Schedule

		Year 11			Year 12	
Components	Weighting	Task 1	Task 2	Task 3	Task 1	Task 2
	Week	Term 1 Week 11	Term 2 Week 10	Term 3 Week 10	Term 2 Week 9	Term 3 Week 9
	Task	<b>Career Profile</b>  My Working Life	<b>Resume</b>  Preparing Job Applications	<b>Group Presentation</b>  Teamwork	<b>Research Report</b>  Workplace Issues	<b>Final Exam</b>  All topics
	Outcomes	1, 3, 4	2, 5	6, 7	5, 8	1, 2, 3, 4, 5, 6, 7, 8, 9
Knowledge and understanding	<b>30</b>	5	5	10	5	5
Skills	<b>70</b>	15	15	15	15	10
<b>Total Marks %</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>25</b>	<b>20</b>	<b>15</b>

More information about this course can be found on the NESA website





# SIR JOSEPH BANKS HIGH SCHOOL

## Assessment Task Missed Due to Illness/Misadventure/Absence

### Appeal Form

<b>Student name:</b>
<b>Course name:</b>
<b>Class teacher:</b>

#### Task details

<b>Task number:</b>	<b>Title:</b>
<b>Weighting:</b>	<b>Due date:</b>

#### Details of Illness / Misadventure / Absence

<b>Date/s of absence:</b> /   /     to     /   /
<b>Reason for absence:</b>
_____
_____
_____
<b>Evidence / Doctor's Certificate attached?</b> Yes / No

**Student signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher recommendation:**    Upheld / Declined **Date:** \_\_\_\_\_

**Head Teacher decision:**       Upheld / Declined **Date:** \_\_\_\_\_

**Reason:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Head Teacher name:** \_\_\_\_\_

**Head Teacher signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

If request is refused, student has the right to appeal to their Deputy Principal



# SIR JOSEPH BANKS HIGH SCHOOL

## Assessment Task

### Request for Extension

<b>Student name:</b>
<b>Course name:</b>
<b>Class teacher:</b>

#### Task details

<b>Task number:</b>	<b>Title:</b>
<b>Weighting:</b>	<b>Due date:</b>

#### Reason for Request for Extension

<b>Reason for request:</b> <hr/> <hr/> <hr/>
<b>Evidence / Doctor's Certificate attached?</b> Yes / No

**Student signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Parent signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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**Reply to Request for Extension to HSC Task**

#### Head Teacher recommendation:

**Upheld** [  ] Extension to: \_\_\_\_\_

**Declined** [  ] Reason for refusal: \_\_\_\_\_

**Head Teacher name:** \_\_\_\_\_

**Head Teacher signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

If request is refused, student has the right to appeal to their Deputy Principal



**SIR JOSEPH BANKS HIGH SCHOOL**

# **Quick Links – Forms**

[Assessment Task Missed Due to Illness/Misadventure/Absence Appeal Form](#)



[Assessment Task Request for Special Considerations](#)



[Assessment Task Request for Extension](#)



