



**Year 11**  
**Assessment**  
**Booklet**  
**2025**

Sir Joseph Banks High School



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# Principal's Message



Mr Kozlowski, A/Principal

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At Sir Joseph Banks we believe that there is nothing more important than your learning. To reach your academic potential you will be required to demonstrate diligence and sustained effort to all learning tasks.

You have begun the most important two years of your school life and will be rewarded for dedication and hard work. The best resources you have during this period are your teachers, and it is important that you form strong partnerships with them to produce the best possible results.

Whilst you may be engaged in a range of activities both inside and outside of school, your learning should always come first. Your HSC is something you keep for life and will be used to open doors to future success.

This assessment guide is carefully designed to provide you with vital information. You need to understand it and use it.

We want students at this school to reach their potential by benefiting from our great teaching and learning environment. I look forward to sharing this journey with you and supporting you to achieve academic success.

## Deputy Principal's Message



Mr Palmer, Deputy Principal

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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 Advisers' Message



Mr Beard  
Year Adviser



Ms Taurima  
Assistant Year Adviser

## Year 11 Advisers 2025

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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.	Year Adviser Student Support Officer School Counsellor Head Teacher Learning Support Head Teacher Secondary Studies
Advice about curriculum, current and future training and career options.	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 Teacher Learning Support
HSC and NESA advice. Help with study skills and assessment tasks.	Head Teacher Secondary Studies SHAC Coordinator
Assistance with Work Placement	VET Coordinator
Advice regarding school contributions and subject fees.	School Administrative Manager
Bus and train travel.	Front Office

As Year 12 is a very busy time and expectations are highly demanding, it is essential that good time management and study habits are established early. This will enable you to achieve your best in each of your courses without added pressure. The SHAC (Senior Hub Aspire Centre) is provided to help relieve some of this pressure and make the most of your time spent at school.

The SHAC is located at the H Block and contains a vast collection of HSC material, past papers, study guides, computer and internet access and many other resources to assist you with your academic writing and research skills

The SHAC lessons are compulsory classes for those students only enrolled in 10 units of study. Your timetable will display 12LC and you will be required to go to the SHAC and use this time to study for upcoming exams and research for assessment tasks due.

As well as being a timetabled unit of study, the SHAC is also accessible during the day.

## **Expectations at the SHAC**

- Be prompt. A roll will be marked and those who fail to present will be marked as truanting.
- Come prepared to work. It is impossible to not have any work/study to do.
- Off task and/or inappropriate behaviour will not be tolerated and will lead to you being removed from the SHAC and reported to a Deputy Principal.
- Normal classroom rules also apply.

## **Your rights at the SHAC**

- A comfortable and safe environment that supports your learning needs.
- Access relevant HSC resources eg study guides, past papers and stationery.
- Assistance with the development and improvement of a wide variety of academic and research skills required for successful study eg essay writing assistance, study skills workshops, time management skills, etc.
- Computer, printing and internet access for study or assessment purposes.
- To seek assistance or guidance with any academic task or issue.
- A sense of ownership and belonging in the space ie. a place created for Year 12 by Year 12.



# Information from the NSW Education Standard Authority (NESA)

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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.

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 the 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
- lodge an application to appeal the assessment process within 3 school days of the distribution of assessment marks and feedback

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

- become familiar with and follow the assessment requirements set by the school
- complete all set tasks on time
- lodge a Request for Extension form if additional time to complete a task by the due date is required. This must include supporting evidence for approval
- lodge an Illness/Misadventure /Absence Appeal form with evidence to be awarded marks for late submissions of tasks
- behave ethically and avoid Academic Misconduct that includes but is not limited to cheating, plagiarism, and misuse of Gen AI. Ensure that all assessment work is your own or acknowledges the contribution of others
- follow up any concerns about a task at the time they are marked and returned.

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

The school uses the student's performance in assessment tasks to calculate school-based assessment mark for each course. If a course is studied with an external learning provider such as TAFE, School of Languages, or Distance School of Education then that institution provides the assessment mark. At the end of the assessment program, the school, or other institution delivering the course, sends the assessment marks to NESA. NESA then moderates these marks to calculate the assessment marks that appear on your results. Moderating means adjusting the school assessment marks so they are on the same scale as the school exam marks for that course. Each school group's assessment marks are adjusted based on how it performs in the HSC exam. Your rank in the course will not change after the school submits it to NESA.

## **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 may need to sit for the statewide HSC examinations in some of their subjects. 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/Carers 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>

# Attendance

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Overall school attendance is required to be over DoE Attendance Policy. At Sir Joseph Banks High School, 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 Course Warning letter for non-completion of course requirements if their individual subject attendance falls below 85%.

Students who are at risk of not meeting the 85% threshold will be placed on a student contract. The contract will explicitly detail the expectations that must be met for students to continue to complete their HSC.

- 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 may be 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**.
- Students who have a cancelled class must sign out at the front office, and the parents will receive a notification of change to the routine for the day.
- Students will receive a flexible timetable and are required to provide approval from parent/carer to leave the school grounds prior to 3pm.
- If a student is absent, a parent/carer may reply to the school's absentee text message with a justified reason for the absence, or a medical certificate must be brought to the front office on the first day of return from absence.
- Truancy means unauthorised absence from school and/or class. Parents will be notified, and letters sent home. Persistent truancy may result with a school suspension.
- Attendance rate may impact on any government assistance students may be receiving, for example, Centrelink payments may be reduced/cancelled.
- An explained absence may be declined by the Principal if the reason is deemed to be not in line with DoE policy.
- 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.
- 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. Families will receive a bi-termly class attendance report.
- A child who has completed Year 10 and achieved their RoSA 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 (at least 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*.

# Assessments for Preliminary and HSC courses

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This assessment booklet includes the Stage 6 assessment information and requirements for students to successfully complete the Higher School Certificate at Sir Joseph Banks High School. This document outlines the policy and procedures and complies with the Assessment Certification Examination (ACE).

This document should be read in conjunction with the NSW Syllabus documents and the NSW Education Standards Authority Rules and Procedures.

## Assessment of Stage 6

All students are required to complete course-based assessments to demonstrate the achievement level of the NESA prescribed HSC outcomes. These assessments provide all students the opportunity to authentically demonstrate the knowledge, understanding and skills of the course content.

As outlined by NESA, the *“completion of ongoing assessment can include written work, oral delivery, practical tasks, tests, assessment tasks and assignments that are aligned with the learning intentions of the HSC course”*.

The completion of these tasks provides the evidence of student learning and is used to generate the HSC mark and HSC ranking.

## What is the purpose of assessments tasks?

HSC assessment tasks will:

- assess syllabus objectives and outcomes allowing students to demonstrate their level of achievement of these outcomes
- assess student capabilities through a variety of tasks and contexts and will be sensitive to cultural perspectives, gender, disability, background language and socioeconomic status
- be written in plain language using NESA terminology in a correct and consistent manner
- contain clear marking criteria outlining guidelines for levels of achievement
- contribute to the final HSC mark.

## Assessment for Reports

Year 12 Report contains:

- overall class attendance rate
- HSC course rank is based on assessment task marks
- overall achievement based on the student's areas of learning which is described using a five point achievement scale
- teacher comment and feedback
- student undertaking a VET course at School will not receive a mark or rank. They will be assessed against the competencies outlined by the Registered Training Office (RTO).

## Forms of Assessment

Students are provided opportunities to demonstrate their learning in a variety of assessment task types. These include but are not limited to the following:

**Timed Examination:** Tasks completed during the allocated time and under exam conditions.

**Take Home Task:** A digital or handwritten response to a task description that is completed outside of the classroom.

**Practical Assessment:** An experiential task that requires the application of learning.

- Group Task:** Collaborative tasks that involves working with peers to achieve a common goal.
- Oral Examination:** A verbal presentation of information and demonstration of knowledge. For example: a viva voce.
- VET:** Online assessment through Evidence Central.

In some circumstances, the course outcomes may be assessed in an assessment that is not listed above but has received prior approval by the school. For example: school organised field visits.

### **HSC Major Projects**

Some students will be required to produce Major Works for their specific subject as part of the HSC. Such subjects are, Design & Technology, 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.

### **Satisfactory completion of a course**

The following course completion criteria refer to both Preliminary and HSC courses.

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- Followed the course developed or endorsed by the NSW Education Standards Authority (NESA)
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- Achieved some or all of the course outcomes.

Students who do not complete their coursework and/or course assessments will be issued with Course Warnings. If this warning remains unresolved, a second Course Warning will be issued.

A student may be N-determined in a course if they have:

- not satisfactorily completed 50% of the coursework and/or assessment tasks
- have received a minimum of two Course Warnings in this course.

The school recognises a minimum of 85% attendance for satisfactory completion of coursework. The Principal may determine that, as a result of absence, the course completion criteria may not be met. The Principal will regard absences seriously and will give students early warning of the consequences of such absences.

# HSC Assessment Procedures

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## Duration

This Assessment Program will commence in Term 4 2024 and conclude in Term 3 2025.

## Assessment Schedules

The booklet contains an Assessment Schedule of each course. Each schedule 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.

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/carers affected within 2 weeks prior to the due date.

## Assessment Task Submissions

- Students are expected to submit original work of a high quality and standard by the due date and time.
- Students who do not complete, fail to submit, plagiarise, misuse Gen AI, or do not make a serious attempt in an Assessment Task, will receive a Course Warning. Students who commit academic malpractice will have their submission marked against the relevant malpractice scale embedded within the marking criteria.

## General Procedures

### a) Notification

- Students may be given at least two weeks written notice for all assessment tasks. 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 or online 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 and submit an application for a Request for Extension (if the problem occurs prior to the submission of a task) OR Special Consideration (if the problem occurs on the due date). 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 Illness/ Misadventure/ Absence Appeal Form. Students must provide evidence, such as a medical certificate, within three days of the student's return. If there is no documentation supporting their absence, then a zero will be awarded.
  - Students will be provided with two school days as approved leave directly preceding the examination period.
  - Students who do not attend school within the two days prior to the submission of an assessment task, or prior to the completion of an in-class assessment task due date, may be penalised for Academic Misconduct, and be issued a Course Warning for malpractice. 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 Deputy Principal on a case by case scenario.
  - If the absence is an extended illness or unforeseen circumstance, students must complete and submit an Illness/Misadventure/Absence Appeal Form and provide evidence which must 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 Illness/Misadventure/Absence Appeal Form attached within three days of student returning to school. Students will be expected to complete the set task during the next timetabled 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 them 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 integrity of the task.
  - If a non-serious attempt at a task is made, a student may be awarded a zero mark and receive a Course Warning.
  - If a student displays academic misconduct, marks will be deducted according to the malpractice scale detailed in the marking criteria
  - Students found using banned technological devices will receive a zero mark and a Course Warning will be issued.
  - If a student fails to bring the necessary equipment (eg calculator) into an examination, 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 during the examination
  - All equipment required for the examination must 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) Awarding of Marks

- Most Assessment Tasks notifications will include a marking criteria that details the distribution of marks for each section of the task.
- All timed examinations will include the mark allocation for each question.
- If a student is unable to complete an Assessment Task by the due date and time, an estimate mark cannot be awarded, and the student will be required to complete an alternative task equivalent to the same academic rigour. In exceptional circumstances, with sufficient evidence, student will be awarded estimate marks. This will be based on results achieved from previous comparable tasks that assessed a comparable outcome, if sufficient marks have been recorded.
- Students will be provided with their task ranking and the overall ranking at the completion of each task cycle.

h) Zero Marks

- Parents/Carers of students given a zero mark will be contacted by way of a Course 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 be issued with a Course Warning.
- 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.



# Malpractice

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Malpractice is explicitly covered with every student when they undertake the compulsory 'All My Own Work' prior to commencing the HSC. This is any activity undertaken by a student that allows the student to gain an unfair advantage over others.

It includes, but is not limited to:

- Copying someone else's work in part or in whole, or presenting it as one's own.
- Using material directly from books, journals or the internet without reference.
- Building on the ideas of another person without reference to the source.
- Buying, stealing or borrowing another person's work and presenting it as one's own.
- Gaining access to the examination or assessment tasks through stealing or accessing confidential school documents.
- Removal of the timed examination papers from the place of administration.
- Submitting work to which another person, a parent/carer, coach or expert has contributed substantially.
- Using words, ideas, designs or workmanship of others in practical or performance tasks.
- Paying someone to write or prepare material.
- Not making a genuine effort with an assessment task.
- Contriving false explanations to explain work not handed in by due date.
- Assisting another student to engage in malpractice.
- Improper use of Generative Artificial Intelligence (Gen AI).

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence may include, but is not limited to, the student:

- Providing evidence of and explaining the process of their work which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their idea.
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, skills and understanding.

Issues of malpractice will be investigated by the Academic Malpractice Committee which is comprised of the classroom teacher in collaboration with the Head Teacher and Deputy Principal of the respective course, and a report will be submitted with accompanied documentation. The committee will:

- Provide the student with an opportunity to address the issue with a support person.
- Communicate this to the student, student's parents/carers and the Head Teacher.
- If the malpractice is proven, The Academic Malpractice committee will exercise the malpractice scale that is included in the marking criteria.
- If a student is not satisfied with the outcome of the Academic Malpractice committee, the student can lodge an appeal to the Executive Appeals Committee.

# Appeals Process

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## a) Appeals of Outcome

- If a student has a concern about the outcome of an assessment task, they may submit a Lodgement of Appeal form within three school days of receiving the outcome and feedback. This needs to be presented to the Head Teacher who will forward the documentation to the Faculty Appeals committee. This committee will deliver its decision within five school days and inform the student and parent/carer in writing of the decision.
- If this does not resolve the issue, the student can lodge an appeal to the Executive Appeals Committee for further review. This Committee will deliver its decision within five school days and inform the student and parent/carer in writing of the decision.

## b) 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/carer 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, or an alternative task be set. In the rare event, an estimate may be generated at the discretion of the Principal.

## c) Extensions

- Students can lodge and Application for Extension form should more time be required to complete the task. This must be accompanied with evidence and supporting documents for a valid application to be accepted. This form must be completed and submitted to the respective Head Teacher of the faculty at least 3 days prior to the due date.
- Extensions **will only be granted in exceptional circumstances**. If a student requires a short term extension, contemporary medical evidence (medical certificate no older than six months and with a valid reason documented) must be documented prior to the due date. If a student requires a significant extension of time to submit a task, documentation is required as evidence. If a student is experiencing a chronic condition, clear observable symptoms must be recorded and presented in medical documentation. A medical report needs to be provided for each day.
- 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 three days 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. 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.
- Classroom teachers cannot grant extensions.
- No extensions of time will be granted other than in exceptional circumstances.

# External Educational Providers

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## **TAFE - Vocational Education Training (TVET)**

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.

An application process is required for students who self-nominate to enrol in a VET course at TAFE. The TAFE application form needs to be completed and submitted to the Careers Adviser. The student will then be interviewed to ensure that he/she is a suitable candidate and will require approval from the school to enrol in the desired course. Upon approval, the student and parent/carer will be required to complete the necessary documentation to finalise the TAFE enrolment.

Students must:

- Attend all TAFE classes. Student attendance will be recorded each session.
- Complete all set coursework and assessment tasks.
- Complete work placement, where relevant.
- Attend all meetings.
- Behave in an appropriate manner, while on public transport and at TAFE.
- Scan out at the front office each week when leaving for TAFE.

The majority of TAFE courses will conclude at the end of Term 3. Students may not study a course at TAFE if it is available to be studied at school. Most courses require a work placement component to be completed by students. This is a mandatory component and must be completed. The school must be informed of these arrangements and students are still required to complete work in their other subjects.

## **Language Schools**

Students have an opportunity to study a language as part of their HSC course. Student self-nominate and enrol through the school's language coordinator. The classes will be held usually on a Saturday at an alternative school. Students will be expected to:

- Attend all classes, student attendance will be recorded.
- Complete all set classwork and assessments.
- Behaviour in an appropriate manner during these classes.

## **Distance Education**

In some cases, the school cannot offer a HSC course due to limited resources. Students will have the opportunity to study the nominated course via Distance School of Education. These students will be supported at school and supervised by allocated staff.

Students must:

- Attend all scheduled online sessions with the Distance Education teacher.
- Complete all set coursework and assessments.
- All formal examinations will be administrated at the school.

# Special Education (Life Skills)

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All students are entitled to participate in and progress through the curriculum. The Stage 6 Life Skills courses provide options for students with disability who cannot access the regular course outcomes, particularly students with an intellectual disability. The decision to enrol a student in a HSC Life Skills course is made in close consultation and collaboration with the student, parent/carer, Learning and Support Team and the Deputy Principal.

## Students with Special Educational Needs

Assessment for students with special educational needs who are accessing the mainstream HSC course will be based on the learning needs of the student and the requirements of the task. Schools are responsible for making decisions around adjustments to coursework, assessment tasks and in-school tests.

Teachers may need to make adjustments to assessments 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.

## 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 NESA 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.

## **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.

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. Students may demonstrate Life Skills outcomes as Achieved or Achieved with Support. 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).

# 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/carers 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. At the top, it features the New South Wales Government logo and the Assessment Resource Centre Board of Studies NSW. Below this is a navigation bar with links for 'Years K-6', 'Years 7-8', 'Years 9-10', and 'Years 11-12'. The main content area is titled 'Assessment Resource Centre' and includes a brief description of the site's purpose: '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.' There are sections for 'Reporting student achievement using A to E' and 'Work samples'. At the bottom, there are four circular icons representing the 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.

## 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 three days 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 a Course Warning letter will be sent home. The Course 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 two weeks' notification.



## Appendix 2: What is Malpractice (cheating) in 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

### What is plagiarism?

Plagiarism 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 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 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.

**Q** Can I use Gen AI to answer a question or write an essay?

**A** No.

# 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.

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  
English – Advanced  
English – EAL/D  
English – Standard  
English Studies  
Food Technology  
Hospitality – Food and Beverage  
Health and Movement Science  
Legal Studies  
Mathematics Advanced  
Mathematics Extension 1  
Mathematics Standard  
Modern History  
Music 1  
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 9	Term 2 Week 8	Term 3 Week 8-9
	Task	Source Analysis	Historical Investigation	Final Exam
	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 11	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 10	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, P7, P10	P1, P2, P3, P4, P5, P6, P8, P9, P10
Knowledge and understanding of course content	<b>40</b>	10	10	20
Stimulus-based skills	<b>20</b>	15		5
Research	<b>20</b>		20	
Communication	<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 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 9	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	M1, M2, M3, M4, M5, 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)

### 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 7	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 NESA website



# DESIGN AND TECHNOLOGY

## 2 Unit (Board Developed Course)

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### 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 7	Term 3 Weeks 8-9
	Task	Preliminary Project 1	Preliminary Project 2	Final Exam
	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	P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2
Knowledge and understanding of course content	40	10	10	20
Knowledge and skills in designing, managing, producing and evaluating design projects	60	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 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 EAL/D 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 H: Part of a Family
- Module C: On the Road

### 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 H: 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

# 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 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.





Education Hospitality

RTO - Department of Education - 90333



Qualification: SIT20322 Certificate II in Hospitality

Education Cohort 2025 - 2026

Training Package SIT Tourism, Travel and Hospitality

School Name: Sir Joseph Banks High School

Assessment Schedule Year 11 – 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 Safety in the kitchen	Task 2 Service please	Preliminary Exam
Code	Unit of Competency	HSC Examinable	Week Term Date	Week Term Date	Week Term Date
SITXWHS005	Participate in safe work practices	X	X		
SITXFSA005	Use hygienic practices for food safety	X	X		
SITXFSA006	Participate in safe food handling practices	X	X		
SITHCCC025	Prepare and present sandwiches		X		
SITXCCS011	Interact with customers	X		X	
SITXCOM007	Show social and cultural sensitivity			X	

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

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student’s achievement of tasks similar to the HSC examination, such as a trial HSC examination.

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”.

# Health and Movement Science

## 2 Unit (Board Developed Course)

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### Course Description

Health and Movement Science draws on a multitude of fields and the application of scientific concepts to actively engage students in learning about the factors that influence health and movement. In this course, students investigate the health status of Australians and the interrelated factors that affect the health of individuals and communities. Students explore the factors that influence movement and performance and develop the skills to enhance movement for themselves and others throughout their lifetime.

The course provides opportunities to explore areas of interest in greater depth and apply health and movement concepts to various contexts and groups. To equip students to navigate the dynamic nature of health and movement, emphasis is given to developing skills of collaboration, analysis, communication, creative thinking, problem solving and research.

### Preliminary course topics to be covered

- The Body and Mind in Motion
- Health for Individuals and Communities
- Collaborative Investigation

### Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 11	Term 2 Week 9	Term 3 Weeks 8-9
	Task	<b>Athlete Analysis</b>	<b>Collaborative Investigation</b>	<b>Final Exam</b> All topics
	Outcomes	TBA	TBA	TBA
Knowledge and understanding of course content	<b>40</b>	TBA	TBA	TBA
Knowledge and skills in the management, communication and production of projects	<b>60</b>	TBA	TBA	TBA
<b>Total Marks %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

This is a new syllabus and further details will be provided in the Assessment Notifications.

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

# LEGAL STUDIES

## 2 Unit (Board Developed Course)

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### 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 NESAs 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

<b>Components</b>	<b>Weighting</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>Week</b>	Term 1 Week 7	Term 2 Week 10	Term 3 Weeks 8-9
	<b>Task</b>	<b>In Class Task</b>  Algebraic Techniques & Functions	<b>In Class Task</b>  Differentiation	<b>Final Exam</b>  All topics
	<b>Outcomes</b>	MA11-1, MA11-2, MA11-9	MA11-5, MA11-9	All outcomes
Understanding, fluency and communicating	<b>50</b>	10	20	20
Problem solving, reasoning and justification	<b>50</b>	20	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

# 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 8	Term 2 Week 8	Term 3 Weeks 8-9
	Task	In Class Task Functions	In Class Task Trigonometric Functions	Final Exam All topics
	Outcomes	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, 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 NESA website

# MATHEMATICS STANDARD

## 2 Unit (Board Developed Course)

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### 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 Task</b> Financial Maths	<b>In Class Task</b> Measurement	<b>Final Exam</b> All topics
	Outcomes	MS11-2, MS11-5, MS11-6, MS11-10	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 3 Week 1	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	MH11-4, MH11-6, MH11-7, MH11-9, MH11-10	MH11-1, 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 8	Term 2 Week 8	Term 3 Week 8-9
	Task	<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
Components	Outcomes	P1, P3, P4, P6, P9, P10, P11	P2, P3, P4, P5, P6, P7	P1, P2, P4, P5, P6, P9, P10, P11
Performance	25	10		15
Composition	25	5	20	
Musicology	25	10	10	5
Aural	25	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 NESAs website



# PHOTOGRAPHY, VIDEO & DIGITAL IMAGING

## 2 Unit (Board Developed Course)

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### 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	<b>Digital Processes Artmaking</b>  Portfolio of images & diary online	<b>Artmaking</b>  4 Dimensional Work  <b>Critical &amp; Historical Studies</b>  Film Research	<b>Final Exam</b>  All topics
	Outcomes	M1, M2, M3, M4, M5	M1, M2, M3, M4, M5, 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

# 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>Problem Solving &amp; Analysing Data Task</b>  Kinematics & Dynamics	<b>Depth Study</b>  Waves and Thermodynamics	<b>Final Exam</b>  All topics
	Outcomes	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	40	10	10	20
Skills in Working Scientifically	60	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 NESA website

# SPORT, LIFESTYLE & RECREATION

## 2 Unit (Content Endorsed Course)

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### 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 8	Term 2 Week 8	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)

### 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 10	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>Final Exam</b>  All topics
	Outcomes	P1, P2, P3, P4, P8, P9, P10	P1, P2, P3, P4, P5, P6	P7, P8, P9
Artmaking	50	20	30	
Criticism & Historical Studies	50	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)

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### 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

### Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 11	Term 2 Week 10	Term 3 Week 9
	Task	My Working Life	Resume	Group Presentation
	Outcomes	1, 3, 4	2, 5	6, 7
Knowledge and understanding	30	10	10	10
Skills	70	20	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 NESA website





# SIR JOSEPH BANKS HIGH SCHOOL

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

Course  RoSA  Preliminary HSC  HSC

Student name:
Course name:
Class teacher:

### Task details

Task number:	Title:
Weighting:	Due date:

### Details of Illness / Misadventure / Absence

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

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

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

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

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

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

Head Teacher name: \_\_\_\_\_ Signature: \_\_\_\_\_

Deputy Principal 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

Course       RoSA       Preliminary HSC       HSC

Student name:
Course name:
Class teacher:

### Task details

Task number:	Title:
Weighting:	Due date:

### Reason for Request for Extension

Reason for request: _____ _____ _____ _____
Evidence / Doctor's Certificate attached?    Yes / No

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

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

### Reply to Request for Extension to HSC Task

Head Teacher recommendation:

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

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

Head Teacher name: \_\_\_\_\_ Signature: \_\_\_\_\_

Deputy Principal 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 Special Considerations

Course       RoSA                       Preliminary HSC                       HSC

<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 for Special Consideration

<b>Date/s of changes in circumstances:</b> /   /                      to                      /   /
<b>Reason for Special Consideration:</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:** \_\_\_\_\_                      **Signature:** \_\_\_\_\_

**Deputy Principal signature:** \_\_\_\_\_                      **Date:** \_\_\_\_\_

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





# SIR JOSEPH BANKS HIGH SCHOOL

## Faculty Appeals Committee Lodgement of Appeal Form

Course             RoSA                       Preliminary HSC                       HSC

<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 Appeal

<input type="checkbox"/> <b>Assessment Process</b>	<input type="checkbox"/> <b>Malpractice</b>
<b>Student statement in support of appeal:</b> _____ _____ _____	
<b>Evidence attached? (Task / Feedback / Criteria)</b> Yes / No	

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

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

### Office Use ONLY

Received by:  
**SHAC staff:** \_\_\_\_\_                      **Date:** \_\_\_\_\_

Entered on Sentral                      **Yes / No**                      **Date:** \_\_\_\_\_

Appeal Meeting scheduled                      **Date:** \_\_\_\_\_                      **Time :** \_\_\_\_\_

Communicated to all relevant staff                      **Date:** \_\_\_\_\_                      **Time:** \_\_\_\_\_





# SIR JOSEPH BANKS HIGH SCHOOL

## Executive Appeals Committee Lodgement of Appeal Form

Course             RoSA                       Preliminary HSC                       HSC

<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 Appeal

<input type="checkbox"/> <b>Assessment Process</b>	<input type="checkbox"/> <b>Validity of Task</b>
<b>Student statement in support of appeal:</b>	
<b>Evidence attached? (Task / Feedback / Criteria)</b>	Yes / No

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

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

### Please attached Faculty Appeals Committee documentation and outcome

#### Office Use ONLY

Received by:  
**SHAC staff:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Entered on Sentral                      **Yes / No**                      **Date:** \_\_\_\_\_

Appeal Meeting scheduled                      **Date:** \_\_\_\_\_ **Time :** \_\_\_\_\_

Communicated to all relevant staff                      **Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Review Committee's response:**

Course             RoSA                       Preliminary HSC                       HSC

Course name: \_\_\_\_\_

**Appeal Decisions Course**

Upheld                       Denied

**Reason/s:**

**Principal signature:** \_\_\_\_\_

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

**Student's Declaration**

If an appeal in this course has been declined, the student must sign the appropriate declaration.

Declaration 1 – No further appeal           

Declaration 2 – Appeal further             (Speak with Principal for further advice)

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

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

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

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





**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](#)

