



Year 12
Assessment
Booklet
2023 / 2024

Sir Joseph Banks High School

Table of Contents

Principal’s Message.....	Page 3
Deputy Principal’s Message.....	Page 4
Year Adviser’s Message.....	Page 5
Help and how to get it.....	Page 6
Year 12 Learning Centre.....	Page 7
HSC Assessment Procedures.....	Page 8
Information from the NSW Education Standards Authority (NESA).....	Page 9
Assessment Information.....	Page 10
Assessment Procedures.....	Page 11
HSC Major Projects.....	Page 14
TAFE (External Delivery of Vocational Education Training (TVET) Attendance)	Page 14
Students with Special Educational Needs.....	Page 15
Students with Disabilities.....	Page 15
Life Skills.....	Page 16
How to write a Bibliography.....	Page 17
HSC: All My Own Work.....	Page 18
Steps to manage assessment tasks.....	Page 19
Appendix 1.....	Page 21
Appendix 2.....	Page 22
Course Summary and Assessment.....	Page 23
Appeal Forms.....	Page 58

Principal's Message



Mr Gharibeh, Principal

Welcome to your final year of study at Sir Joseph Banks High School. You will soon discover that Year 12 offers you far greater freedoms, but also places much heavier demands upon your time and commitment. You have had the opportunity to design your pattern of study that suits your interests and your career plans and you will be starting to enjoy a much more 'adult' relationship with your teachers. Balancing that, is your increased responsibilities and higher expectations as a senior student; you are now a role model for younger students and your behaviour and personal presentation should reflect that. Expectations in terms of your punctuality and attendance, commitment to your work and respect towards others are also far higher in the senior years. As a senior student at Sir Joseph Banks High School you must be prepared to meet these high expectations.

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

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

Deputy Principal's Message



Mrs Check, Year 12 Deputy Principal 2024

Welcome to Year 12, your final year at secondary school. In just under 12 months' time you will be preparing to sit your Higher School Certificate examinations in various subjects.

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 12 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. In both of these groups, there will be students who will be the first in their family to complete 13 years of education. 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, class and homework task is important. All work needs to be handed in on time, otherwise you may lose marks from your final assessment.

Students studying 10 units will have the opportunity to use the Learning Centre for private study. The Learning Centre will give students the opportunity to complete work set by your teachers. Students using the Learning Centre should take full advantage of the opportunities it affords. Remember that nobody ever achieved anything by wishing it would happen. It is up to every individual in the year to work towards their goal.

I hope that each student achieves their best possible result in the HSC.

Year Adviser's Message



Ms Tardif
Year Adviser



Mrs Giannoulis
Assistant Year Adviser



Mr Bacci
Assistant Year Adviser

Year 12 Advisers 2024

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 year at Sir Joseph Banks High School.

Help and how to get it

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.	Student Services Team: 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.	Senior Transition Team: Head Teacher Secondary Studies Careers Adviser Learning Centre Coordinator
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.	Mr Palmer, 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 Learning Centre Coordinator
Advice regarding school contributions and subject fees.	School Administrative Manager
Bus and train travel.	Front Office

Year 12 Learning Centre

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. To help relieve some of this pressure and make the most of your time spent at school, the Learning Centre has been established.

The Learning Centre is located on the mezzanine level of the Learning Hub 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 Learning Centre is a compulsory class for those students only enrolled in 10 units of study. Your timetable will display Learning Centre and you will be required to go to the Learning Centre 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 Learning Centre is also accessible during the day.

Expectations in the Learning Centre

- 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 Learning Centre and reported to a Deputy Principal.
- Normal classroom rules also apply.

Your rights in the Learning Centre

- 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.

HSC Assessment Procedures

Assessment of Stage 6

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

Assessment for Reports

Year 12 Report contains:

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

NESA: HSC Information

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

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

HSC Rules and Procedures Guide for Students

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

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

Advice for students about HSC assessment

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

Changes to Assessments

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

Information from the NSW Education Standard Authority (NESA)

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

Students have the right to:

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

Students have the responsibility to:

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

What is the purpose of assessments tasks?

HSC assessment tasks will:

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

NESA assessment marks for your final results

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

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

Assessment Information

1. Attendance

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

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

2. Application

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

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

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

Assessment Procedures

1. Duration

This Assessment Program will commence in Term 4 2023 and conclude in Term 3 2024.

2. 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.

3. Assessment Task Submissions

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

4. General Procedures

a) Notification

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

b) Handing in Tasks

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

c) Electronic Submission

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

d) Technology Failure

- Occasionally, a student's ability to complete an Assessment Task may be impacted by the failure of technology.
- In this case, the student must follow the normal procedure for an Extension (if the problem occurs prior to the submission of a task) OR Special Consideration (if the problem occurs on the due date). These forms can be found using the QR codes in the appendix of this booklet.

- Evidence must be presented to support the claim of technology failure and the IT staff may be consulted to determine the validity of the claim.
 - The relevant Deputy Principal will make the final determination in all cases of technology failure.
 - **It is the student's responsibility** to retain a regularly **backed up copy** of all their school work either on a cloud, external drive or a USB so that if there is a problem with their computer their work is not lost.
- e) Absence or Partial Absence from School on the Due Date
- Students who are absent or late to school on the day of an assessment task due to illness or misadventure must complete an Assessment Task Missed Due to Illness/Misadventure/Absence Appeal Form. Students must provide evidence, such as a medical certificate, upon first day return to school. If there is no documentation supporting their absence, then a zero will be awarded.
 - If a student is going to be absent from school, for whatever reason, students are expected to contact the classroom teacher via email or phone on the day of the task or **first day of return to school**. Students must make alternative arrangements to submit the task on time (this may involve electronic submission).
 - Students who do not attend school within the two days prior to the assessment due date may be penalised for Academic Misconduct, be awarded zero marks and be issued an N Award warning. Students will be required to submit evidence for absence/s from the upcoming tasks or exam.
 - If a student is on suspension when a task is due, they will still be required to submit the task by the due date and time (electronic submission is advisable). If this is an exam, an arrangement can be made with the Principal on a case by case scenario.
 - If the absence is an extended illness or unforeseen circumstance, students must complete Assessment Task Missed Due to Illness/Misadventure/Absence Appeal Form submit and provide evidence which must be presented to support the absence. If the appeal is upheld, the marks from a similar task may be used to modify or estimate results in consultation with the Head Teacher.
 - **In-class Assessments and Exams** – students should provide a medical certificate to their teacher with an Assessment Task Missed Due to Illness/Misadventure/Absence Appeal Form attached on the morning of the first day back at school and will be expected to complete the set task during the next lesson for that subject, or at the discretion of the Head Teacher.
- f) Conduct during examinations, tests or assessment tasks
- A student must not have any materials with him/her other than those necessary and allowed for the task.
 - A student must not speak to any person other than the teacher supervising the task, for the duration of the task.
 - A student cannot behave in a way likely to disturb other students or disrupt the conduct of the task.
 - If a serious attempt at a task is not made, a student may be awarded a zero mark and receive an N Award warning.
 - If a student cheats or attempts to cheat, a zero mark will be awarded, with no opportunity to do the task again.
 - Students found using banned technological devices will receive a zero mark and an N Award warning will be issued.
 - If a student fails to bring the necessary equipment (eg calculator) into an exam it is not the responsibility of the teacher to find the student the equipment to complete the exam. No borrowing of equipment between students is permitted.
 - Equipment is to be placed into a clear plastic lunch bag or plastic sleeve. No pencil cases are permitted.
 - Permission to use the toilet during an examination will only be granted under extenuating circumstances.

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

5. Appeals Process

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

d) Extensions

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

6. 'N' Award Determinations – Assessment

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

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

7. HSC Major Projects

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

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

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

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

- Attend all TAFE classes. TAFE classes take priority over everything else. This includes examinations, assessment tasks, excursions etc. Where clashes occur, it is the responsibility of the student to make alternate arrangements with their subject teacher. If problems are not resolved, see the Careers Adviser.
- Complete all set assignments.
- Complete work placement where relevant.
- Attend all meetings.
- Behave in an appropriate manner, while on public transport and at TAFE.
- Student attendance will be recorded each session.
- Scan out at the front office each week when leaving for TAFE.

NOTE:

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

9. Students with Special Educational Needs

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

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

These may be:

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

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

10. Students with Disabilities

- The Disability Standards for Education require that all students with disabilities are able to access all learning and assessment in the same way as any other student.
- Students may have a disability in one of four areas: cognitive (eg learning difficulties), sensory (eg vision impairment), physical or social-emotional (eg anxiety disorder).
- The parents of students with disabilities must ensure that the school has access to all necessary documentation to ensure that they are able to understand and cater for the educational needs of the student.
- If necessary, adjustments are made to Assessment Tasks or Examinations so that students with disabilities are able to demonstrate their knowledge and skills.
- These students are still able to be graded using the standards referenced approach even though the form of assessment may vary from other students.
- Adjustments and provisions will be determined on an individual basis by the Learning Support staff in consultation with the student, their parents and their teacher.
- Students with a disability may apply for Disability Provisions in their HSC exams.

- These can take a variety of forms including small group supervision, use of a reader or writer or the provision of rest breaks.
- These provisions are determined by 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.

11. Life Skills

a) Life Skills Courses

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

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

b) Life Skills Assessment

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

How to write a Bibliography

For a Book

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

For example

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

For an Internet Site

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

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

For example

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

www.hreoc.gov.au/speeches/human_rights/sydney_peace.html, 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, 2005

Accessed: November, 2006



HSC: All My Own Work

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

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

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

HSC rules and procedures

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

Assessment, Certification and Examination (ACE) website

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

Assessment Resource Centre

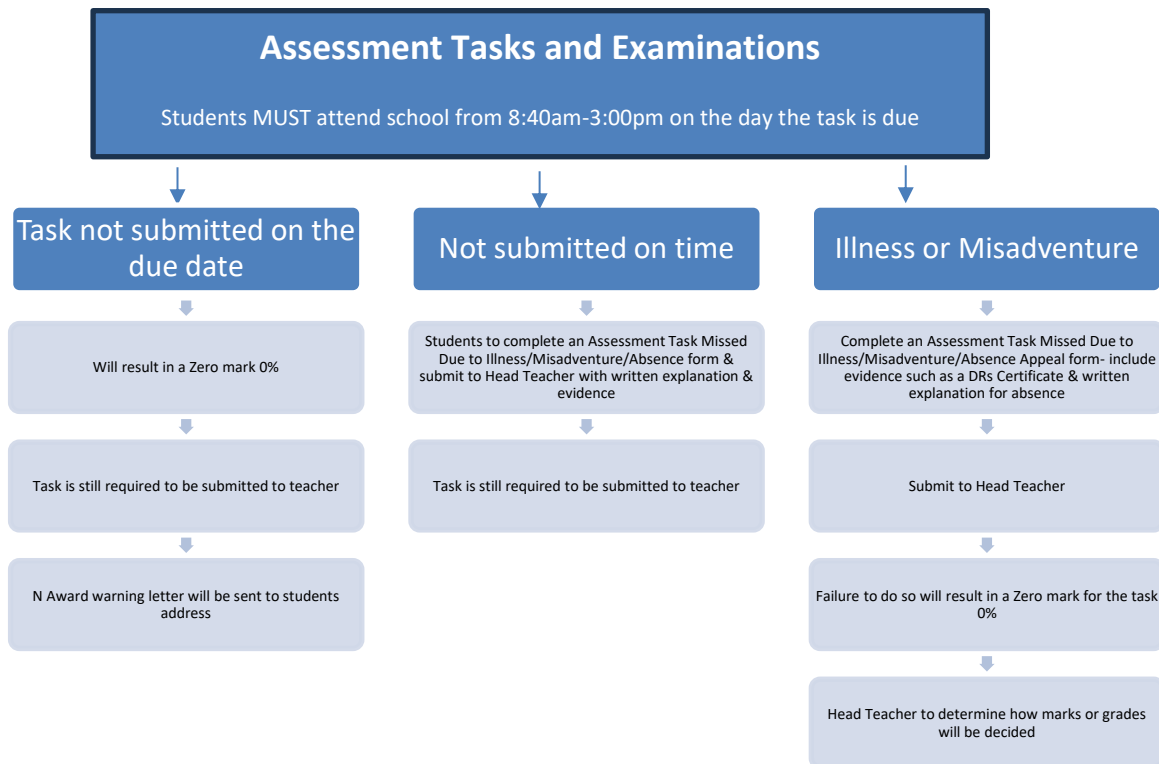
Assessment Resource Centre (ARC) website.

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

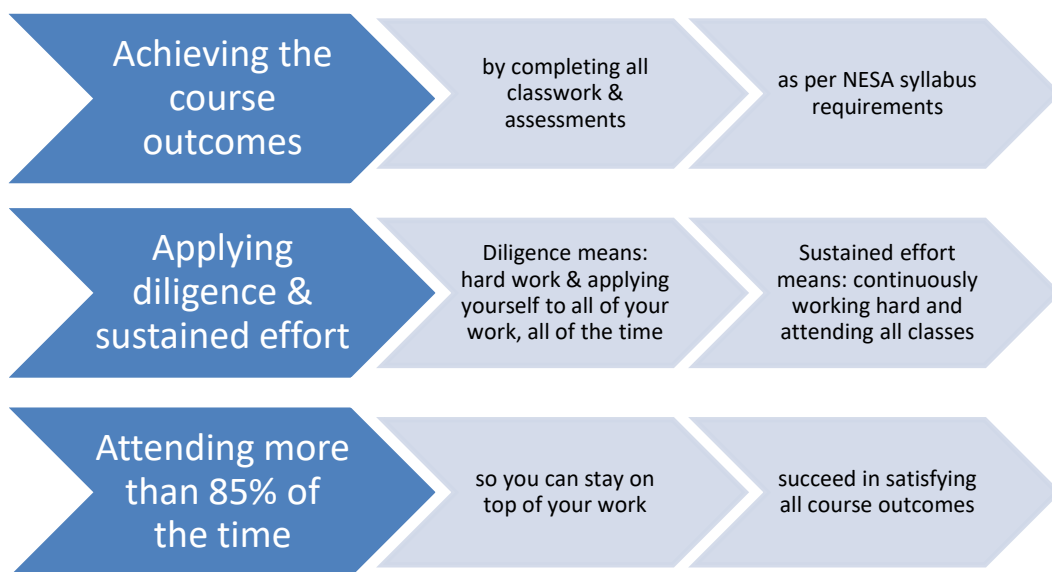
Steps to manage assessment tasks

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

What happens if...



I will ensure I am



Appendix 1: Extensions, Illness & Misadventure FAQs

What if I need an extension?

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

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

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

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

You can do this by:

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

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

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

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

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

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

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

Do assessment tasks contribute towards my reports?

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

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

You may be given a minimum of 2 weeks notification.

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

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

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

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

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

What is plagiarism?

Plagiarism 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.

Course summary and assessment

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

Ancient History

Biology

Business Studies

Chemistry

Community and Family Studies

Design and Technology

Drama

English – Advanced

English – EAL/D

English Extension 1

English Extension 2

English – Standard

English Studies

Exploring Early Childhood

Food Technology

Hospitality Cookery

Industrial Technology – Timber and Furniture Technologies

Information Processes and Technology

Legal Studies

Mathematics Advanced

Mathematics Extension 1

Mathematics Extension 2

Mathematics Standard 1

Mathematics Standard 2

Music

Personal Development, Health and Physical Education

Photography, Video & Digital Imaging

Physics

Sport, Lifestyle and Recreation

Visual Arts

Work Studies

Human Society and Its Environment Life Skills

English Life Skills

Mathematics Life Skills

Personal Development, Health and Physical Education Life Skills

Work and the Community Life Skills

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.

HSC course topics to be covered

Part I: Core Study: Pompeii and Herculaneum

Part II: Ancient Societies: Spartan Society to the Battle of Leuctra 371 BC

Part III: Historical Periods: New Kingdom Egypt to the Death of Thutmose IV

Part IV: Personalities in their Times: Hatshepsut

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 8	Term 1 Weeks 10-11	Term 2 Week 7	Term 3 Week 3-4
	Task	Source-Based Analysis Core Study	Mid Course Assessment Ancient Society	Historical Analysis (Essay) Historical Periods	Trial HSC Examination
	Outcomes	AH12-6, AH12-7, AH12-10	AH12-3, AH12-5	AH12-1, AH12-2, AH12-4, AH12-8, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9, AH12-10
Knowledge and understanding of course content	40	5	5	10	20
Historical skills in the analysis and evaluation of sources and interpretations	20	10		5	5
Historical inquiry and research	20	5	5	10	
Communication of historical understanding in appropriate forms	20	5	5	5	5
Total Marks %	100	25	15	30	30

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

BIOLOGY

2 Unit (Board Developed Course)

Course Description

The Year 12 Biology course investigates reproduction and inheritance patterns in both plants and animals as well as the role of DNA in polypeptide synthesis and the uses of technologies in the study of inheritance patterns. Students learn about natural and human-induced causes and effects of genetic change. The course also includes study of infectious and non-infectious disease and disorders, their causes and effects on human health. It also examines physiology and engineered solutions to problems related to the management of human disorders.

HSC course consists of four modules

- Module 5 – Heredity
- Module 6 – Genetic Change
- Module 7 – Infectious Disease
- Module 8 – Non-infectious Disease and Disorders

Assessment Schedule

	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9	Term 3 Week 3-4
	Task	Depth Study Module 6	Mid Course Assessment Module 5 & 6	Open Ended Investigation Module 7	Trial HSC Examination Modules 5, 6, 7, 8
	Outcomes	BIO 11/12-1 BIO 11/12-3 BIO 11/12-4 BIO 11/12-7 BIO 12-13	BIO 11/12-2 BIO 11/12-4 BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 12-12 BIO 12-13	BIO 11/12-1 BIO 11/12-2 BIO 11/12-3 BIO 11/12-5 BIO 11/12-7 BIO 12-14	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 12-12 BIO 12-13 BIO 12-14 BIO 12-15
Components					
Knowledge and understanding of course content	40	10	5	5	20
Skills in Working Scientifically	60	20	15	15	10
Total Marks %	100	30	20	20	30

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.

HSC course topics to be covered

- Operations
- Marketing
- Finance
- Human Resources

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 7	Term 1 Weeks 10-11	Term 2 Week 5	Term 3 Week 3-4
	Task	Extended Response Operations	Mid Course Assessment Business Report Marketing	Topic Test Finance	Trial HSC Examination Operations Marketing Finance HR
	Outcomes	H4, H6, H7	H5, H8, H9	H2, H4, H10	H1-6, H8-10
Knowledge and understanding of course content	40	10	10	5	15
Stimulus-based skills	20	5	5	5	5
Inquiry and Research	20	5	5	5	5
Communication of business information, issues and ideas in appropriate forms	20	5	5	5	5
Total Marks %	100	25	25	20	30

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

CHEMISTRY

2 Unit (Board Developed Course)

Course Description

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The HSC course builds upon the Preliminary course.

Year 12 Chemistry modules to be covered

- Equilibrium and Acid Reactions
- Acid/base Reactions
- Organic Chemistry
- Applying Chemical Ideas

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 6	Term 1 Weeks 10-11	Term 2 Week 10	Term 3 Week 3-4
	Task	Depth Study Module 5	Mid Course Assessment Modules 5 & 6	Research Task Module 7	Trial HSC Examination All topics
	Outcomes	CH 11/12-1 CH 11/12-2 CH 11/12-4 CH 11/12-5 CH 11/12-7 CH 12-12	CH 11/12-2 CH 11/12-5 CH 11/12-6 CH 11/12-7 CH 12-12 CH 12-13	CH 11/12-2 CH 11/12-3 CH 11/12-4 CH 11/12-5 CH 12-14	CH 11/12-1 CH 11/12-2 CH 11/12-3 CH 11/12-4 CH 11/12-5 CH 11/12-6 CH 11/12-7 CH 12-12 CH 12-13 CH 12-14 CH 12-15
Knowledge and understanding of course content	40	5	10	5	20
Skills in Working Scientifically	60	25	10	15	10
Total Marks %	100	30	20	20	30

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).

HSC course topics to be covered

- Research methodology and skills culminating in the production of an Independent Research Project.
- The characteristics and needs of specific community groups.
- Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society.

Year 12 (HSC Option Modules)

- Government and community structures that support and protect family members throughout their lifespan; or
- The impact of evolving technologies on individuals and lifestyle.

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 10	Term 1 Weeks 10-11	Term 2 Week 6	Term 3 Week 3-4
	Task	Independent Research Project	Mid Course Assessment The Social Impact of Technology	Case Study On a specific group	Trial HSC Examination
	Outcomes	H4.1, H4.2	H2.3, H3.4, H4.2	H3.1, H3.3, H5.1	H1.1 – H6.2
Knowledge and understanding of course content	40	5	10	10	15
Skills in critical thinking, research methodology, analysing and communicating	60	25	10	10	15
Total Marks %	100	30	20	20	30

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

DESIGN AND TECHNOLOGY

2 Unit (Board Developed Course)

Course Description

The study of this course will include the development and realisation of the major design project, a case study of an innovation and other teaching and learning activities. The comprehensive study of design and the processes of designing and producing that were studied in the Preliminary course are synthesised and applied. The major design project involves students selecting and applying appropriate design, production and evaluation skills to a product, system or environment which satisfies an identified need or opportunity. Students have developed a wide range of skills and knowledge in the Preliminary course and in the HSC course are able to select and use those skills and knowledge appropriate to their selected project. The students relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects. The case study involves the critical analysis of an innovation. By conducting a detailed case study of an innovation, students will be able to identify the factors underlying the success of the innovation; analyse ethical issues in relation to the innovation; and discuss the impact of the innovation on Australian society. They may also be able to apply processes similarly in the exploration and development of the major design project.

HSC course topics to be covered

- Students will further develop their knowledge of designing and producing
- Students will also focus on current emerging technologies
- Students will work on a Major Design Project of their choice throughout the HSC year

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 9	Term 1 Weeks 10-11	Term 3 Week 1	Term 3 Week 3-4
	Task	Project Proposal Think Outside the Square	Mid Course Assessment Innovation * NESA Mandatory Task	MDP Progression and HSC Showcase Presentation	Trial HSC Examination
	Outcomes	H1.1, H3.2, H4.1, H5.1, H5.2	H2.1, H2.2, H3.1, H5.2, H6.2	H1.2, H3.2, H4.2, H4.3, H5.1, H5.2, H6.1	Selection of outcomes will be assessed
Knowledge and understanding of course content	40		20		20
Knowledge and skills in the design, management, communication and projection of a major project	60	20		30	10
Total Marks %	100	20	20	30	30

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

DRAMA

2 Unit (Board Developed Course)

Course Description

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

HSC course topics to be covered

- Students study and write about plays from Australian Drama and Theatre component (20%)
- Students study and write about plays/practitioners from Studies in Drama and Theatre component (20%)
- Students must create, develop and perform as part of a group for the Core component, the Group Performance (30%). This is a compulsory requirement, therefore commitment to the group is essential
- Students will use a logbook to record and document the process of the Group Performance
- Students will choose an area of interest and focus in the Individual Project (30%)
- The options for Individual Project are: Critical Analysis, Design, Performance, Script Writing, Video Drama
- Students will use a logbook to record and document the process of the Individual Project

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 4	Term 1 Week 8	Term 2 Week 9	Term 3 Week 3-4
	Task	Workshop Performance & Essay Contemporary Australian Theatre Practice	Workshop Performance & Essay Approaches to Acting	Development of Individual Project and Group Performance Works in progress including IP & GP logbooks	Trial HSC Examination Including: Individual Project/ Performance & Log (final) Group Performance & Log (final) Written Examination
	Outcomes	H1.1., H1.2, H1.3, H1.5, H1.7, H2.1, H2.3, H2.4, H3.1., H3.2, H3.3	H1.1, H1.2, H1.3, H1.5, H1.7, H2.1, H2.3, H2.4, H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2, H2.3, H3.2, H3.3	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H2.2, H2.2, H2.3, H3.1, H3.2, H3.3
Making	40	10	10	10	10
Performing	30	5	5	10	10
Critically Studying	30	5	5	10	10
Total Marks %	100	20	20	30	30

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

ENGLISH ADVANCED

2 Unit (Board Developed Course)

Course Description

In the Englished Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.

In this course, students develop their higher-order thinking skills to enhance their personal, social, educational and vocational lives.

HSC course topics to be covered

- The HSC Common Content consists of one module Texts and Human Experiences which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 10	Term 1 Weeks 10-11	Term 2 Week 8	Term 3 Week 3-4
	Task	Multimodal text using prescribed text and related material Texts and Human Experiences	Mid Course Assessment Common Module and Module A	Imaginative Task Craft of Writing	Trial HSC Examination All modules
	Outcomes	EA12-2, EA12-4, EA12-6, EA 12-7	EA12-1, EA12-3, EA 12-4, EA12-5, EA 12-8	EA12-1, EA12-3, EA12-4, EA 12-9	EA12-1, EA12-3, EA12-5, EA12-6, EA12-7, EA 12-8
Knowledge and understanding of course content	50	15	10	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	15	15
Total Marks %	100	25	20	25	30

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

ENGLISH EAL/D

2 Unit (Board Developed Course)

Course Description

In the English EAL/D Year 12 course, students reinforce and extend their language skills through the close study of at least three types of prescribed texts drawn from prose fiction, poetry or drama; film or media or nonfiction. Through this close study of texts, students develop and apply skills in synthesis.

In this course, students will develop and consolidate their use, understanding and appreciation of Standard Australian English to enhance their personal, social, education and vocational lives.

HSC course topics to be covered

- Students study four modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.
- The fourth module, Focus on Writing, is studied concurrently throughout the year to develop students' understanding and use of language in developing their own written responses.

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 10	Term 1 Weeks 10-11	Term 2 Week 8	Term 3 Week 3-4
	Task	Reading and Writing task based on unseen material and prescribed text Module A: Texts and Human Experiences	Mid Course Assessment Common Module and Module B	Written task Module D: Focus on Writing	Trial HSC Examination All Modules (including Listening Paper)
	Outcomes	EAL12-1A, EAL12-3, EAL12-6, EAL12-8	EAL12-1A, EAL12-1B, EAL12-3, EAL12-5, EAL12-6, EAL12-7	EAL12-1A, EAL12-3, EAL12-4, EAL12-9	EAL12-1A, EAL12-1B, EAL12-3, EAL12-4, EAL12-5, EAL12-7, EAL12-8
Knowledge and understanding of course content	50	10	10	10	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	10	15	10
Total Marks %	100	25	20	25	30

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

ENGLISH EXTENSION 1

1 Unit (Board Developed Course)

Course Description

The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

HSC course topics to be covered

- Common Module: Literary Worlds
- Elective: Worlds of Upheaval

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1, Week 10	Term 2, Week 9	Term 3, Week 6
	Task	Imaginative response and reflection	Critical response with related text	Trial HSC Examination
	Outcomes	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5
Knowledge and understanding of course content	50	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	20	15
Total Marks %	100	30	40	30

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

ENGLISH EXTENSION 2

1 Unit (Board Developed Course)

Course Description

The English Extension 2 course is designed for students who are independent learners with an interest in literature and a desire to pursue specialised study of English. The course is designed for students also undertaking the Year 12 English Extension 1 course. Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 4, Week 9	Term 2, Week 3	Term 3, Week 1
	Task	Viva Voce (including written proposal)	Literature review	Critique of the creative process
	Outcomes	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5
Knowledge and understanding of course content	50	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	20	15
Total Marks %	100	30	40	30

Note: Students must submit the Major Work Journal for monitoring with each task.

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

ENGLISH STANDARD

2 Unit (Board Developed Course)

Course Description

In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.

In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.

HSC course topics to be covered

- The HSC Common Content consists of one module Texts and Human Experiences which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 10	Term 1 Weeks 10-11	Term 2 Week 8	Term 3 Week 3-4
	Task	Multimodal Presentation Texts and Human Experiences	Mid Course Assessment Common Module and Module A	Imaginative text Craft of Writing	Trial HSC Examination All modules
	Outcomes	EN12-1, EN12-2, EN12-3, EN12-6, EN12-7	EN12-1, EN12-3, EN12-4, EN12-5, EN12-8	EN12-3, EN12-4, EN12-5, EN12-6, EN12-7	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9
Knowledge and understanding of course content	50	15	10	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	15	15
Total Marks %	100	25	20	25	30

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

ENGLISH STUDIES

2 Unit (Board Developed Course)

Course Description

In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.

HSC course topics to be covered

- The HSC Common Content consists of one module Texts and Human Experiences which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Students study 2-4 additional syllabus modules.

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 10	Term 1 Week 11	Term 2 Week 8	Term 3 Week 3-4
	Task	Opinion piece incorporating related material Mandatory Module: Texts and Human Experiences	Research Task / Multimodal presentation Elective Module: We are Australian	Collection of classwork – Portfolio & Digital Presentation (travel) Elective: On the Road	Trial HSC Examination All modules
	Outcomes	ES12-1, ES12-4, ES12-7, ES12-8, ES 12-9	ES12-1, ES12-2, ES12-5, ES 12-9	ES12-1, ES12-3, ES12-4, ES12-6, ES12-7, ES12-10	ES12-1, ES12-4, ES12-5, ES12-7, ES 12-9
Knowledge and understanding of course content	50	15	10	15	10
Skills in: <ul style="list-style-type: none"> • Comprehending texts • Communicating ideas • Using language accurately, appropriately and effectively 	50	10	15	15	10
Total Marks %	100	25	25	30	20

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

EXPLORING EARLY CHILDHOOD

2 Unit (Content Endorsed Course)

Course Description

The Exploring Early Childhood course aims to achieve this by giving students an overview of development and related issues within an early childhood context. It provides the opportunity to consider a range of issues in relation to the individual student, their family and the community. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for future interactions with children, be these as a parent, friend, carer or educator.

HSC course topics to be covered

- Core B – Child Growth and Development
- Core C – Promoting Positive Behaviour
- Module 9 – Young Children and the Media
- Module 11 – Children’s Literature
- Module 12 – Young Children and the Law
- Module 13 – Child Health and Safety

Assessment Schedule

	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 5	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 3-4
	Task	Comparative Study Children’s Programs	Play Portfolio and Rewards Chart	Children’s Story Book Launch	Final Course Exam All topics
Components	Outcomes	1.4, 2.2, 6.1	1.2, 1.3, 4.1, 4.2, 5.1	1.4, 1.5, 4.1, 6.2	All 1.1 – 6.2
Knowledge and understanding	50	15	15	10	10
Skills	50	10	20	10	10
Total Marks %	100	25	35	20	20

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

FOOD TECHNOLOGY

2 Unit (Board Developed Course)

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.

HSC course topics to be covered

- Students develop knowledge and understanding about the Australian food industry including farming, manufacturing, retailing and catering.
- Students investigate food manufacturing and how government policy and legislation impact on the food industry.
- Students undertake practical activities demonstrating their understanding of various nutritional requirements for individuals in the community.

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 8	Term 1 Weeks 10-11	Term 2 Week 10	Term 3 Week 3-4
	Task	Food Product Development SWOT Analysis and Marketing Strategy	Mid Course Assessment Australian Food Industry	Food Manufacture Experiment and Preparation	Trial HSC Examination
	Outcomes	H1.3, H4.1	H1.2, H1.4, H3.1	H1.1, H4.2	A selection of outcomes
Knowledge and understanding of course content	40	5	5		30
Knowledge and skills in designing, researching, analysing and evaluation	30	5	15	10	
Skills in experimenting with and preparing food by applying theoretical concepts	30	15		15	
Total Marks %	100	25	20	25	30

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

HOSPITALITY COOKERY

(Board Developed Course)

Vocational Education and Training (VET) Courses

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

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

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

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

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

Board Endorsed VET courses do count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have either mandatory or recommended industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based assessment materials are designed to ensure that each learner has achieved all the outcomes (skills and knowledge). Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing the competencies achieved for the VET course undertaken.

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

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



School Name:

Assessment Schedule Year 11 – 2023

Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1	Task 2	Preliminary Yearly Exam** (Optional)
		Week	Week	Week
		Term 2	Term 3	Term
		Date	Date	Date
Code	Unit of Competency			
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCOM007	Show social and cultural sensitivity	X		
SITXCCS011	Interact with customers	X		
SITHKOP009	Clean kitchen premises and equipment		X	
SITXINV006	Receive, store and maintain stock		X	

Depending on the achievement of units of competency, the possible qualification outcome is a **Statement of Attainment towards SIT20421 Certificate II in Cookery**. The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

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

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



School Name:

Assessment Schedule Year 12 – 2024

Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 3	Task 4	Task 5	½ yearly Exam** (Optional)	Trial Exam**
		Week	Week	Week	Week	Week
		Term 4	Term 5	Term 7	Term	Term
		Date:	Date:	Date:	Date:	Date:
Code	Unit of Competency					
SITHCCC026	Package prepared foodstuffs	X				
SITHCCC023	Use food preparation equipment		X			
SITHCCC024	Prepare and present simple dishes		X			
SITHCCC027	Prepare dishes using basic methods of cookery			X		
SITHCCC034	Work effectively in a commercial kitchen			X		

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

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

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

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

INDUSTRIAL TECHNOLOGY TIMBER AND FURNITURE TECHNOLOGIES

2 Unit (Board Developed Course)

Course Description

The study of this course consists of the development, management and communication of a major practical project and folio that contribute to the development of knowledge, skills and understanding related to the focus area of study.

Both the Preliminary and HSC courses are organised around four sections:

- A. Industry Study
- B. Design, Management and Communication
- C. Production
- D. Industry Related Manufacturing Technology

HSC course topics to be covered

The following sections are taught in relation to the Timber industry through the development of a Major Project and a study of the relevant industry:

- Major Project (60%)
 - Design, Management and Communication
 - Production
- Industry Related Manufacturing Technology (25%)
- Industry Study (15%)

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 8	Term 1 Weeks 10-11	Term 3 Week 1	Term 3 Week 3-4
	Task	Communication of MP Design, Management & Communication	Mid Course Assessment Industry Study	Manufacturing Progress Mark	Trial HSC Examination
	Outcomes	H3.1, H3.2, H3.3, H4.3	H1.1, H1.2, H1.3, H6.1, H7.1, H7.2	H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	A selection of outcomes
Knowledge and understanding of course content	40	5	15	5	15
Knowledge and skills in the design, management, communication and production of a major project	60	20		30	10
Total Marks %	100	25	15	35	25

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

INFORMATION PROCESSES & TECHNOLOGY

2 Unit (Board Developed Course)

Course Description

Information Processes and Technology is the study of computer based information systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.

HSC course topics to be covered

- Project Management
- Information Systems and Databases
- Communication Systems
- Plus 2 Option Strands – Decision Support Systems and Multimedia Systems

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 6	Term 1 Week 10-11	Term 2 Week 9	Term 3 Week 3-4
	Task	Multimedia Task Multimedia Systems	Mid Course Assessment Information Systems and Decision Support Systems	Practical Task Databases	Trial HSC Examination All topics
	Outcomes	H1.1 H3.2 H4.1 H5.1 H6.2	H1.1 H2.1 H2.2 H6.1	H5.1 H6.1 H6.2 H7.2	All outcomes
Knowledge and understanding	50	10	15	10	15
Problem solving, communicating, demonstrating skills	50	10	10	15	15
Total Marks %	100	20	25	25	30

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

LEGAL STUDIES

2 Unit (Board Developed Course)

Course Description

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

HSC course topics to be covered

- Part I of the core: Crime
- Part II of the core: Human rights
- Part III: Options: Family, Workplace

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9	Term 3 Week 3-4
	Task	Core Study Multiple Choice, Case Studies and Extended Response Crime	Mid Course Assessment Core Study Multiple Choice and Short Answer Questions Human Rights	Focus Study Extended Response Task Family	Trial HSC Examination Crime Human Rights Family Workplace
Outcomes	H1, H3, H7, H8, H9	H2, H3	H5, H6, H7, H10	H1-H7, H9-H10	
Knowledge and understanding of course content	40	15	5	5	15
Stimulus-based skills	20	5	5	5	5
Inquiry and Research	20		5	10	5
Communication of business information, issues and ideas in appropriate forms	20	5	5	5	5
Total Marks %	100	25	20	25	30

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

MATHEMATICS ADVANCED

2 Unit (Board Developed Course)

Course Description

The course is intended to give students who have demonstrated competence in the skills of the Stage 5.3 pathway in 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 engineering. 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 engineering.

HSC course topics to be covered

- Coordinate methods in Geometry
- Applications of Geometrical properties
- Geometrical applications of differentiation
- Integration
- Trigonometric functions
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and series applications

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 7	Term 1 Week 10-11	Term 2 Week 10	Term 3 Week 3-4
	Task	ICT Task Statistical Analysis	Mid Course Assessment Graphing Techniques Trigonometric Functions & Graphs Differential Calculus Applications of Differentiation	In Class Task Financial Mathematics	Trial HSC Examination All topics
	Outcomes	MA12-8 MA12-9 MA12-10	MA12-1 MA12-3 MA12-5 MA12-6 MA12-10	MA12-2 MA12-4 MA12-10	All outcomes
Understanding, fluency and communicating	50	10	15	10	15
Problem solving, reasoning and justification	50	10	15	10	15
Total Marks %	100	20	30	20	30

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

MATHEMATICS EXTENSION 1

1 Unit (Board Developed Course)

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 Advanced 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 and engineering. 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.

HSC course topics to be covered

- Methods of integration
- Applications of calculus to the physical world
- Inverse functions and inverse trigonometric functions
- Mathematical induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of the HSC 2 unit topics

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 7	Term 1 Week 10-11	Term 2 Week 9	Term 3 Week 3-4
	Task	In class task Trigonometry & Proof	Mid Course Assessment Vectors and Projectile Motion	Assignment / Investigation Calculus (Differential Equations)	Trial HSC Examination All topics
	Outcomes	ME12-1 ME12-3 ME12-7	ME12-1 ME12-2 ME12-7	ME12-1 ME12-4 ME12-6 ME12-7	All outcomes
Understanding, fluency and communicating	40	5	10	10	15
Problem solving, reasoning and justification	60	15	15	15	15
Total Marks %	100	20	25	25	30

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

MATHEMATICS EXTENSION 2

1 Unit (Board Developed Course)

Course Description

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration.

These concepts and applications are appropriate to the students' continued experience of mathematics as a coherent, interrelated, interesting and intrinsically valuable study that forms the basis for future learning. The introductory concepts and techniques of differential and integral calculus form a strong basis of the courses, and are developed and used across the courses, through a range of applications.

Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.

HSC course topics to be covered

- The Nature of Proof
- Further Proof by Mathematical Induction
- Further Work with Vectors
- Introduction to complex Numbers
- Using Complex Numbers
- Applications of Calculus to Mechanics

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 8	Term 1 Week 10-11	Term 2 Week 8	Term 3 Week 3-4
	Task	In class task Complex Numbers	Mid Course Assessment Proof	Assignment / Investigation Calculus	Trial HSC Examination All topics
	Outcomes	MEX12-1 MEX12-4 MEX12-7 MEX12-8	MEX12-1 MEX12-2 MEX12-7 MEX12-8	MEX12-1 MEX12-5 MEX12-7 MEX12-8	All outcomes
Understanding, fluency and communicating	45	5	15	10	15
Problem solving, reasoning and justification	55	15	10	15	15
Total Marks %	100	20	25	25	30

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

MATHEMATICS STANDARD 1

Year 12 HSC Only (Content Endorsed Course)

Course Description

The HSC Mathematics Standard 1 course has been written so that students:

Develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts.

Develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks.

Develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations.

Develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs.

HSC course topics to be covered

- Algebra – Types of Relationships
- Measurement – Right-angled Triangles; Rates; Scale Drawings
- Financial Mathematics – Investment; Depreciation and Loans
- Statistical Analysis – Further Statistical Analysis
- Networks – Networks and Paths

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 7	Term 1 Week 10-11	Term 2 Week 7	Term 3 Week 3-4
	Task	In class task Financial Mathematics	Mid Course Assessment Measurement	Class test Networks	Trial HSC Examination All topics
	Outcomes	MS1-12-5 MS1-12-10	MS1-12-3 MS1-12-4 MS1-12-10	MS1-12-8	All outcomes
Understanding, fluency and communicating	50	10	10	15	15
Problem solving, reasoning and justification	50	15	15	10	10
Total Marks %	100	25	25	25	25

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

MATHEMATICS STANDARD 2

Year 12 HSC Only (Board Developed Course)

Course Description

The HSC Mathematics Standard 2 course has been written that students:

- Develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts.
- Develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks.
- Develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations.
- Develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs.

HSC course topics to be covered

- Algebra – Types of Relationships
- Measurement – Non Right-angled Trigonometry; Rates and Ratios
- Financial Mathematics – Investments and Loans; Annuities
- Statistical Analysis – Bivariate Data Analysis; The Normal Distribution
- Networks – Network Concepts; Critical Path Analysis

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 7	Term 1 Week 10-11	Term 2 Week 8	Term 3 Week 3-4
	Task	In class task Algebra	Mid Course Assessment Trigonometry Rates & Ratio Financial Mathematics	Class test Networks	Trial HSC Examination All topics
	Outcomes	MS2-12-1 MS2-12-6 MS2-12-10	MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-10	MS2-12-8 MS2-12-10	All outcomes
Understanding, fluency and communicating	50	10	15	10	15
Problem solving, reasoning and justification	50	10	15	10	15
Total Marks %	100	20	30	20	30

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

MUSIC 1

2 Unit (Board Developed Course)

Course Description

In the HSC 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.

HSC course topics to be covered

- An understanding of the elements that are required to complete a successful performance.
- How to compose music in a variety of styles.
- How to critically analyse different styles of music using the six musical concepts.

Assessment Schedule

	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 8	Term 1 Week 6	Term 2 Week 6	Term 3 Week 3-4
	Task	Composition Portfolio and Aural Analysis Topic 1 Submission of composition or arrangement, aural analysis of composition with reference to concepts of music relevant to the chosen topic	Presentation of Performance and Viva Voce Topic 2 Solo or ensemble performance and in-class viva voce based on performance repertoire demonstrating an understanding of compositional techniques and features of the topic	Presentation or Submission: Elective Option for Topics 1 and 2 Presentation of performance and/or composition portfolio and /or musicology outline and viva voce	Trial HSC Examination Aural Skills examination Presentation of elective composition portfolio or elective musicology outline and viva voce based on Topic 3
Components	Outcomes	H2, H4, H5, H6, H7, H8	H1, H2, H4, H5, H6	H1-8*	H1-8*
Performance	10		10		
Composition	10	10			
Musicology	10		10		
Aural	25	10			15
Electives	45			30	15
Total Marks %	100	20	20	30	30

* Teachers will select appropriate outcomes based on Elective options selected by each student.

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

PDHPE

2 Unit (Board Developed Course)

Course Description

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

HSC course topics to be covered

- Sports Medicine
- Health Priority Issues in Australia
- Factors Affecting Performance
- Improving Performance

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 8	Term 1 Weeks 10- 11	Term 2 Week 7	Term 3 Week 3-4
	Task	Response to a Scenario – question provided prior to in class task Sports Medicine	Mid Course Assessment Health Priorities in Australia	In Depth Analysis Training Programs	Trial HSC Examination
	Outcomes	H17, H13	H4, H14	H8, H10, H17	H1-H5, H7-H11, H13-H17
Knowledge and understanding of course content	40	10	10	10	10
Skills in Working Scientifically	60	10	15	15	20
Total Marks %	100	20	25	25	30

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

PHOTOGRAPHY, VIDEO & DIGITAL IMAGING

2 Unit (Board Developed Course)

Course Description

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

HSC course topics to be covered

- Digital Design
- Video
- Critical and Historical Studies throughout the course

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 8	Term 1 Week 7	Term 2 Week 10	Term 3 Week 3-4
	Task	Digital Processes Artmaking Extended Response Critical & Historical Studies	Portfolio of digital images & process diary Artmaking	Body of Work Artmaking Student chosen form	Trial HSC Examination Critical & Historical Studies
	Outcomes	M2, M5, CH3	M2, M4, M5	M1, M2, M4, M6	CH2, CH4, CH5
Artmaking	70	20	30	20	
Critical & Historical Studies	30	10			20
Total Marks %	100	30	30	20	20

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

PHYSICS

2 Unit (Board Developed Course)

Course Description

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the universe and participate in navigating and influencing the future.

The HSC course builds upon the Year 11 Physics course.

HSC course topics to be covered

- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 8	Term 1 Weeks 10-11	Term 2 Week 7	Term 3 Week 3-4
	Task	Depth Study Module 8	Mid Course Assessment Modules 7 & 8	Data Analysis & Problem Solving Task Module 6	Trial HSC Examination All modules
	Outcomes	PH11/12-1, PH11/12-3, PH11/12-4, PH11/12-7, PH12-15	PH11/12-2, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-14, PH12-15	PH11/12-5, PH11/12-6, PH12-13	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12, PH12-13, PH12-14, PH 12-15
Knowledge and understanding of course content	40	10	5	5	20
Skills in Working Scientifically	60	20	15	15	10
Total Marks %	100	30	20	20	30

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

SPORT, LIFESTYLE & RECREATION

2 Unit (Content Endorsed Course)

Course Description

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

HSC course topics to be covered

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

- Games and Sports Applications II
- Athletics
- Sport Coaching
- Healthy Lifestyle

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 9	Term 1 Week 6	Term 2 Week 9	Term 3 Week 5
	Task	Module 1 Sports Coaching	Module 2 Athletics	Module 3 Games and Sports Applications 2	Module 4 Healthy Lifestyle
	Outcomes	1.5, 2.3, 3.5, 5.3	1.3, 1.6, 3.1, 4.4	1.3, 3.1, 1.2	1.5, 2.3, 3.5, 4.3
Knowledge and understanding of course content	50	15	10	10	15
Skills in Working Scientifically	50	10	15	15	10
Total Marks %	100	25	25	25	25

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 the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The HSC course provides for deeper, increasingly more independent investigations.

HSC course topics to be covered

- Students continue to develop their understanding of the frames, conceptual framework and artist practice
- Students create, develop and execute a Body of Work. The Body of Work is a sustained practical major project
- Students develop their Body of Work through their visual diary
- Investigation of content through at least five case studies in art criticism and art history

Assessment Schedule

	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 8	Term 1 Week 9	Term 2 Week 7	Term 3 Week 3-4
	Task	Extended Written Response Critical & Historical Studies In class essay: case study	Submission of artwork(s) in progress, VAPD with annotated evaluation of a sustained exploration of materials and ideas through the frames Artmaking Practice Development of the Body of Work	Submission of artworks under development VAPD Resolving the Body of Work	Trial HSC Examination Critical & Historical Studies
Components	Outcomes	H7, H8, H9	H1, H3, H4, H10	H1-6	H7, H8, H9
Artmaking	50		20	30	
Criticism & Historical Studies	50	20			30
Total Marks %	100	20	20	30	30

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

WORK STUDIES

2 Unit (Content Endorsed Course)

Course Description

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

Stage 6 course topics to be covered

Stage 6 course topics cover a variety of sources and experiences that relate to skills, knowledge and understanding within the workplace, and extensive experiences that support a wholistic approach to career building, lifelong learning and individualised transition planning from school to work. All topics meet the course outcomes for the Stage 6 Work Studies syllabus.

Assessment Schedule

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

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

Student name:
Course name:
Class teacher:

Task details

Task number:	Title:
Weighting:	Due date:

Details for Special Consideration

Date/s of changes in circumstances: / / to / /
Reason for Special Consideration: _____ _____ _____
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

Quick Links – Forms

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



[Assessment Task Request for Special Considerations](#)



[Assessment Task Request for Extension](#)

