



Year 12
Assessment
Booklet
2024 / 2025

Sir Joseph Banks High School

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Principal's Message

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



Ms Khodary, Deputy Principal

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 Senior Hub Aspire Centre (SHAC) for private study. The SHAC 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 Advisers' Message



Mr Kouayder
Year Adviser



Ms Cadogan
Assistant Year Adviser

Year 12 Advisers

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.	Year Adviser Student Support Officer School Counsellor Head Teacher Learning Support Head Teacher Secondary Studies
Advice about curriculum, current and future training and career options.	Head Teacher Secondary Studies Careers Adviser
Advice about curriculum and NESAs requirements, including rules and procedures for Preliminary and HSC courses. Advice regarding illness and misadventure appeals and special provisions for students with special needs.	Deputy Principal Head Teacher Secondary Studies Head Teacher Learning Support
HSC and NESAs advice. Help with study skills and assessment tasks.	Head Teacher Secondary Studies Learning Centre Coordinator
Assistance with Work Placement	VET Coordinator
Advice regarding school contributions and subject fees.	School Administrative Manager
Bus and train travel.	Front Office

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

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

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

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

Expectations at the SHAC

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

Your rights at the SHAC

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

Information from the NSW Education Standard Authority (NESA)

Students are expected to be diligent in the way that they apply themselves in all subject areas. This requires satisfactory participation in all class activities and excursions, as well as completion of all set class work, homework, tests, assessment tasks and examinations and any other prescribed work to a satisfactory standard.

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

Students have the right to:

- be informed of the assessment processes of the school and NESA
- receive clear guidelines relating to the requirements of each assessment task
- be told in advance of the due date for each assessment task
- access feedback for an individual task at the time it is returned
- lodge an application to appeal the assessment process within 3 school days of the distribution of assessment marks and feedback

Students have the responsibility to:

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

NESA assessment marks for your final results

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

Students are required to sign the *2025 HSC Rules and Procedures register, and 2024/2025 Assessment Booklet register* to acknowledge that they have been issued with the documentation and have received the information about the assessment requirements.

NESA: HSC Information

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

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

HSC Rules and Procedures Guide for Students

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

<https://educationstandards.nsw.edu.au/wps/portal/nesa/parents/parent-guide/high-school-hsc>

Advice for students about HSC assessment

Students will find information and advice about HSC assessment in the Assessment section of Students Online. Information includes what to expect with assessment tasks, what assessment ranks are and how to check them after the exams, and the guide to completing assessment tasks honestly and with confidence. Further, students can access the NESA Student Guide link to better understand the HSC

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide>

Attendance

Overall school attendance is required to be over DoE Attendance Policy. At Sir Joseph Banks High School, attendance is expected to be above 85% in each course but will be determined individually at the discretion of the Principal. Students may receive a Course Warning letter for non-completion of course requirements if their individual subject attendance falls below 85%.

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

- Students are expected to attend school on time every day in order to meet the requirements for their HSC courses. School begins at 8.40am. Students who are continually late to school may be placed on a warning of suspension or suspended for persistent disobedience.
- Students are expected to attend all timetabled lessons.
- Students must remain on the school grounds all day, including recess and lunch.
- Students with approved flexible attendance with a timetabled late start, **must sign in at the front office**.
- Students who have a cancelled class must sign out at the front office, and the parents will receive a notification of change to the routine for the day.
- Students will receive a flexible timetable and are required to provide approval from parent/carer to leave the school grounds prior to 3pm.
- If a student is absent, a parent/carer may reply to the school's absentee text message with a justified reason for the absence, or a medical certificate must be brought to the front office on the first day of return from absence.
- Truancy means unauthorised absence from school and/or class. Parents will be notified, and letters sent home. Persistent truancy may result with a school suspension.
- Attendance rate may impact on any government assistance students may be receiving, for example, Centrelink payments may be reduced/cancelled.
- An explained absence may be declined by the Principal if the reason is deemed to be not in line with DoE policy.
- Any long-term leave during the senior years may result in a student not progressing to the following year or achieving the HSC. Any request for leave will be at the discretion of the Principal. If leave is approved an alternative task may be issued for completion.
- Leave will not be granted during examination periods, unless there is a known medical condition.
- Student absences are recorded on student reports – documenting both whole day explained and unexplained absences and partial day explained and unexplained absences. Families will receive a bi-termly class attendance report.
- A child who has completed Year 10 and achieved their RoSA and is below 17 years of age must continue schooling unless he or she is registered for home schooling or participates in full-time paid work (at least 25 hours per week), or in approved education or training, or a combination of approved education or training and paid work.
<https://education.nsw.gov.au/parents-and-carers/pathways-after-school/school-leaving-age>
- Prolonged unexplained absence may result in the issuing of a *Notice of Potential Expulsion – Unsatisfactory Participation for students 17 years of age and over*.

Assessments for Preliminary and HSC courses

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

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

Assessment of Stage 6

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

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

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

What is the purpose of assessments tasks?

HSC assessment tasks will:

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

Assessment for Reports

Year 12 Report contains:

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

Forms of Assessment

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

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

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

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

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

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

HSC Major Projects

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

Satisfactory completion of a course

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

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

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

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

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

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

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

HSC Assessment Procedures

Duration

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

Assessment Schedules

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

At times, due to unforeseen circumstances, changes to the HSC Assessment Schedule may be necessary after close consultation with school Executive Staff. Should this occur, a *Notification of Amendment to HSC Assessment Task Schedule* will be issued to students and parents/carers affected within 2 weeks prior to the due date.

Assessment Task Submissions

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

General Procedures

a) Notification

- Students may be given at least two weeks written notice for all assessment tasks. The notification will outline the nature of the task, the various components and the marking criteria.
- Students sign the Assessment Task Notification Sign On form to indicate they have received the task. If a student is away from school on the day the Assessment Task Notification is distributed, it is their responsibility to see the teacher to receive the notification.

b) Handing in Tasks

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

c) Electronic Submission

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

d) Technology Failure

- Occasionally, a student's ability to complete an Assessment Task may be impacted by the failure of technology.

- In this case, the student must follow the normal procedure and submit an application for a Request for Extension (if the problem occurs prior to the submission of a task) OR Special Consideration (if the problem occurs on the due date). Evidence must be presented to support the claim of technology failure, and the IT staff may be consulted to determine the validity of the claim.
 - The relevant Deputy Principal will make the final determination in all cases of technology failure.
 - **It is the student's responsibility** to retain a regularly **backed up copy** of all their school work either on a cloud, external drive or a USB so that if there is a problem with their computer their work is not lost.
- e) Absence or Partial Absence from School on the Due Date
- Students who are absent or late to school on the day of an assessment task due to illness or misadventure must complete an Illness/ Misadventure/ Absence Appeal Form. Students must provide evidence, such as a medical certificate, within three days of the student's return. If there is no documentation supporting their absence, then a zero will be awarded.
 - Students will be provided with two school days as approved leave directly preceding the examination period.
 - Students who do not attend school within the two days prior to the submission of an assessment task, or prior to the completion of an in-class assessment task due date, may be penalised for Academic Misconduct, and be issued a Course Warning for malpractice. Students will be required to submit evidence for absence/s from the upcoming tasks or exam.
 - If a student is on suspension when a task is due, they will still be required to submit the task by the due date and time (electronic submission is advisable). If this is an exam, an arrangement can be made with the Deputy Principal on a case by case scenario.
 - If the absence is an extended illness or unforeseen circumstance, students must complete and submit an Illness/Misadventure/Absence Appeal Form and provide evidence which must support the absence. If the appeal is upheld, the marks from a similar task may be used to modify or estimate results in consultation with the Head Teacher.
 - **In-class Assessments and Exams** – students should provide a medical certificate to their teacher with an Illness/Misadventure/Absence Appeal Form attached within three days of student returning to school. Students will be expected to complete the set task during the next timetabled lesson for that subject, or at the discretion of the Head Teacher.
- f) Conduct during examinations, tests or assessment tasks
- A student must not have any materials with them other than those necessary and allowed for the task.
 - A student must not speak to any person other than the teacher supervising the task, for the duration of the task.
 - A student cannot behave in a way likely to disturb other students or disrupt the integrity of the task.
 - If a non-serious attempt at a task is made, a student may be awarded a zero mark and receive a Course Warning.
 - If a student displays academic misconduct, marks will be deducted according to the malpractice scale detailed in the marking criteria
 - Students found using banned technological devices will receive a zero mark and a Course Warning will be issued.
 - If a student fails to bring the necessary equipment (eg calculator) into an examination, it is not the responsibility of the teacher to find the student the equipment to complete the exam. No borrowing of equipment between students is permitted during the examination
 - All equipment required for the examination must be placed into a clear plastic lunch bag or plastic sleeve. No pencil cases are permitted.
 - Permission to use the toilet during an examination will only be granted under extenuating circumstances.

g) Awarding of Marks

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

h) Zero Marks

- Parents/Carers of students given a zero mark will be contacted by way of a Course Warning letter including information about the resubmission of the task, and will need to respond in writing to confirm that the notification has been received.

i) Non-Serious Attempt

- Non-completion of substantial parts of a task or examination such as attempting only the multiple-choice section of an examination.
- No demonstration of engagement (or minimal engagement) with the outcome/s of the task.
- Students who do not make a serious attempt in an assessment task may be issued with a Course Warning.
- Writing, performing or speaking in a frivolous, offensive or objectionable manner.
- Writing answers in a language other than English (unless specifically instructed to do so) or submitting electronic tasks in a format that is unrecognisable or not approved by the teacher.

Malpractice

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

It includes, but is not limited to:

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

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

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

Students have the right to appeal the process with the Academic Malpractice Committee which is comprised of a classroom teacher in collaboration with the Head Teacher and Deputy Principal of the respective course.

The committee will:

- Provide the student with an opportunity to address the issue with a support person.
- Communicate this to the student, student's parents/carers and the Head Teacher.
- If a student is not satisfied with the outcome of the Academic Malpractice Committee, the student can lodge an appeal to the Executive Appeals Committee. This is comprised of the Principal, Head Teacher Secondary Studies and Head Teacher Teaching and Learning.

Appeals Process

a) Appeals of Outcome

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

b) Unforeseen Circumstances / Special Consideration

- At times a student's result in an Assessment Task or Examination may be impacted by circumstances outside of their control on or near the due date of a task. This may include things such as illness or a family emergency. The student or their parent/carer needs to contact the Deputy Principal as soon as possible with relevant documentation as evidence.
- An Appeal form must be submitted on their first day of returning to school.
- The Head Teacher in conjunction with the relevant Deputy Principal, will make a decision about whether an extension may be granted, or an alternative task be set. In the rare event, an estimate may be generated at the discretion of the Principal.

c) Extensions

- Students can lodge and Application for Extension form should more time be required to complete the task. This must be accompanied with evidence and supporting documents for a valid application to be accepted. This form must be completed and submitted to the respective Head Teacher of the faculty at least 3 days prior to the due date.
- Extensions **will only be granted in exceptional circumstances**. If a student requires a short term extension, contemporary medical evidence (medical certificate no older than six months and with a valid reason documented) must be documented prior to the due date. If a student requires a significant extension of time to submit a task, documentation is required as evidence. If a student is experiencing a chronic condition, clear observable symptoms must be recorded and presented in medical documentation. A medical report needs to be provided for each day.
- Students must complete the Request for Extension Form and submit it to the Head Teacher of the subject as early as possible.
 - Documentary evidence, for example, a medical certificate, will be required. The Head Teacher will consider the application in consultation with the class teacher. However, there is no obligation to accept such evidence if they have reason to suspect its validity.
- Once a decision has been made, the student will be notified in writing as soon as possible. This will include the outcome and length of the extension, if granted.
- Classroom teachers cannot grant extensions.
- No extensions of time will be granted other than in exceptional circumstances.

External Educational Providers

TAFE - Vocational Education Training (TVET)

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

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

Students must:

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

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

Language Schools

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

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

Distance Education

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

Students must:

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

Special Education (Life Skills)

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

Students with Special Educational Needs

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

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

These may be:

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

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

Students with Disabilities

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

Life Skills Assessment

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

Assessment in Life Skills provides opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses will be assessed through formative and summative assessment tasks. Students may demonstrate Life Skills outcomes as Achieved or Achieved with Support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. Students must demonstrate the identified learning outcomes that are aligned with their Individual Education Plan (IEP).

How to write a Bibliography

For a Book

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

For example

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

For an Internet Site

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

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

For example

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

www.hreoc.gov.au/speeches/human_rights/sydney_peace.html, 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/carers and students about the rules and procedures set by NESA for secondary education in New South Wales. The ACE website supersedes the ACE Manual (2005) for all information on policies relating to the Higher School Certificate.

Assessment Resource Centre

Assessment Resource Centre (ARC) website.

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

Appendix 1: Extensions, Illness & Misadventure FAQs

What if I need an extension?

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

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

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

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

You can do this by:

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

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

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

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

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

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

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

Do assessment tasks contribute towards my reports?

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

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

You may be given a minimum of two weeks' notification.

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

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

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

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

What is plagiarism?

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

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

A Definitely yes!

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

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

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

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

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

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

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

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

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

A No.

Course summary and assessment

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

Ancient History

Biology

Business Studies

Ceramics

Chemistry

Community and Family Studies

Design and Technology

Drama

Economics

English – Advanced

English – EAL/D

English – Standard

English Studies

Enterprise Computing

Food Technology

Hospitality – Cookery

Hospitality – Food & Beverage

Legal Studies

Mathematics Advanced

Mathematics Extension 1

Mathematics Extension 2

Mathematics Standard 1

Mathematics Standard 2

Modern History

Music 1

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 8	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

CERAMICS

2 Unit (Content Endorsed Course)

Course Description

Ceramics is the art and technology of forming, firing and glazing clay to make a range of products. Clay is a natural material, which is plastic, malleable and pliant and lends itself to many applications ranging from building materials to ceramic ware, eg plates, bowls and drinking vessels, jewellery, sculptures and decorative wall surfaces. Clay can be used, in its fired form, in diverse applications that range from massive architectural forms to the production of delicate objects such as translucent vessels and bowls. It can be fired to produce an extremely hard and durable material or one that is soft enough to carve. Various methods can be used to form clay as unique on-off hand-built works, wheel-thrown and cast forms, and those which are mass-produced. It lends itself to a wide range of surface treatments that include oxides, resists, incising and inlaying. It comes in a wide range of colours including terracotta, white kaolin and manganese black, and can be subject to an infinite number of finishes and glazes.

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

HSC course topics to be covered. Work Health and Safety is a module integrated to each unit of work

- Module 1: Students Self-initiated Project
- Module 2: Casting
- Module 3: The Sculptural Form
- Module 4: Critical and Historical Studies

Assessment Schedule

	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 9	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 3-4
	Task	Artmaking Students Self-Initiated Project Portfolio of Ceramics Works	Artmaking Casting A Body of Work & Process Diary	The Sculptural Form Artmaking A free-standing sculpture exploring living forms Critical & Historical Studies Artist's investigation and extended response	Trial HSC Examination Critical & Historical Studies
Components	Outcomes	M1, M4, M5	M1, M2, M5, M6	M4, M5, M6, CH1, CH4	M2, M4, M6, CH2, CH3, CH5
Artmaking	70	20	30	20	
Critical & Historical Studies	30			10	20
Total Marks %	100	20	30	30	20

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	Problem Solving Investigation Task Module 7	Trial HSC Examination All topics
	Outcomes	CH 11/12-1 CH 11/12-2 CH 11/12-3 CH 11/12-5 CH 11/12-6 CH 11/12-7 CH 12-12	CH 11/12-5 CH 11/12-6 CH 11/12-7 CH 12-12 CH 12-13	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 NESAs 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 8	Term 1 Weeks 10	Term 3 Week 1	Term 3 Week 3-4
	Task	Project Proposal Creative Pitch	Innovation Case Study Test * NESA Mandatory Task	MDP Progression Folio & PSE	Trial HSC Examination
	Outcomes	H1.1, H3.2, H4.1, H5.1, H5.2	H2.1, H2.2, H3.1, H6.2	H1.2, H3.2, H4.2, H4.3, H5.1, H6.1	H1.2, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2
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	Task 5
	Week	Term 4 Week 9	Term 1 Week 9	Term 1 Week 10-11	Term 2 Week 9	Term 3 Week 3-4
	Task	Workshop Performance Topic 1: Dramatic Traditions in Australia	Workshop Performance Topic 2: Approaches to Acting	Mid Course Assessment Essays: Topics 1 and 2	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, H3.1., H3.4	H1.1., H1.2, H1.3, H1.5, H3.1., H3.4	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, H2.3, H3.1, H3.2, H3.3
Making	40	5	5		25	5
Performing	30	10	10		5	5
Critically Studying	30			15		15
Total Marks %	100	15	15	15	30	25

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

ECONOMICS

2 Unit (Board Developed Course)

Course Description

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies make choices that assist them to improve their quality of life. As a subject, Economics Stage 6 is distinctive because of the range of problems and issues that it investigates and the skills that it develops. The discipline of economics has a theoretical basis and economists often debate the relative merits of different theories when assessing economic issues and proposing solutions to economic problems, including economic modelling. Discussion of economic issues dominates the media and politics. By understanding economics, students can make informed judgements about issues and policies and participate responsibly in decision-making.

HSC course topics to be covered

- The Global Economy
- Australia's Place in the Global Economy
- Economic Issues
- Economic Policies and Management

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	Research and Timed Handwritten Essay	Topic Test	Stimulus Extended Response	Trial HSC Examination
	Outcomes	H1, H2, H3, H4, H5, H9, H10, H12	H4, H8, H10, H11	H2, H5, H6, H9	H1 – H8, H10, H11
Knowledge and understanding of course content	40	5	15	5	15
Stimulus-Based Skills	20			10	10
Inquiry and Research	20	10	5	5	
Communication of economic information, ideas and issues in appropriate forms	20	5	5	5	5
Total Marks %	100	20	25	25	30

NOTE: Task 1 was completed by students via Distance Education.

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

ENGLISH ADVANCED

2 Unit (Board Developed Course)

Course Description

In the English 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 English Standard, the HSC English 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 Common Module: Texts and Human Experiences	Mid Course Assessment Common Module and Module A	Imaginative Task Module C: Craft of Writing	Trial HSC Examination All modules
Outcomes	EA12-2 EA12-4 EA12-6 EA 12-7	EA12-1 EA12-3 EA12-4 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

	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
Components					
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 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 English Standard, the HSC English 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 Common Module: Texts and Human Experiences	Mid Course Assessment Common Module and Module A	Discursive or Imaginative Text with Reflection 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 Common Module: Texts and Human Experiences	Research Task / Multimodal Presentation Elective Module A: We are Australian	Collection of classwork – Portfolio & Digital Presentation (travel) Elective Module C: 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

ENTERPRISE COMPUTING

2 Unit (Board Developed Course)

Course Description

The study of Enterprise Computing equips students with a deep understanding of digital tools, data management and their roles in enterprise systems. Students learn to effectively use and manage these tools in various settings, develop specialised communication skills and apply system design and computational thinking. They work on projects related to interactive media, networking, cybersecurity, data science, and intelligent systems, fostering teamwork and industry-relevant skills. The course emphasises the ethical use of digital systems and the importance of adhering to standards. Students also explore issues like cyber safety and digital footprints, enhancing their ability to contribute to diverse enterprises.

HSC course topics to be covered

- Data Science
- Data Visualisation
- Enterprise Project
- Intelligent System

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 10	Term 1 Week 10-11	Term 2 Week 9	Term 3 Weeks 8-9
	Task	Data Science	Mid Course Assessment Data Visualisation	Enterprise Project	Trial HSC Examination
	Outcomes	EC-12-01 EC-12-02 EC-12-04 EC-12-05 EC-12-06	EC-12-01 EC-12-02 EC-12-03 EC-12-04 EC-12-05 EC-12-06 EC-12-07 EC-12-08 EC-12-10 EC-12-11	EC-12-06 EC-12-07 EC-12-08 EC-12-09 EC-12-10 EC-12-11	EC-12-01 EC-12-02 EC-12-03 EC-12-04 EC-12-05 EC-12-06 EC-12-07 EC-12-08 EC-12-09 EC-12-10 EC-12-11
Knowledge and understanding of course content	50	10	10	15	15
Knowledge and skills in the practical application of the content	50	10	10	15	15
Total Marks %	100	20	20	30	30

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 9	Term 3 Week 3-4
	Task	Research Report and Practical Australian Food Industry	Mid Course Assessment AFI & Food Manufacture	SWOT Analysis and Marketing Strategy Food Product Development	Trial HSC Examination
	Outcomes	H1.2, H1.4 H3.1	H1.1, H1.4, H3.1, H4.2	H1.3, H4.1	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H3.2, H4.1, H4.2, H5.1
Knowledge and understanding of course content	40		10		30
Knowledge and skills in designing, researching, analysing and evaluation	30	10	10	10	
Skills in experimenting with and preparing food by applying theoretical concepts	30	10		20	
Total Marks %	100	20	20	30	30

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

HOSPITALITY

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

Course Description

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

Cookery HSC course topics to be covered

- Clean kitchen premises and equipment
- Use food preparation equipment
- Prepare dishes using basic method of cookery
- Use hygienic practices for food safety
- Participate in safe work practices
- Participate in safe food handling practices
- Interact with customers

Hospitality HSC course topics to be covered

- Prepare and serve non-alcoholic beverages
- Prepare and serve espresso coffee
- Serve food and beverages
- Use hygienic practices for food safety
- Participate in safe work practices
- Participate in safe food handling practices
- Interact with customers

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



Education

Cookery**Qualification: SIT20421 Certificate II in Cookery Cohort****2024 - 2025****Training Package SIT Tourism, Travel and Hospitality****School Name: Sir Joseph Banks High School****Assessment Schedule Year 11 – 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 1 Safety in the kitchen	Task 2 Service please	EXAM (Optional)
		Week	Week	Week
Code	Unit of Competency	Term	Term	Term
		Date	Date	Date
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	

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

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

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



School Name: Sir Joseph Banks High School

Assessment Schedule Year 12 – 2025

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

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

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

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

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

School Name: Sir Joseph Banks High School

Assessment Schedule Year 11 - 2024

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

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

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

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

School Name: Sir Joseph Banks High School

Assessment Schedule Year 12 – 2025

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

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

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

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

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

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

	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
Components	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

- Functions
- Trigonometric Functions
- Calculus
- Financial Mathematics
- Statistical 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 10	Term 3 Week 3-4
	Task	ICT Task Statistics	Mid Course Assessment Differentiation, Trigonometric, Exponential & Logarithmic Functions	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 MA12-9 MA12-10	MA12-2 MA12-4 MA12-9 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 Mathematics Advanced 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

- Proof by Mathematical Induction
- Introduction to Vectors
- Trigonometric equations
- Further Calculus Skills
- Applications of Calculus
- The Binomial Distribution

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 Mathematical Induction & Trigonometric Equations	Mid Course Assessment Vectors and Projectile Motion	Assignment / Investigation Calculus	Trial HSC Examination All topics
	Outcomes	ME12-1 ME12-3 ME12-6 ME12-7	ME12-2 ME12-6 ME12-7	ME12-1 ME12-4 ME12-6 ME12-7	All outcomes
Understanding, fluency and communicating	50	10	12.5	12.5	15
Problem solving, reasoning and justification	50	10	12.5	12.5	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

Proof

- The Nature of Proof
- Further Proof by Mathematical Induction

Vectors

- Further work with Vectors

Complex Numbers

- Introduction to Complex Numbers
- Using Complex Numbers

Calculus

- Further Integration

Mechanics

- Applications of Calculus of Mechanics

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 8	Term 1 Week 9	Term 2 Week 10	Term 3 Week 3-4
	Task	In class task Complex Numbers	In class task Proof	Assignment / Investigation Calculus	Trial HSC Examination All topics
	Outcomes	MEX12-1 MEX12-4 MEX12-7 MEX12-8	MEX12-3 MEX12-7 MEX12-8	MEX12-1 MEX12-5 MEX12-7 MEX12-8	All outcomes
Understanding, fluency and communicating	50	10	12.5	12.5	15
Problem solving, reasoning and justification	50	10	12.5	12.5	15
Total Marks %	100	20	25	25	30

More information about this course can be found on the NESA 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 6	Term 1 Week 10-11	Term 2 Week 5	Term 3 Week 3-4
	Task	In class task Trigonometry	Mid Course Assessment Algebra & Financial Mathematics	In class task Networks	Trial HSC Examination All topics
	Outcomes	MS1-12-4 MS1-12-10	MS1-12-1 MS1-12-5 MS1-12-10	MS1-12-8 MS1-12-10	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 NESA website

MATHEMATICS STANDARD 2

Year 12 HSC Only (Board Developed Course)

Course Description

The HSC Mathematics Standard 2 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 – 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 6	Term 1 Week 10-11	Term 2 Week 7	Term 3 Week 3-4
	Task	In class task Trigonometry	Mid Course Assessment Algebra & Financial Mathematics	In class task Networks	Trial HSC Examination All topics
	Outcomes	MS2-12-4 MS2-12-10	MS2-12-1 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 NESA website

MODERN HISTORY

2 Unit (Board Developed Course)

Course Description

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

HSC course topics to be covered

Part I: Core Study: Power and Authority in the Modern World 1919-1946

Part II: ONE National Study: Japan 1904-1937

Part III: ONE Study of Peace and Conflict: Cold War 1945-1991

Part IV: ONE Study of Change in the Modern World: Apartheid in South Africa 1960-1994

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 10	Term 1 Week 9-10	Term 2 Week 10	Term 3 Week 3-4
	Task	Source analysis and knowledge based test Core Study	Timed extended response question National Study	Historical analysis essay Peace and Conflict Study	Trial HSC Examination
	Outcomes	MH12-1, 12-3, 12-6, 12-7	12-3, 12-5, 12-7, 12-8, 12-9	MH12-4, 12-6, 12-7, 12-8, 12-9	MH12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-9
Knowledge and understanding of course content	40	10	5	5	20
Historical skills in the analysis and evaluation of sources and interpretations	20	10		5	5
Historical inquiry and research	20		5	15	
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

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

Components	Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
	Week	Term 4 Week 8	Term 1 Week 6	Term 1 Week 10-11	Term 2 Week 7	Term 3 Week 3-4
	Task	Composition Portfolio and Viva Voce Topic 1 Submission of composition or arrangement, in-class viva voce based on performance repertoire demonstrating an understanding of compositional techniques and features of the topic	Presentation of Performance Topic 2 Solo or ensemble performance	Mid Course Assessment Aural Skills Examination	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
Outcomes	H2, H4, H5, H6, H7, H8	H1, H2, H3, H7	H4, H5, H6, H7, H8	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	10	10	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 NESAs 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 9	Term 1 Weeks 10-11	Term 2 Week 8	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 Critical Investigations 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

	Weighting	Task 1	Task 2	Task 3	Task 4
	Week	Term 4 Week 10	Term 1 Weeks 10-11	Term 2 Week 9	Term 3 Week 3-4
	Task	Depth Study Module 5	Mid Course Assessment Modules 5 & 6	Data Analysis & Evaluation Task Module 7	Trial HSC Examination All modules
	Outcomes	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-5, PH11/12-6 PH11/12-7, PH12-12	PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12, PH12-13	PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-7, PH12-14	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
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](#)

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
	Week	Term 4 Week 9	Term 1 Week 6	Term 2 Week 9
	Task	Module 1	Module 2	Module 3
	Outcomes	Sports Coaching 2.1,2.2,3.2	Athletics 1.3, 2.1, 3.1, 4.4	Healthy Lifestyles 15,2.3,3.5,4.3
Knowledge and understanding of course content	50	15	20	15
Skills in Working Scientifically	50	15	20	15
Total Marks %	100	30	40	30

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

Components	Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
	Week	Term 4 Week 7 & 9	Term 1 Week 6	Term 1 Week 10-11	Term 2 Week 7	Term 3 Week 3-4
	Task	Draft Submission of Extended Response Critical & Historical Studies	Submission of BOW in progress and visual arts process diary Artmaking Practice Development of the Body of Work	Mid Course Assessment Critical & Historical Studies	Submission of artworks under development VAPD Resolving the Body of Work	Trial HSC Examination Critical & Historical Studies
	Outcomes	H7, H8, H9	H1, H3, H4	H7, H8, H9	H1-6	H7, H8, H9, H10
Artmaking	50		20		30	
Critical & Historical Studies	50	10		15		25
Total Marks %	100	10	20	15	30	25

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.

Course topics to be covered in Year 12

- Managing Work and Life Commitments
- Personal Finance
- Workplace Issues
- Self-Employment
- Team Enterprise Project

Assessment Schedule (HSC – 2024/2025)

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 9	Term 2 Week 9-10	Term 3 Week 3-4
	Task	Research Report	Team Enterprise Project	Final Exam Multiple Choice
	Outcomes	1, 5, 8	2, 6, 9	3, 4, 7
Knowledge and Understanding	30	10	10	10
Skills	70	20	20	30
Total Marks %	100	30	30	40

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

Faculty Appeals Committee Lodgement of Appeal Form

Course RoSA Preliminary HSC HSC

Student name:
Course name:
Class teacher:

Task details

Task number:	Title:
Weighting:	Due date:

Details of Appeal

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

Student signature: _____ **Date:** _____

Parent signature: _____ **Date:** _____

Office Use ONLY

Received by:
SHAC staff: _____ **Date:** _____

Entered on Sentral **Yes / No** **Date:** _____

Appeal Meeting scheduled **Date:** _____ **Time :** _____

Communicated to all relevant staff **Date:** _____ **Time:** _____



SIR JOSEPH BANKS HIGH SCHOOL

Executive Appeals Committee Lodgement of Appeal Form

Course RoSA Preliminary HSC HSC

Student name:
Course name:
Class teacher:

Task details

Task number:	Title:
Weighting:	Due date:

Details of Appeal

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

Student signature: _____ **Date:** _____

Parent signature: _____ **Date:** _____

Please attached Faculty Appeals Committee documentation and outcome

Office Use ONLY

Received by:
SHAC staff: _____ **Date:** _____

Entered on Sentral **Yes / No** **Date:** _____

Appeal Meeting scheduled **Date:** _____ **Time :** _____

Communicated to all relevant staff **Date:** _____ **Time:** _____



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](#)

