

Year 11 Assessment Booklet 2022

SIR JOSEPH BANKS HIGH SCHOOL

Turvey Street, Revesby, NSW 2212

Phone: (02) 9773 6054

Email: sirjosephb-h.school@det.nsw.edu.au

Website: sirjosephb-h.schools.nsw.edu.au



@SJBHS3



@SirJosephBanksHigh



@sjb_high



Mr Kitteringham, Principal

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

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

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



Mr Palmer, Year 11 Deputy Principal 2022

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

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

Your peers in this year's Year 11 cohort are completing the HSC for various reasons. Some will be attempting to achieve the best possible ATAR that will lead to university entry. Some will be attempting a non-ATAR result that will give them entry into a chosen vocation. 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 task, class and homework task is important. All work needs to be handed in on time, otherwise you may lose marks from your final assessment. As a guide you should be completing at least 1½ hours of study each day.

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

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



Mr Ristevski
Year Adviser



Mrs Kaouar
Assistant Year Adviser

Year 11 Advisers 2022

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

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

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

Year 12 Learning Centre

The Learning Centre is a compulsory class for those students only enrolled in 10 units of study. If you are studying a language outside of school or completing a TAFE course in Year 11, you may be able to use the Learning Centre. Your timetable will display Learning Centre and you will be required to go to the Learning Centre, sign in 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 Centre is also accessible during allocated times of the day, as well as some days during recess and lunch.

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

The Learning Centre is located on the mezzanine level of the Learning Hub and contains a vast collection of HSC material, past papers, study guides, computer and internet access and many other resources to assist you with your academic writing and research skills.

Expectations in the Learning Centre

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

Your rights in the Learning Centre

- A comfortable and peaceful environment that supports your learning needs.
- Access relevant HSC resources eg study guides and past papers.
- 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.

Assessment Procedures

Structure of Assessment – Stage 6

Assessment of Stage 6

- Consists of ongoing assessments, tasks and examinations.
- Ongoing assessments include written work, oral work, practical work, tests, assessment tasks and assignments as is appropriate to the course.
- At Stage 6 there is an increased emphasis of course based assessment judgements made in line with NESA outcomes.

Assessment for Reports

Year 11 Report contains:

- Exam mark and Exam position based on formal examinations. (If conducted)
- Overall achievement is based on the student's areas of learning which is described using a five point achievement scale.

Information from the NSW Education Standards Authority (NESA)

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

Students have the right to:

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

Students have the responsibility to:

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

What is the purpose of assessments tasks?

Assessment tasks will:

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

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

Assessment Information

1. Attendance

Satisfactory attendance is required in all subjects for the duration of the course. Attendance is generally expected to be above 85% in each course but will be determined individually at the discretion of the Principal, particularly for students with significant health concerns.

Students must take care that attendance at school organised activities including gala days and other extra-curricular activities does not interfere with their ability to complete their set work.

2. Application

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

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

Please note: Non compliance with NESA policy may result in the student being considered as ineligible for the completion of the course.

Assessment Procedures

1. Duration

This Assessment Program will commence in Term 1 2022 and conclude in Term 3, 2022.

2. Assessment Schedules

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

3. General Procedures

a) Notification

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

b) Extensions

- Extensions **will only be granted in exceptional circumstances** (please note that leave granted for holidays does NOT constitute exceptional circumstances).
- Students must complete the Request for Extension Form (available in this booklet or at the School Office) and submit it to the Head Teacher of the subject at least 24 hours PRIOR to the due date.
- The Head Teacher will consider the application in consultation with the class teacher.
- The Head Teacher will make a decision and notify the student and class teacher in writing as soon as possible of the outcome, including the length of the extension if granted.
- Class Teachers cannot grant extensions.

c) Handing in Tasks

- All work must be submitted or performed punctually on the due date, during the lesson that the task is due. Students who are absent or late must supply evidence, such as a Doctor's certificate upon arrival to school.
- Students must submit work in person and must be present at school for all timetabled periods that day. Tasks submitted on the due date but after the due time will be penalised as 'late but on due date'.
- No extensions of time will be granted other than in exceptional circumstances.
 - Holidays, routine medical or dental appointments, part time work commitments and routine sporting commitments will not be considered as valid reasons for extensions.
 - Documentary evidence, for example, a medical certificate, will be required. Head Teachers are under no obligation to accept such evidence if they have reason to suspect its validity.
- Students who do not hand in work on time will be awarded zero for that assessment task, pending a successful appeal.

d) Electronic Submission

- A teacher may decide that electronic submission is the most appropriate way for a task to be handed in.
- In this case, the teacher will clearly outline in the task notification when and how the task is to be submitted electronically.
- It is the **student's responsibility** to ensure that the task is submitted on time and that the correct documents are attached to the submission and ensure that all work is complete.
- The teacher will email (or otherwise notify) the student when the task has been received, and by the due date, to ensure the student is aware in a timely fashion if there is a problem.

e) Absence from School on the Due Date

- If a student is going to be absent from school, they should notify the Head Teacher as soon as possible.
- If a student is absent from school, for whatever reason, they must make alternative arrangements to submit the task on time (this may involve electronic submission) but a hard copy of the task (if required) should be handed in to the class teacher **on the first day** the student returns to school.
- If a student is on suspension when a task is due, they will be still be required to submit the task by the due lesson and date (electronic submission is advisable). If this is an exam, an arrangement can be made with the Principal on a case by case scenario.
- If a student is absent due to illness they **must provide a medical certificate** as proof of illness on their return to school and submit the task as soon as returning to school with the completed appeal form, otherwise penalties as listed below will be applied.
- If the absence is an extended illness or unforeseen circumstance the marks from a similar task may be used to modify or estimate results in consultation with the Head Teacher.

f) Unforeseen Circumstances / Special Consideration

- At times a student's result in an Assessment Task or Examination may be impacted by circumstances outside of their control on or near the due date of a task. This may include things such as illness or a family emergency. The student or their parent/caregiver needs to contact the Year Adviser as soon as possible to make alternative arrangements for submission or completion of the task.
- An Appeal form must be submitted on their first day of returning to school, otherwise penalties for late submission will apply.
- The Head Teacher in conjunction with the relevant Deputy Principal, will then be responsible for making a decision about whether an extension may need to be granted, an estimate used or an alternative task be set.

g) Technology Failure

- Occasionally a student's ability to complete an Assessment Task may be impacted by the failure of technology.
- In this case the student must follow the normal procedure for an Extension (if the problem occurs prior to the submission of a task) OR Special Consideration (if the problem occurs on the due date).
- 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 an external drive or a USB so that if there is a problem with their computer their work is not lost.

h) Penalties for Late Submission

- Penalties for lateness are as follows:

Date of Submission	Penalty
Late but on due date	10%
The day after the due date	20%
2 days after due date	30%
3 days after due date	40%
4 days after due date	50%
5 or more days after due date	Zero Mark

- Days include weekends and holidays NOT just school days.
- The percentage penalty will be deducted from the **weighted total the task is worth**.
- Even if the task is more than 5 days late, and thus will be awarded a zero, the student must still complete the task in order to satisfy the requirements of the course.
- Until a medical certificate or note from a parent/caregiver (in the case of unforeseen circumstances) has been sighted, these penalties will apply.

i) In-Class Tasks and Examinations

- It is expected that students will complete a missed examination, in class task or test **on the first day they return to school** after missing the task.
- In class tests, students should see their class teacher before school on the morning of their first day back to confirm arrangements for completing the task.
- If there is no documentation supporting their absence (eg Medical Certificate) then normal penalties will apply.
- Exams – students should provide a medical certificate to their teacher with an Appeal form attached on the first day back at school to arrange an alternate time to do the exam.

j) Plagiarism

- All work **MUST** be the student's work and follow the All My Own Work standard.
- Any information quoted from another source must be referenced.
- A student found plagiarising (presenting someone else's work as their own), cheating or any other form of academic misconduct will generally be awarded a zero mark for that task.
- Plagiarism is determined by the class teacher in consultation with the Head Teacher.
- The student will be required to resubmit the task.

k) Zero Marks

- Parents of students given a zero mark (either for plagiarism, late/non submission or another reason) will be notified in writing by way of an N award warning letter including information about the resubmission of the task and will need to respond, in writing to confirm that the notification has been received.

l) Appeals

- If a student believes an error has been made in the management or marking of a task they should notify the teacher and discuss the issue with them.
- If this does not resolve the issue, the student (or their parent) should inform the Head Teacher of the circumstances and issues.

- The Head Teacher will investigate in consultation with the class teacher and student and will make a decision, notifying the student of the outcome, within seven days.
- If the student, or their parent, is still not satisfied with the outcome they can appeal, in writing, to the Deputy Principal for a formal review.
- A Formal Review will be conducted within 7 days of receiving a formal appeal, with the student and parents notified in writing of the outcome and the reasons for it

m) Students with Disabilities

- Students may have a disability in one of four areas: cognitive (e.g. 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.
- 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.
- Sometimes this will require that 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.

n) Absence Prior to / Partial Absence on Due Date

- Students must not unfairly advantage themselves by taking time off from scheduled classes on the due date or the day prior to the date a task is due.
- If a student is absent on the day a task is due or the day prior to a task being due they must have either a medical certificate OR leave granted in writing by the Deputy Principal.
- Students must attend all scheduled lessons on the day an assessment task is due.
- Failure to do so will result in a penalty of 10%.

o) 'N' Awards Determination – Assessment

p) In order to successfully attain a Preliminary Certificate or HSC:

- A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:
 - followed the course developed or endorsed by the NSW Education Standards Authority (NESA); and
 - applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
 - achieved some or all of the course outcomes.

(ACE Manual 2018)

- An N award is a determination that a student has not completed the minimum requirements for completion of a course.
- If a student is at risk of achieving an N award (which reflects failure to seriously attempt more than 50% of the Assessment Tasks), the Head Teacher will notify the student and their parents of what they need to do in order to correct the situation.
- If the required action is not taken then an N Award determination may be made.
- If a student receives an N award they have the opportunity to appeal this decision, to do so they must apply in writing to the Principal.

q) Appeals of Rank

- After the HSC examinations a student can obtain their rank order for assessment in each course via Students Online.
- If a student believes their rank is incorrect, they should notify the Deputy Principal immediately.
- If the student believes their ranking is still not correct they can apply to the Principal for a review.

4. Changes to Assessments

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

5. Students with Special Education Needs

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

Teachers may need to make adjustments to assessment practices for some students with special education 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, for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology.
- Adjustments to assessment activities, for example rephrasing questions or using simplified language, fewer questions or alternative formats for questions.
- Alternative formats for responses, for example written point form or notes, scaffolded structured responses, short objective questions or multimedia presentations.

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

6. Life Skills Courses

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

Assessment in Life Skills provides opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses are not required to complete formal assessment tasks. Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. Teachers are responsible for showing how individual students are achieving learning outcomes by providing evidence of student achievement.

Life Skills Assessment

Assessment for students 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 integrated in regular classes receive a Life Skills report. However, if a student is to access course outcomes, this is discussed in consultation with their teacher at their PLP meeting.

Conduct during examinations, tests or assessment tasks

- A student may not have any materials with him/her other than those necessary and allowed for the task.
- A student may not speak to any person other than the teacher supervising the task, for the duration of the task.
- A student should not behave in a way likely to disturb other students or disrupt the conduct of the task.
- If a serious attempt at a task is not made, a student may suffer a penalty, including having the task not counted towards their final assessment.
- If a student cheats or attempts to cheat, a mark of zero will be awarded, with no opportunity to do the task again.
- Mobile phones are to be switched off and kept in the student's school bag at the back of the hall/exam room.
- If a student fails to bring the necessary equipment (eg calculator) into an exam it is not the responsibility of the teacher to find the student the equipment to complete the exam. No borrowing of equipment between students is permitted.
- Equipment is to be placed into a clear plastic lunch bag or plastic sleeve. No pencil cases are permitted.

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

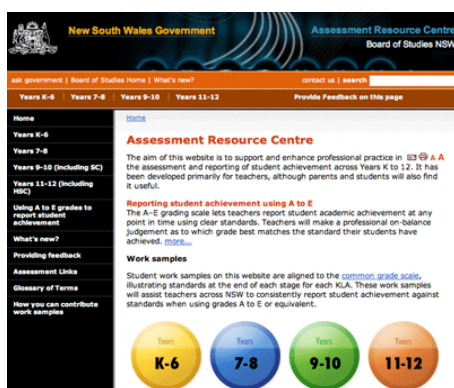
HSC rules and procedures

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 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 24 hours prior to the due date.
- Complete an Application for Extension form available from all Head Teachers.
- The Head Teacher will process the form and make a decision. Appeals can be lodged with the Deputy Principal. You can find a copy in this book, from the Head Teacher or at the Front Office.

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 Missed Due to Illness/Misadventure/Absence**' 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. You will be penalised 10% for this. (See the Penalty Table). It is unfair to other students if you miss classes in order to complete an assessment task. If you have a reason for not attending school, complete the relevant Appeal form and submit it to the teacher on the first occasion you return with the task for consideration.

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

You will receive a mark of ZERO and an N Award Warning will be sent home. The N Award Warning will have a new due date for the assessment. **You must complete the task by this new due date.** (See the information above about satisfactory completion of courses and N Award Determinations).

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.

Do assessment tasks contribute towards my reports?

YES! School based assessment 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?

The school policy says that you should be given a minimum of 2 weeks notification.

What should happen if the booklet says a task is due, but we haven't received it?

Your classroom teacher is to give you a note if the due date for an assessment task changes. If you realise you haven't received a task, ask your teacher.

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

Malpractice (or Cheating) is dishonest behaviour by a student that gives them an unfair advantage. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating.

Here are some examples of behaviour considered to be malpractice:

- 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, such as a parent, coach or subject expert, that is not acknowledged
- Paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals

The examples above are generally referred to as plagiarism.

What is plagiarism?

Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. 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 proofreads 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's words or ideas.

What steps can you take to manage your assessment tasks?

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

Course summary and assessment

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

Ancient History
Biology
Business Studies
Chemistry
Community and Family Studies
Design and Technology
English – Advanced
English – EAL/D
English – Standard
English Studies
Food Technology
Hospitality
Industrial Technology – Timber and Furniture Technologies
Information Processes and Technology
Legal Studies
Mathematics Advanced
Mathematics Extension 1
Mathematics Standard
Modern History
Personal Development, Health and Physical Education
Photography, Video & Digital Imaging
Physics
Society and Culture
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.

Preliminary course topics to be covered

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

Assessment Schedule

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

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

BIOLOGY

2 Unit (Board Developed Course)

Course Description

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

Preliminary course topics to be covered

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

Assessment Schedule

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

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

BUSINESS STUDIES

2 Unit (Board Developed Course)

Course Description

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

Preliminary course topics to be covered

- Nature of Business
- Business Planning
- Business Management

Assessment Schedule

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

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

CHEMISTRY

2 Unit (Board Developed Course)

Course Description

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

Preliminary course topics to be covered

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

Assessment Schedule

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

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

COMMUNITY AND FAMILY STUDIES

2 Unit (Board Developed Course)

Course Description

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

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

Preliminary course topics to be covered

- Resource Management
- Individuals and Groups
- Families and Communities

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8-9
	Task	Short and Long Term Goals Resource Management	Investigation Literature Review	Final Exam All topics
	Outcomes	P 1.2, P 4.2, P 5.1	P 4.1, P 4.2, P 5.1, P 7.3	P 5.1, P 7.2, P 1.1, P 2.3
Knowledge and understanding of course content	40	20	10	10
Skills in critical thinking, research methodology, analysing and communicating	60	10	20	30
Total Marks %	100	30	30	40

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

DESIGN AND TECHNOLOGY

2 Unit (Board Developed Course)

Course Description

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

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

Preliminary course topics to be covered

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

Assessment Schedule

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

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

ENGLISH ADVANCED

2 Unit (Board Developed Course)

Course Description

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

Preliminary course topics to be covered

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

Assessment Schedule

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

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

ENGLISH EAL/D

2 Unit (Board Developed Course)

Course Description

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

Preliminary course topics to be covered

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

Assessment Schedule

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

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

ENGLISH STANDARD

2 Unit (Board Developed Course)

Course Description

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

Preliminary course topics to be covered

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

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 8-9
	Task	Imaginative Text Reading to Write	Multimodal Contemporary Possibilities	Final Exam All modules
	Outcomes	EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-6, EN11-7	EN11-1, 3N11-3, 3N11-5, 3N11-8
Knowledge and understanding of course content	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
Total Marks %	100	30	30	40

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

ENGLISH STUDIES

2 Unit (Board Developed Course)

Course Description

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

Preliminary course topics to be covered

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

Assessment Schedule

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

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.

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

Preliminary course topics to be covered

- Food Availability and Selection
- Food Quality
- Nutrition

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 2 Week 4/5	Term 3 Week 4	Term 3 Weeks 8-9
	Task	Food Quality Experiment and Preparation	Nutrition Investigation	Final Exam
	Outcomes	P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	P1.1, P1.2, P2.2, P4.4, P5.1
Knowledge and understanding of course content	40		10	30
Knowledge and skills in designing, researching, analysing and evaluating	30	10	10	10
Skills in experimenting with and preparing food by applying theoretical concepts	30	20	10	
Total Marks %	100	30	30	40

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

HOSPITALITY

VET (Board Developed Course – Certificate II in Hospitality SIT20207)

Course Description

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

Preliminary course topics to be covered

- Use hygienic practices for food safety
- Participate in safe work practices
- Clean kitchen premises and equipment
- Use food preparation equipment
- Produce appetisers and salads
- Maintain the quality of perishable items

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

Vocational Education and Training (VET) Courses

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

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

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

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

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

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

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

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

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

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



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072

HOSPITALITY- KITCHEN OPERATIONS CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2022 - HSC 2023

QUALIFICATION: SIT20416 Certificate II in Kitchen Operations
Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)

NESA course code
2 U X 2 YR - 26511
HSC Exam: 26587
LMBR code
(11 OR 12)
SIT20416126511B

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	9 PRELIMINARY UOCs					Evidence will be collected during Preliminary and HSC Course for the unit of competency <i>SITHCCC011 Use cookery skills effectively</i>	240 Indicative Hours over 2 years
	SITXFSA001	Use hygienic practices for food safety	C	M	10	Cluster A: Getting Ready for Work Written task/scenario, case study & observation of practical work	50% Prelim Yearly Exam
	SITXWHS001	Participate in safe work practices	C	M	15		
	SITHCCC003	Prepare and present sandwiches	E	E	20		
Term 2	SITXFSA002	Participate in safe food handling practices	E	S	15	Cluster B: Sustainable Kitchen Practices Scenario, Written task, Observation of practical work	35 hrs Work placement
	BSBSUS201	Participate in environmentally sustainable work practices	E	E	15		
	SITHCCC002	Prepare and present simple dishes	E	E	20		
Term 3	SITHKOP001	Clean kitchen premises and equipment	C	S	10	Cluster C: Maintain a Clean & Safe Kitchen Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	50% Trial HSC Exam 35 hrs Work placement
	SITHCCC001	Use food preparation equipment	C	S	20		
	SITXINV002	Maintain the quality of perishable items	C	E	5		
Terms 4 - 6	5 HSC UOCs						The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	SITHCCC005	Prepare dishes using basic methods of cookery	C	S	40	Cluster D: Quality Café Meals Written task & observation of practical work Portfolio of evidence including service periods. NOTE: person with THREE years' Industry Experience must be involved in assessment.	
	SITHCCC006	Prepare appetisers and salads	E	E	25		
	SITHCCC011	Use cookery skills effectively	C	E	20		
Terms 6 & 7	BSBWOR203	Work effectively with others	C	M	15	Cluster E: Working in the Hospitality Industry Written task and reflection	
	SITHIND002	Source and use information on the hospitality industry	E	M	20		

INDUSTRIAL TECHNOLOGY – TIMBER AND FURNITURE TECHNOLOGIES

2 Unit (Board Developed Course)

Course Description

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

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

Preliminary course topics to be covered

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

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 2 Week 4	Term 3 Week 6	Term 3 Weeks 8-9
	Task	Preliminary Project 1	Preliminary Project 2	Final Exam
	Outcomes	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	Selection of outcomes assessed
Knowledge and understanding of course content	40	10	10	20
Knowledge and skills in the management, communication and production of projects	60	20	20	20
Total Marks %	100	30	30	40

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

INFORMATION PROCESSES & TECHNOLOGY

2 Unit (Board Developed Course)

Course Description

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

Preliminary course topics to be covered

- Introduction to Information Skills and Systems
- Tools for Information Processes
- Developing Information Systems

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 9	Term 2 Week 4	Term 3 Weeks 8-9
	Task	In Class Task Introduction to Information Systems	Practical Task Tools for Information Process	Final Exam
	Outcomes	P1.1, P1.2, P2.1, P2.2, P3.1	P2.1, P5.1, P7.2	All outcomes
Understanding, fluency and communicating	50	20	10	20
Problem solving, reasoning and justification	50	10	20	20
Total Marks %	100	30	30	40

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

LEGAL STUDIES

2 Unit (Board Developed Course)

Course Description

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

Preliminary course topics to be covered

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

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8-9
	Task	Multiple choice, extended response and podcast Basic Legal System	Law reform essay including legislation and case studies Law Reform	Final Exam All topics including Legal System, Individual and Law and Reform
	Outcomes	P1, P2, P3, P8, P9	P4, P5, P6, P7	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10
Knowledge and understanding of course content	40	10	10	20
Analysis and evaluation	20	5	10	5
Inquiry and research	20	10	10	
Communication of legal information, ideas and issues in appropriate format	20	5	10	5
Total Marks %	100	30	40	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 general competence in the skills of Stage 5 Mathematics, an understanding of and competence in some further aspects of mathematics, which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce.

Preliminary course topics to be covered

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

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 7	Term 2 Week 9	Term 3 Weeks 8-9
	Task	In Class Investigation Functions	In Class Task Differentiation	Final Exam
	Outcomes	MA11-2, MA11-8, MA11-9	MA11-4, MA11-9	All outcomes
Understanding, fluency and communicating	50	10	20	20
Problem solving, reasoning and justification	50	20	15	15
Total Marks %	100	30	35	35

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

MATHEMATICS EXTENSION 1

1 Unit (Board Developed Course)

Course Description

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

Preliminary course topics to be covered

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

Assessment Schedule

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

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

MATHEMATICS STANDARD

2 Unit (Board Developed Course)

Course Description

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

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

Preliminary course topics to be covered

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

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 7	Term 2 Week 5	Term 3 Weeks 8-9
	Task	In Class Investigation Financial Maths	In Class Investigation Measurement	Final Exam
	Outcomes	MS11-5, MS11-6, MS11-9	MS11-3, MS11-4, MS11-10	All outcomes
Understanding, fluency and communicating	50	15	10	20
Problem solving, reasoning and justification	50	15	20	20
Total Marks %	100	30	30	40

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

MODERN HISTORY

2 Unit (Board Developed Course)

Course Description

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

Preliminary course topics to be covered

Part I: The Nature of Modern History

Part II: Case Study 1 – The Making of Modern South Africa

Case Study 2 – (to be conducted as a study Historical Investigation): A case study from Europe/North America/Australia

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

Assessment Schedule

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

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

PDHPE

2 Unit (Board Developed Course)

Course Description

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

Preliminary course topics to be covered

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

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9
	Task	Youth Health Presentation Better Health for Individuals	Biomechanical Analysis The Body in Motion	Final Exam All topics
	Outcomes	P1, P3, P16	P7, P8, P9, P17	P2, P5, P8, P10, P12, P15
Knowledge and understanding of course content	40	10	10	20
Skills of critical thinking, research and analysis	60	20	20	20
Total Marks %	100	30	30	40

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

Preliminary course topics to be covered

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

Assessment Schedule

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

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

PHYSICS

2 Unit (Board Developed Course)

Course Description

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

Preliminary course topics to be covered

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

Assessment Schedule

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

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

SOCIETY AND CULTURE

2 Unit (Board Developed Course)

Course Description

The central goal of Society and Culture Stage 6 is the development of social and cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments and time. The influence of other aspects of societies and cultures – including power, authority, identity, gender, technologies and globalisation – is also central to the course.

Society and Culture draws on cross-disciplinary concepts and social research methods from anthropology; communication; cultural and media studies; philosophy; social psychology; and sociology.

Society and Culture has direct relevance to the immediate needs of students and to their future lives by enabling them to develop understanding of: themselves; their own society and culture; the societies and cultures of others.

Preliminary course topics to be covered

- The Social and Cultural World
- Personal and Social Identity
- Intercultural Communication

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8-9
	Task	Short and Extended Responses	Mini PIP	Final Exam
	Outcomes	P1, P3, P6, P9 P10	H6, H7 & H8	P1, P2, P3, P4, P5, P6, P7, P8, P9 & P10
Knowledge and Understanding	50	20	10	20
Application and evaluation of social and cultural research methods	30	5	20	5
Communication of information, ideas and issues in appropriate forms	20	5	10	5
Total Marks %	100	30	40	30

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

SPORT, LIFESTYLE & RECREATION

2 Unit (Content Endorsed Course)

Course Description

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

Preliminary course topics to be covered

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

- Games and Sports Applications 1
- Fitness
- First Aid

Assessment Schedule

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

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

VISUAL ARTS

2 Unit (Board Developed Course)

Course Description

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

Preliminary course topics to be covered

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

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 8	Term 2 Week 9	Term 3 Week 9
	Task	Artmaking Portfolio of work Visual Arts Process Diary Critical & Historical Studies Research	Artmaking Practice Practical Portfolio Critical & Historical Studies Artist Investigation	Critical & Historical Studies Final Exam
	Outcomes	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10
Artmaking	50	30	20	
Criticism & Historical Studies	50	10	20	20
Total Marks %	100	40	40	20

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

WORK STUDIES

2 Unit (Content Endorsed Course)

Course Description

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

Preliminary course topics to be covered

- My Working Life

Assessment Schedule

Components	Weighting	Task 1	Task 2	Task 3
	Week	Term 1 Week 9	Term 2 Week 10	Term 3 Week 8-9
	Task	My Working Life	Portfolio	Final Exam Quiz
	Outcomes	2, 3, 5, 6, 8	1, 2, 3, 4, 5, 6	1, 2, 3, 4
Knowledge and Understanding	30	10	10	10
Skills	70	35	35	
Total Marks %	100	45	45	10

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

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: _____

Head Teacher signature: _____

Date: _____

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



SIR JOSEPH BANKS HIGH SCHOOL

Assessment Task Request for Extension

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: _____

Head Teacher signature: _____

Date: _____

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

