YEAR 10
2024

ASSESSMENT HANDBOOK

SEFTON H S

SINCERITY SCHOLARSHIP SERVICE

Contents

1. The Year 10 Course

1.1. NESA

1.1.1. NSW Education Standards Authority (NESA) is a statutory board which has the power to award students a Record of School Achievement (RoSA). To be eligible for this award, students must comply with the entry requirements, course restrictions and the rules and regulations set down by NESA.

1.2. Minimum Study Programs

1.2.1. In order to receive the Record of School Achievement (RoSA), students are required to successfully complete courses throughout Years 7-10 in English, Mathematics, Science, Human Society and its Environment (HSIE) and Personal Development, Health and Physical Education (PDHPE).

1.2.2. Students are also to have successfully completed courses in Languages, Technological and Applied Studies (TAS) and Creative Arts in Years 7 and 8 as well as a minimum of two 200-hour elective courses.

1.2.3. A RoSA is only issued where a student is successful in meeting all minimum course requirements in all mandatory courses.

1.3. Satisfactory completion of Year 10

1.3.1. To meet course requirements, it is required that students must:

1.3.1.1. Follow the course developed or endorsed by NESA

1.3.1.2. Apply themselves with diligence and sustained effort to set tasks and experiences provided

1.3.1.3. Achieve some or all of the course outcomes

1.3.1.4. Maintain a satisfactory level of class attendance.

1.3.2. Students who do not meet these requirements will receive a *'Non-completion of course requirements warning letter*' and be at risk of receiving an 'N-Determination',

1.3.3. Students who are deemed not to have successfully completed course requirements in one (1) of the mandatory courses of English, Mathematics, Science, History, Geography or Personal Development, Health and Physical Education (PDHPE) will not be eligible to:

1.3.3.1. Be awarded a Record of School Achievement (RoSA)

1.3.3.2. Proceed to Year 11

1.3.3.3. Access many TAFE courses directly

1.3.3.4. Leave school to 25 hours per week on ongoing education or employment (other than a fully documented apprenticeship) until they are 17.

1.4. Non-Completion of Course Requirements

1.4.1. '*Non-completion of course requirements warning letters*' are issued by the school when students are at risk of receiving a determination of non-completion of course requirements. This most commonly occurs when students:

1.4.1.1. Are not completing significant portions of classwork and / or missing significant portions of class instruction

1.4.1.2. Fail to demonstrate achievement of course outcomes that is below '*limited*' as described by NESA

1.4.1.3. Receive zero on an assessment due to non-compliance with assessment procedures

1.4.2. Students who have received a minimum of two official '*Non-completion of course requirements warning letters*' in a single course and have not completed the requirements detailed on the letter may receive an 'N Determination' for that course.

1.4.3. Students who have not satisfactorily attempted assessments to the value of 50% of course assessment in a single course will receive an 'N Determination' for that course.

1.5. NESA Course Syllabuses

1.5.1. NESA course syllabuses may be accessed on the NESA website at:
https://educationstandards.nsw.edu.au/wps/portal/nesa/home

1.6. NESA Students Online

1.6.1. '*NESA Students Online*' is a website which students can access using their student number and PIN that contains many supportive resources.
https://studentsonline.nesa.nsw.edu.au/

2. Assessment Procedures

2.1 General Procedures

2.1.1 The NSW Education Standards Authority establishes the '*Principles of Assessment*' and '*Assessment in Stage 6*' policies for schools to use to develop a formal Assessment Program in each course.

2.1.2 Formal assessment tasks are those which students undertake as part of the school-based assessment program, reflecting specific course requirements, components and weightings.

2.1.3 School-based assessment programs provide opportunities for teachers to gather evidence about student achievement of syllabus outcomes and assists teachers to report on student achievement at a point in time.

2.1.4 Assessment Programs in any course will differ from school to school in terms of how the assessment is being carried out but are the same in every school in terms of the areas of the syllabus that are being assessed and the weight placed on each component.

2.1.5 Teachers are free to choose whichever tasks they feel are the best for assessing the various components and for discriminating between students.

2.1.6 Assessment Programs can include, but not limited to, formal examinations, assignments, tests, oral work, field work, laboratory work and projects.

2.1.7 It is the responsibility of students and parents to be familiar with and comply with all elements of this Assessment policy and procedural framework

2.1.8 As far as possible, assessment tasks are to be completed under teacher supervision. However, some syllabus requirements necessitate that work be completed out of class, for example, research activities.

2.1.9 Malpractice is unacceptable as it is contrary to ethical scholarship. An '*Assessment Task Cover Sheet*' containing a declaration of originality must be completed and attached to any assessment tasks completed outside of class.

2.1.10 Malpractice will result in a mark of zero and the issuing of a '*Non-completion of course requirements*' warning letter.

2.1.11 Students who have engaged in malpractice will still be required to resubmit / resit the task in order to meet the course outcome requirements, but the zero mark will remain.

2.1.12 If plagiarism is of another student's work, a decision will be made by the Appeals Committee, after investigation into the degree of complicity, as to whether the other student will also be penalised.

2.1.13 NESA requires schools to report students who have committed malpractice and these students' names are maintained on the NESA malpractice register.

2.1.14 Only approved calculators can be used for assessment tasks and examinations.

2.2 School Procedures

2.2.1 Students will be informed in writing of the assessment requirements including the nature and timing of assessment tasks for each course in the *'Year 10 Assessment Handbook.'*

2.2.2 Students are advised to record assessment tasks in their Student Planner and to refer regularly to their '*Year 10 Assessment Handbook.'*

2.2.3 An '*Assessment Task Notification*' will be provided a minimum of two weeks before the date of the assessment task and include:

- 2.2.3.1 The nature of the task
- 2.2.3.2 Syllabus outcomes assessed
- 2.2.3.3 The weighting of the task
- 2.2.3.4 The date of the task or, for a hand-in task, the due date and time.

2.2.4 All issues regarding assessment tasks must, in the first instance, be addressed with the class teacher by the student before the matter is referred to the relevant Head Teacher.

2.2.5 If a student is absent from class on the day the Assessment Task Notification is issued, it is the student's responsibility to see the teacher to receive the notification.

2.2.6 Students must attend every timetabled period on the school day prior to the scheduled date of any assessment task.

2.2.7 Students must attend every timetabled period on the scheduled date of any assessment task up to and including the conclusion of the assessment task.

2.2.8 Failure to comply with 2.2.6 or 2.2.7 will result in a zero mark awarded unless an '*Application for Assessment Consideration Due to Illness / Misadventure*' form is submitted and substantiated by the appeals committee.

2.2.9 A copy of the '*Application for Assessment Consideration Due to Illness / Misadventure*' form available from the school website or from a Deputy Principal.

2.2.10 In the event of a situation arising that has not been foreseen in these procedures, a decision shall be made by the appeals committee. The appeals committee may consult on such matters as it sees fit prior to any determination.

2.2.11 Decisions made by the appeals committee are final.

2.3 In-School Assessment Tasks & Examinations

2.3.1 Assessment Tasks and Examinations must be completed at the scheduled time.

2.3.2 If a student misses an in-school assessment or examination task through absence from school:

2.3.2.1 The student must submit a Doctor's Certificate or Police Report for the absence together with a completed '*Application for Assessment Consideration Due to Illness / Misadventure*' form before 8:45am on the first school day not covered by the Doctor's Certificate or Police Report.

2.3.2.2 The student must have visited the Doctor or Police on, or the day prior to, the date of the assessment task.

2.3.2.3 A Doctor's Certificate / Police Report used must indicate the date(s) the student was unfit for school which must be inclusive of the date of the assessment task or examination.

2.3.3 The Head Teacher will determine the validity of the reason.

2.3.4 Unless validated by the Head Teacher, the student will receive a mark of zero and be issued a '*Non-completion of course requirements*' warning letter as it will be deemed the student is gaining an unfair advantage over other students.

2.3.5 If the '*Application for Assessment Consideration Due to Illness / Misadventure'* referred to at 2.3.2.1 is accepted:

2.3.5.1 The Head Teacher will make arrangements for the student to complete the task.

2.3.5.2 The student is to be ready to undertake that task on the first day of their return to school.

2.3.5.3 The exact time and date will be determined by the Head Teacher and, if necessary, may well be in the student's own time. This includes days in the trial HSC period.

2.3.6 If a student is late to school on the day of an assessment task and / or the day prior to an assessment task:

2.3.6.1 The student must submit a Doctor's Certificate or Police Report for the absence with a completed '*Application for Assessment Consideration Due to Illness / Misadventure*' form immediately on the students arrival at school.

2.3.6.2 A Doctor's Certificate / Police Report used must indicate the date(s) the student was unfit for school which must be inclusive of the date of the assessment task or examination.

2.3.7 The Head Teacher will determine the validity of the reason.

2.3.8 Unless validated by the Head Teacher, the student will receive a mark of zero and be issued a '*Non-completion of course requirements*' warning letter as it will be deemed the student is gaining an unfair advantage over other students.

2.4 Submission Style Assessment Tasks

2.4.1 Submission style 'hand-in' tasks are to be completed and submitted before 8:45am on the due date.

2.4.2 A signed 'Assessment Task Cover Sheet' must be submitted at this time.

2.4.3 An assessment task must be submitted to a teacher.

2.4.4 No emailed tasks will be accepted other than in exceptional circumstances and only where this is pre-arranged with a Deputy Principal or Principal. Failure to adhere to this will result in a zero mark being awarded.

2.4.5 If a student does not submit an assessment task before 8:45am on the due date:

2.4.5.1 The student must submit a Doctor's Certificate or Police Report for the absence with a completed '*Application for Assessment Consideration Due to Illness / Misadventure*' form and the completed Assessment Task to the Head Teacher before 8:45am on the first school day not covered by the Doctor's certificate or Police Report.

2.4.5.2 The student must have visited the Doctor or Police on, or the day prior to, the date of the assessment task.

2.4.5.3 A Doctor's Certificate / Police Report used must indicate the date(s) the student was unfit for school which must be inclusive of the date of the assessment task.

2.4.5.4 The Head Teacher will determine the validity of the reason.

2.4.6 Unless validated by the Head Teacher, the student will receive a mark of zero and be issued a '*Non-completion of course requirements*' warning letter as it will be deemed the student is gaining an unfair advantage over other students.

2.4.7 Problems with technology are not grounds for any assessment consideration.

2.5 If a student knows they will be away on the day of an assessment task

2.5.1 The student must advise the relevant Deputy Principal in writing prior to the day of the assessment task and provide supporting evidence. This includes any student who has been granted 'Extended Leave – Travel'. One of the following decisions will then be made:

- 2.5.1.1 The student may be permitted to do the task at the first opportunity when they return.
- 2.5.1.2 If the task is a hand-in task, the student must submit the task / assessment before the due date or make arrangements for someone else to deliver it to the Head Teacher prior to 8:45am on the due date.
- 2.5.1.3 The student may be given a substitute task
- 2.5.1.4 The reason for absence may be deemed invalid and a mark or zero awarded. The student will still be required to complete the task to achieve outcomes.
- 2.5.1.5 In exceptional circumstances only, the student may be given an estimate. Any use and calculation of an estimate will be in line with NESA expectations.

2.5.2 If a student is required to submit or complete an assessment task in class on a day which falls during a period when the student is on suspension, the Deputy Principal or Principal will make arrangements to enable the student to comply with the school's assessment requirements.

2.6 Conduct during Examinations, Tests or Assessment Tasks

2.6.1 Students must cease speaking or communicating in any way as they enter the assessment / examination venue and remain silent while in the assessment / examination venue except if talking with a teacher / supervisor.

2.6.2 Students must follow the teacher's / supervisor's instructions at all times

2.6.3 Students must behave in a manner that will not disturb the work of any other student nor disrupt the conduct of the assessment / examination.

2.6.4 Students must make a serious attempt at all questions in the assessment / examination. Answers must not contain frivolous or offensive material.

2.6.5 Students must not take food into the assessment / examination room other than for a known, verified medical condition already documented with the school.

2.6.6 Students must only take permitted equipment into the assessment / examination room. Books, notes, paper, mobile phones, watches, earbuds/airpods and electronic equipment of any kind are not the be taken into the assessment / examination venue.

2.6.7 Any mobile phone left in a bag in the area, not deemed to be the assessment / examination room, must be switched off.

2.6.8 Students must remain in the assessment / examination venue until the assessment / examination time has elapsed and they are dismissed by the teacher / supervisor.

2.6.9 Students must behave ethically. No attempt should be made to engage in malpractice (cheat or attempt to cheat).

2.6.10 Students must not take an examination paper or writing booklet from the examination venue.

2.6.11 Students are only permitted to use clear, fully transparent plastic bags or sleeves as a pencil case.

2.6.12 Students are only permitted to use clear, fully transparent drink bottles, without labels, that contains only water.

2.7 Failure to comply with School Policy and Assessment Procedures

2.7.1 Failure to comply with School Policy and Assessment Procedures will result in a zero mark which will be notified in writing through the issuing of a '*Non-completion of course requirements*' warning letter.

2.8 Malpractice

2.8.1 Malpractice is cheating and will result in the student receiving a zero mark for the examination or task.

2.8.2 Malpractice is any activity undertaken by a student with the intention of using it to unfairly advantage themselves. Malpractice includes, but is not limited to:

- 2.8.2.1 Taking non-approved notes, aids or equipment into an assessment or examination
- 2.8.2.2 Copying from another student
- 2.8.2.3 Communicating with another student during an assessment or examination
- 2.8.2.4 Plagiarism
- 2.8.2.5 Building on the ideas of another person without reference
- 2.8.2.6 Submitting work to which another person (such as parent, coach or subject expert) has contributed substantially
- 2.8.2.7 Using words, ideas, designs or the work of others in practical and performance tasks without acknowledgment
- 2.8.2.8 Changing an answer or mark after the paper has been returned
- 2.8.2.9 Breaching the school '*Examination Rules*'
- 2.8.2.10 Contriving false explanations to justify work not submitted by the due date and time
- 2.8.2.11 Assisting another student engage in malpractice.

2.9 Plagiarism

2.9.1 Plagiarism occurs when a student copies another person's work, and then states or implies that it is their own work, without acknowledgement. This includes words and text from books or websites, drawings, maps, graphics and art as well as ideas and thoughts.

2.9.2 Plagiarism is cheating and will result in the student receiving a zero mark for the task.

2.9.3 A student's work may be cited for plagiarism in they, without acknowledgement of the source:

- 2.9.3.1 Copy someone else's work, in part or in whole, and presenting it as their own.
- 2.9.3.2 Using material directly from books, journals, CDs, DVDs, or the internet without reference to the source.
- 2.9.3.3 Submit work generated by artificial intelligence (Chat GPT, Bard and/or similar) as their own work.
- 2.9.3.4 Makes a direct copy of one or more sentences and / or paragraphs from a source document
- 2.9.3.5 Copies sentences and / or paragraphs, though they have changed their order
- 2.9.3.6 Makes cosmetic changes to sentences and / or paragraphs. This may include changing the tense, placing in some synonyms, changing the order of adjectives and nouns or deliberately adding grammar and / or spelling mistakes.
- 2.9.3.7 Deletes information that was in brackets or a list of examples from sentences and / or paragraphs in the source
- 2.9.3.8 Changes the order of phrases in the sentence
- 2.9.3.9 Uses information from a source that is not included in the bibliography.

2.9.4 Students need to be aware that summarising and paraphrasing can also be considered plagiarism. Acceptable paraphrasing means that the student expresses the ideas using original language and sentence structure. If the student keeps even short phrases from the original source, they must cite the source. Students must only use a limited amount of citing in their work.

2.9.5 This Assessment Handbook contains a section on writing a bibliography and referencing quotes.

2.9.6 Students who would like to learn more about acceptable paraphrasing and the use of quotes can access the following websites:

- http://educationstandards.nsw.edu.au/wps/portal/nesa/Advanced%20Search?search_query=plagiarism
- https://wts.indiana.edu/writing-guides/plagiarism.html
- https://www.hamilton.edu/writing/style/plagiarism/plagiarism.html

2.10 Appeals

2.10.1 Appeals may only be lodged in relation to decisions made by a Head Teacher or Deputy Principal relating to a student's non-compliance with the requirements of the '*Sefton High School Assessment Policy*'.
2.10.2 Students cannot appeal against a mark awarded, in keeping with NSW Education Standards Authority procedures.
2.10.3 Students must submit a completed '*Application to Appeal a Penalty in an Assessment Task*' form to the relevant Head Teacher, including all supportive documentation, stating the basis on which they are appealing.
2.10.4 An appeal against a '*Non-completion of course requirements*' warning letter must be submitted to the relevant Head Teacher
2.10.5 All written appeals must be submitted within ten days of the date on the written notification of completion.
2.10.6 Only appeals completed by the student, submitted using the '*Application to Appeal a Penalty in an Assessment Task*' form will be considered.
2.10.7 The '*Application to Appeal a Penalty in an Assessment Task*' form can be accessed from a Deputy Principal.

3. Additional Information

In the external HSC examination, NESA awards a zero mark to any script in which:

- only the:
  - multiple choice questions are completed, and / or
  - true and false questions are completed, and / or
  - matching questions have been completed
- some or all the answers appear not to be genuine attempts to answer the question(s) asked. This may include copying or modifying some or all of the question(s) or leaving a number of blanks.
- Frivolous or objectionable material has been included

In Year 12, this will result in a "Non-award" in that course and if the course counts towards the ten units required to be completed, the student will not receive a Higher School Certificate (HSC).

This will also result in the student not being awarded an ATAR if this course counts towards their 10 units.

Sefton High School will follow the same rule in all years for school assessment tasks including examinations. Any such scripts will be treated as a non-serious attempt and awarded a zero mark. The task will have to be redone in order to meet course outcomes requirements, however, the zero mark will remain.

Only black non-erasable pens are to be used in Assessment tasks, including examinations. Queries regarding marked tasks will not be addressed if any part of the task has been completed with an erasable pen or if correction fluid or tape has been used in that part of the task being queried.

4. Assessment Schedule

Specific assessment information will be found in the following pages for each course. Students should read these carefully and ensure they are familiar with all assessment responsibilities and due dates.

Specific examination period schedules will be published closer to these events. Students are responsible for ensuring they know their examination timetable and all permitted materials.

Students should ask the relevant classroom teacher, Head Teacher or Deputy Principal if they have any questions.

Commerce

Syllabus: Commerce 7–10 | NSW Education Standards

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 2 Week 4	Law, Society and Political Involvement Law in Action	Examination	35%
2	Term 3 Week 1	The Economic and Business Environment	Research Task	35%
3	Term 4 Weeks 2-3	Law, Society and Political Involvement Law in Action Our Economy	Examination	30%

Outcomes:

COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

COM5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts

COM5-3 examines the role of law in society

COM5-4 analyses key factors affecting decisions

COM5-5 evaluates options for solving problems and issues

COM5-6 develops and implements plans designed to achieve goals

COM5-7 researches and assesses information using a variety of sources

COM5-8 explains information using a variety of forms

COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes

English

Syllabus: English K–10 | NSW Education Standards

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 1 Week 9	Macbeth In Time	Extended Response	30%
2	Term 2 Week 4	Representing Identity	Creative Response	25%
3	Term 3 Week 2	Representing Identity	Multimodal	20%
4	Term 4 Weeks 2-3	Satire – Look in the Mirror Author and Authorship	Examination	25%

Outcomes:

EN5-1A	responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN5-2A	effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
EN5-3B	selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
EN5-4B	effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
EN5-5C	thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
EN5-6C	investigates the relationships between and among texts
EN5-7D	understands and evaluates the diverse ways texts can represent personal and public worlds
EN5-8D	questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
EN5-9E	purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Food Technology

Syllabus: Food Technology 7–10 | NSW Education Standards

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 1 Week 10	Employment in Catering	Research Task	35%
2	Term 3 Week 3	Food Photography	Practical Task	35%
3	Term 4 Weeks 2-3	All theory and practical content	Examination	30%

Outcomes:

FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product

FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

FT5-3 describes the physical and chemical properties of a variety of foods

FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage

FT5-5 applies appropriate methods of food processing, preparation and storage

FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

FT5-7 justifies food choices by analysing the factors that influence eating habits

FT5-8 collects, evaluates and applies information from a variety of sources

FT5-9 communicates ideas and information using a range of media and appropriate terminology

FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes

FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes

FT5-12 examines the relationship between food, technology and society

FT5-13 evaluates the impact of activities related to food on the individual, society and the environment

Geography

Syllabus: Geography K–10 | NSW Education Standards

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 2 Week 4	Environmental Change and Management Geographical Skills and Knowledge	Examination	35%
2	Term 3 Week 2	Human Wellbeing and Development	Research Task	35%
3	Term 4 Weeks 2-3	Environmental Change and Management Huan Wellbeing Geographical Skills and Knowledge	Examination	30%

Outcomes:

GE5-1 explains the diverse features and characteristics of a range of places and environments

GE5-2 explains processes and influences that form and transform places and environments

GE5-3 analyses the effect of interactions and connections between people, places and environments

GE5-4 accounts for perspectives of people and organisations on a range of geographical issues

GE5-5 assesses management strategies for places and environments for their sustainability

GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing

GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

GE5-8 communicates geographical information to a range of audiences using a variety of strategies

History

Syllabus: History K–10 | NSW Education Standards

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 2 Week 4	Movement of Peoples	Examination	35%
2	Term 3 Week 6	Major Historical Event Investigation	Research Task	35%
3	Term 4 Weeks 2-3	Rights & Freedoms Vietnam War	Examination	30%

Outcomes:

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia

HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia

HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process

HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia

HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

History Elective

Syllabus: History Elective 7–10 | NSW Education Standards

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 2 Week 4	Alexander the Great	Examination	35%
2	Term 3 Week 2	Thematic Historical Investigation	Research Extended Response	35%
3	Term 4 Weeks 2-3	Joan of Arc Assassination of JFK	Examination	30%

Outcomes:

HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry

HTE5-2 examines the ways in which historical meanings can be constructed through a range of media

HTE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation

HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities

HTE5-5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage

HTE5-6 identifies and evaluates the usefulness of historical sources in an historical inquiry process

HTE5-7 explains different contexts, perspectives and interpretations of the past

HTE5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

HTE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HTE5-10 selects and uses appropriate forms to communicate effectively about the past for different audiences

Industrial Technology - Electronics

Syllabus: Industrial Technology 7–10 | NSW Education Standards

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 1 Week 10	Design and production	Project & Portfolio	30%
2	Term 3 Week 10	Design and production	Project & Portfolio	40%
3	Term 4 Weeks 2-3	Knowledge, understanding and skills	Examination	30%

Outcomes:

IND5-1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	applies design principles in the modification, development and production of projects
IND5-3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6	identifies and participates in collaborative work practices in the learning environment
IND5-7	applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Industrial Technology – Timber

Syllabus: Industrial Technology 7–10 | NSW Education Standards

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 1 Week 10	Design and production	Project & Portfolio	35%
2	Term 3 Week 5	Design and production	Project & Portfolio	35%
3	Term 4 Week 1	Design and production	Project & Portfolio	30%

Outcomes:

IND5-1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	applies design principles in the modification, development and production of projects
IND5-3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6	identifies and participates in collaborative work practices in the learning environment
IND5-7	applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Information and Software Technology

Syllabus: Information and Software Technology 7–10 | NSW Education Standards

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 2 Week 1	Database Development	Project	25%
2	Term 3 Week 1	Robotics & Programming	Research Task	25%
3	Term 4 Week 1	Digital Media	Project	35%
4	Term 4 Weeks 2-3	Knowledge, understanding and skills	Examination	15%

Outcomes:

5.1.1 selects and justifies the application of appropriate software programs to a range of tasks

5.1.2 selects, maintains and appropriately uses hardware for a range of tasks

5.2.1 describes and applies problem-solving processes when creating solutions

5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems

5.2.3 critically analyses decisionmaking processes in a range of information and software solutions

5.3.1 justifies responsible practices and ethical use of information and software technology

5.3.2 acquires and manipulates data and information in an ethical manner

5.4.1 analyses the effects of past, current and emerging information and software technologies on the individual and society

5.5.1 applies collaborative work practices to complete tasks

5.5.2 communicates ideas, processes and solutions to a targeted audience

5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology

Japanese

Syllabus: Japanese K–10 | NSW Education Standards

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 1 Week 9	Family Home and Lifestyle	Speaking and Reading Topic test	30%
2	Term 2 Week 4	Family Home and Lifestyle Around Town Giving Directions	Examination	40%
3	Term 4 Weeks 2-3	Travel Seasons and Festivals Applying for a Job	Speaking, Listening and Writing Assessment	30%

Outcomes:

LJA5-1C manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

LJA5-2C identifies and interprets information in a range of texts

LJA5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

LJA5-4C experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences

LJA5-5U demonstrates how Japanese pronunciation and intonation are used to convey meaning

LJA5-6U demonstrates understanding of how Japanese writing conventions are used to convey meaning

LJA5-7U analyses the function of complex Japanese grammatical structures to extend meaning

LJA5-8U analyses linguistic, structural and cultural features in a range of texts

LJA5-9U explains and reflects on the interrelationship between language, culture and identity

Mathematics 5.1

Syllabus: Mathematics K–10 | NSW Education Standards

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 1 Week 7	Knowledge & skills of core concepts	Investigative Task	15%
2	Term 2 Week 4	Knowledge & skills of core concepts	Examination	30%
3	Term 3 Week 4	Knowledge & skills of core concepts	Test	25%
4	Term 4 Weeks 2-3	Knowledge & skills of core concepts	Examination	30%

Outcomes:

MA5.1-1WM	uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM	selects and uses appropriate strategies to solve problems
MA5.1-3WM	provides reasoning to support conclusions that are appropriate to the context
MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-7NA	graphs simple non-linear relationships
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings
MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events

Mathematics 5.2

Syllabus: Mathematics K–10 | NSW Education Standards

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 1 Week 7	Knowledge & skills of core concepts	Investigative Task	15%
2	Term 2 Week 4	Knowledge & skills of core concepts	Examination	30%
3	Term 3 Week 4	Knowledge & skills of core concepts	Test	25%
4	Term 4 Weeks 2-3	Knowledge & skills of core concepts	Examination	30%

Outcomes:

MA5.2-1WM	selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM	interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM	constructs arguments to prove and justify results
MA5.2-4NA	solves financial problems involving compound interest
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments

Mathematics 5.3

Syllabus: Mathematics K–10 | NSW Education Standards

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 1 Week 7	Knowledge & skills of core concepts	Investigative Task	15%
2	Term 2 Week 4	Knowledge & skills of core concepts	Examination	30%
3	Term 3 Week 4	Knowledge & skills of core concepts	Test	25%
4	Term 4 Weeks 2-3	Knowledge & skills of core concepts	Examination	30%

Outcomes:

MA5.3-1WM	uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
MA5.3-2WM	generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.3-3WM	uses deductive reasoning in presenting arguments and formal proofs
MA5.3-4NA	draws, interprets and analyses graphs of physical phenomena
MA3-8NA	analyses and creates geometric and number patterns, constructs and completes number sentences, and locates points on the Cartesian plane
MA5.3-5NA	selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-6NA	performs operations with surds and indices
MA5.3-7NA	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-8NA	uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA5.3-9NA	sketches and interprets a variety of non-linear relationships
MA5.3-10NA	recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
MA5.3-11NA	uses the definition of a logarithm to establish and apply the laws of logarithms
MA5.3-12NA	uses function notation to describe and sketch functions
MA5.3-13MG	applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.3-14MG	applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
MA5.3-15MG	applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
MA5.3-16MG	proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
MA5.3-17MG	applies deductive reasoning to prove circle theorems and to solve related problems
MA5.3-18SP	uses standard deviation to analyse data
MA5.319SP	investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

Music

Syllabus: Music 7-10 | NSW Education Standards

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 2 Week 4	Music for Radio, Film, Television and Multimedia	Examination	35%
2	Term 3 Weeks 1	Music & Technology	Composition	35%
3	Term 4 Weeks 2-3	Popular Music	Examination	30%

Outcomes:

M5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts

M5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology

M5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness

M5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study

M5.5 notates own compositions, applying forms of notation appropriate to the music selected for study

M5.6 uses different forms of technology in the composition process

M5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts

M5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study

M5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study

M5.10 demonstrates an understanding of the influence and impact of technology on music

Personal Development, Health and Physical Education

Syllabus: PDHPE K–10 | NSW Education Standards

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 1 Week 10-11	Modified Games	Practical Task	25%
2	Term 2 Week 4	Happily, Ever After	Written Response	25%
3	Term 3 Week 9-10	SEPEP	Practical Task	25%
4	Term 4 Weeks 2-3	Happily, Ever After and Growing Pains	Examination	25%

Outcomes:

PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges

PD5-2 researches and appraises the effectiveness of health information and support services available in the community

PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships

PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

PD5-5 appraises and justifies choices of actions when solving complex movement challenges

PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

PD5-9 assesses and applies self-management skills to effectively manage complex situations

PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

Physical Activity & Sports Studies

Syllabus: Physical Activity and Sports Studies 7–10 (CEC) | NSW Education Standards

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 1 Week 8	Striking sports	Practical Task	25%
2	Term 2 Week 4	Sports Coaching Nutrition and Physical Activity	Written Response	25%
3	Term 3 Week 8	Invasion Sports	Practical Task	25%
4	Term 4 Weeks 2-3	Enhancing Performance, Nutrition, Sports Coaching and Sports Injuries	Examination	25%

Outcomes:

PASS5-1 discusses factors that limit and enhance the capacity to move and perform

PASS5-2 analyses the benefits of participation and performance in physical activity and sport

PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport

PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives

PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance

PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport

PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance

PASS5-8 displays management and planning skills to achieve personal and group goals

PASS5-9 performs movement skills with increasing proficiency

PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions

Science

Syllabus: Science 7–10 | NSW Education Standards

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 1 Week 6	Electricity Physics Skills	Skills Task	25%
2	Term 2 Week 4	Electricity CSI: Sefton Refining Nature	Examination	20%
3	Term 3 Week 3	2050 Climate Change Biotechnology	Depth Study	25%
4	Term 4 Weeks 2-3	2050 Climate Change Here 2 There Natural Selection Radioactivity	Examination	30%

Outcomes:

SC5-1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC5-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC5-3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
SC5-4WS	develops questions or hypotheses to be investigated scientifically
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12ES	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14LW	analyses interactions between components and processes within biological systems
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

Visual Arts

Syllabus: Visual Arts 7–10 | NSW Education Standards

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 2 Week 2	Landscape	VAPD & Collection of Works	30%
2	Term 2 Week 4	Landscape	Examination	20%
3	Term 4 Week 2	The Figure & Artists Books	VAPD & Collection of Works	30%
4	Term 4 Weeks 2-3	The Figure & Artists Books	Examination	20%

Outcomes:

5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks

5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience

5.3 makes artworks informed by an understanding of how the frames affect meaning

5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts

5.5 makes informed choices to develop and extend concepts and different meanings in their artworks

5.6 demonstrates developing technical accomplishment and refinement in making artworks

5.7 applies their understanding of aspects of practice to critical and historical interpretations of art

5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art

5.9 demonstrates how the frames provide different interpretations of art

5.10 demonstrates how art criticism and art history construct meanings

5. Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks. Remember these words need to be understood in the **context** of the subject.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/ evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

6. Writing a Bibliography

WHAT IS IT?

A bibliography is a list of all the resources you have used in writing a text. The text may be an assignment, a research project, a major work or any other piece or writing that you have composed using other resources.

A bibliography includes all the sources used in the preparation of a piece of work - not just those that have been cited in the text of the work. The bibliography is located at the end of the piece of work.

Your bibliography should identify an item (e.g. book, journal article, film, or internet site) in sufficient detail so that others may identify it and consult it.

Your bibliography should appear at the end of your essay/report with entries listed alphabetically.

WHY DO YOU HAVE TO USE ONE?

As per the NESA 'All My Own Work' program, you should acknowledge sources to:

- demonstrate your academic integrity
- support your argument by showing the sources of the information from which you have formed your own ideas
- make it easy for readers to find the sources you have used, to check the information you have used and to use the sources for further information
- fulfil your moral and legal obligations to recognise and acknowledge the author(s) of the original ideas
- avoid plagiarism so that you are not falsely claiming someone else's work or ideas as your own.

Additionally, you should respect the moral rights of the person who created the texts you used. The creators of texts have the moral right to be named as the author, be protected against false attribution and to have their work treated with respect and not be misrepresented. To observe the moral rights of an author you should:

- attribute any quote, paraphrase, summary or copy of someone else's work or idea
- ensure that works are not falsely attributed to an author
- reference appropriately.

SPECIAL NOTES

A list of references contains details only of those works cited in the text. A bibliography includes sources not cited in the text but which are relevant to the subject, listed alphabetically

There are many ways to create a bibliography. You will see one way below, but don't be surprised if at some later stage a teacher asks you for a different format or style.

Each type of resource is cited and referenced in a slightly different way. If you have used sources from the Internet, these should be listed in your bibliography as well.

There is no universal referencing style and you should ask your teachers which style you should follow. The four most common referencing styles are:

- Harvard (author-date)
- American Psychological Association (APA)
- Modern Language Association (MLA)
- Oxford (documentary-note or footnote referencing).

CORRECT ORDER IN BIBLIOGRAPHIES

FOR A BOOK

The details required in order are:

1. Name/s of author/s, editor/s, compiler/s or the institution responsible
2. Year of publication
3. Title of publication and subtitle if any (all titles must be underlined or italicised)
4. Series title and individual volume if any
5. Edition, if other than first
6. Publisher

7. Place of publication
8. Page number(s) if applicable

ONE AUTHOR

- Example:
  - Berkman, RI 1994, *Find it fast: how to uncover expert information on any subject*, HarperPerennial, New York.

TWO OR MORE AUTHORS

- Examples:
  - Cengel, YA & Boles, MA 1994, *Thermodynamics: an engineering approach*, 2nd edn, McGraw Hill, London.
  - Cheek, J, Doskatsch, I, Hill, P & Walsh, L 1995, *Finding out: information literacy for the 21st century*, MacMillan Education Australia, South Melbourne.

EDITOR(S)

- Examples:
  - Pike, ER & Sarkar, S (eds) 1986, *Frontiers in quantum optics*, Adam Hilger, Bristol.
  - Jackson, JA (ed.) 1997, *Glossary of geology*, 4th edn, American Geological Institute, Alexandria, Va.

SPONSORED BY INSTITUTION, CORPORATION OR OTHER ORGANISATION

- Example:
  - Institution of Engineers, Australia 1994, *Code of ethics*, Institution of Engineers, Australia, Barton, A.C.T.

SERIES

- Example:
  - Bhattacharjee, M 1998, *Notes of infinite permutation groups*, Lecture notes in mathematics no.1698, Springer, New York.

EDITION

- Example:
  - Zumdahl, SS 1997, *Chemistry*, 4th edn, Houghton Mifflin, Boston.

CHAPTER OR PART OF A BOOK TO WHICH A NUMBER OF AUTHORS HAVE CONTRIBUTED

- Example:
  - Bernstein, D 1995, 'Transportation planning', in WF Chen (ed.), *The civil engineering handbook*, CRC Press, Boca Raton.

NO AUTHOR OR EDITOR

- Example:
  - *Kempe's engineer's year-book* 1992, Morgan-Grampian, London.

FOR AN ARTICLE

- The details required, in order, are:
  1. Name/s of author/s of the article
  2. Year of publication
  3. Title of article, in single quotation marks
  4. Title of periodical (underlined or italicised)
  5. Volume number
  6. Issue (or part) number
  7. Page number(s)

JOURNAL ARTICLE

- Example:
  - Huffman, LM 1996, 'Processing whey protein for use as a food ingredient', *Food Technology*, vol. 50, no. 2, pp. 49-52.

CONFERENCE PAPER (PUBLISHED)

- Example:
  - Bourassa, S 1999, 'Effects of child care on young children', *Proceedings of the third annual meeting of the International Society for Child Psychology*, International Society for Child Psychology, Atlanta, Georgia, pp. 44-6.

NEWSPAPER ARTICLE

- Example:
  - Simpson, L 1997, 'Tasmania's railway goes private', *Australian Financial Review*, 13 October, p. 10.

FOR A NON-BOOK

- The details required are the same as for a book, with the form of the item (eg videorecording, tape, computer file, etc.) indicated after the year.
  - Example:
    - *Get the facts (and get them organised)* 1990, video recording, Appleseed Productions, Williamstown, Vic.

FOR WEB SITES AND OTHER ELECTRONIC SOURCES

- This could include sources from full text compact disk products, electronic journals or other sources from the Internet. The basic form of the citations follow the principles listed for print sources (see above)
  1. Name/s of author/s
  2. Date of publication Note: If you cannot establish the date of publication, use n.d. (no date).
  3. Title of publication (underlined or italicised)
  4. Edition, if other than first
  5. Type of medium, if necessary
  6. Date item viewed
  7. Name or site address on internet (if applicable)

  - Examples:
    - Weibel, S 1995, 'Metadata: the foundations of resource description', *D-lib Magazine*, viewed 7 January 1997, <http://www.dlib.org/dlib/July95/07weibel.html>.
    - ASTEC 1994, *The networked nation*, Australian Science, Technology and Engineering Council, Canberra, viewed 7 May 1997, <http://astec.gov.au/astec/net_nation/contents.html>.
- If no author is given, the title is used as the first element of a citation.
  - Example:
    - *Dr Brain thinking games* 1998, CD-ROM, Knowledge Adventure Inc., Torrance, California.

FOR PERSONAL COMMUNICATIONS

- Information obtained by interview, telephone call, letter, email, etc. should be documented in the text.
  - Examples:
    - "Details of a personal communication do not need to be included in a reference list" i.e. You may not need to include personal communications in the list of references at the end of the essay.
    - When interviewed on 15 June 1995, Dr Peter Jones explained that …
    - This was later verbally confirmed (P Jones 1995, pers. comm., 15 June).

REFERENCES IN THE TEXT OF YOUR ESSAY

- In an author-date style, a textual citation generally requires only the name of the author(s) and the year of publication (and specific page(s) if necessary). This may appear at the end of a sentence, before the full stop.
  - Examples:
    - It is futile to maintain that the chemicals are interchangeable (Moir & Jessel 1991).
    - It is futile to maintain that the chemicals are interchangeable (Moir & Jessel 1991, p. 94).
- Alternatively, the author's surname may be integrated into the text, followed by the year of publication in parentheses.
  - Examples:
    - Moir and Jessel (1991) have shown that it is futile to maintain that the chemicals are interchangeable.
    - Moir and Jessel (1991, pp. 93-4) have shown that it is futile to maintain that the chemicals are interchangeable.

- If two or more works by different authors are cited at the same time, separate them with a semicolon.
  - Example:
    - The implications for land degradation have been much debated (Malinowski, Miller & Gupta 1995; Thomson 1999).
- If two or more works by the same author are cited at the same time, do not repeat the author's name. Separate the years of publication by a comma.
  - Example:
    - Subsequent investigation confirmed these results (Watson & Clark 1996, 1998).
- If there are more than two works by the same author, published in the same year, add the letters 'a', 'b', etc. to the year to distinguish the works. Also add these letters to the year in the list of references at the end of the essay.
  - Example:
    - Public housing remains a neglected area (ACOSS 1997a, 1997b).
- If there are more than three authors, list only the first, followed by 'et al.'
  - Example:
    - Other researchers have questioned these findings (Larson et al. 1987).
- If you cannot establish the year of publication, use 'n.d.' (no date).
  - Example:
    - Recent advances have been made in this area (Bolton n.d.).
- If there is no author or authoring body, cite the work by title, in italics.
  - Example:
    - In military settings, leadership acquires a different significance (*Be, know, do: leadership the Army way*, 2004).

Sample Bibliography

Burns, George. (1992). Writing for life. In: Morgan, J. (ed.) (1993). How to be a successful author. Ringwood: Penguin Books.

Dixon, J. (1993). How to be a successful student. Ringwood: Penguin Books.

Doery, K.E. et. al. (1998). Medical terminology. London: Thames & Hudson.

Encarta. [CD ROM]. 1994. Chicago: Funk & Wagnalls.

Fragile Earth. 5. South American wetland. (1982). London : BBC. 17th October, [video: VHS].

Green, C.M., Brown, P. and Smith, A. (1996). Life in Australia. Carlton, Vic.: Pitman.

Hawking, S.W. (1994). A brief history of time: an interactive adventure [CD ROM]. N.Y.; Crunch Media.

Holland, M. (1996). Harvard System [Internet]. Poole: Bournemouth University. Available from: [Accessed 6th May, 1998].

Manley, D. and Ree, P. (1998). Finding out. London: Pan Books.

Morgan, J. (ed.) (1993). How to be a successful author. Ringwood: Penguin Books.

Popham, B. (1997). Saving the future. Sydney Morning Herald. 7th February, p.10. Sydney Morning Herald on CD Rom, 1997.

Popham, B. (1997). Saving the future. Sydney Morning Herald. 7th February, p.10.

The Cambridge Encyclopaedia of Human Evolution. (1992). Cambridge: Cambridge University Press.

7. Approved Calculators for Assessment Tasks and Examinations

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators/approved-calculators-2023-hsc

ABACUS SX-II MATRIX a	JASTEK JasCS1
ABACUS SX-II MATRIX n	JASTEK JasCS EVO
CANON F717SGA	JASTEK JasCS2 EVO
CANON F-715SG	RSB FB 350MS
CANON F-730SX	Scholar SC-250MX
CASIO fx-82AU	SHARP EL-531TH
CASIO fx-82AU PLUS	SHARP EL-531VH
CASIO fx-82AU PLUS II 1st or 2nd Edition (Recommended)	SHARP EL-531WH
CASIO fx-85MS	SHARP EL-531X
CASIO fx-100AU	SHARP EL-531XH
CASIO fx-100 AU PLUS 1st or 2nd Edition (Recommended)	SHARP EL-W531HA
CASIO fx-350 MS	SHARP EL-W532TH
CASIO fx-8200 AU	SHARP EL-W532XH
HEWLETT-PACKARD HP10S	Texas instruments TI-30XB MultiView
HEWLETT-PACKARD HP10S+	Texas Instruments TI-30X Plus MathPrint
HEWLETT-PACKARD HP300S+	
HEWLETT-PACKARD HP10sll	

- Instruction booklets or cards (e.g., reference cards) on the operation of calculators are NOT permitted in examinations or assessment tasks.
- Calculators must have been switched off for entry into examination or assessment tasks.

A NESA approved calculator may NOT:

- be programmable (A calculator is considered programmable if it can have a sequence of steps entered by the user, and then stored to be executed by the calculator)
- have graphing capability (A calculator with graphing capability is able to graph data or store, manipulate and graph functions)
- have computer algebraic system (CAS) functionality. This functionality includes:
  - differentiation and integration, and the solution of equations
  - symbolic manipulation such as addition of algebraic expressions and binomial expansion
- have inbuilt financial functions such as for the calculation of depreciation, annuities, simple and compound interest, and break-even point.


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