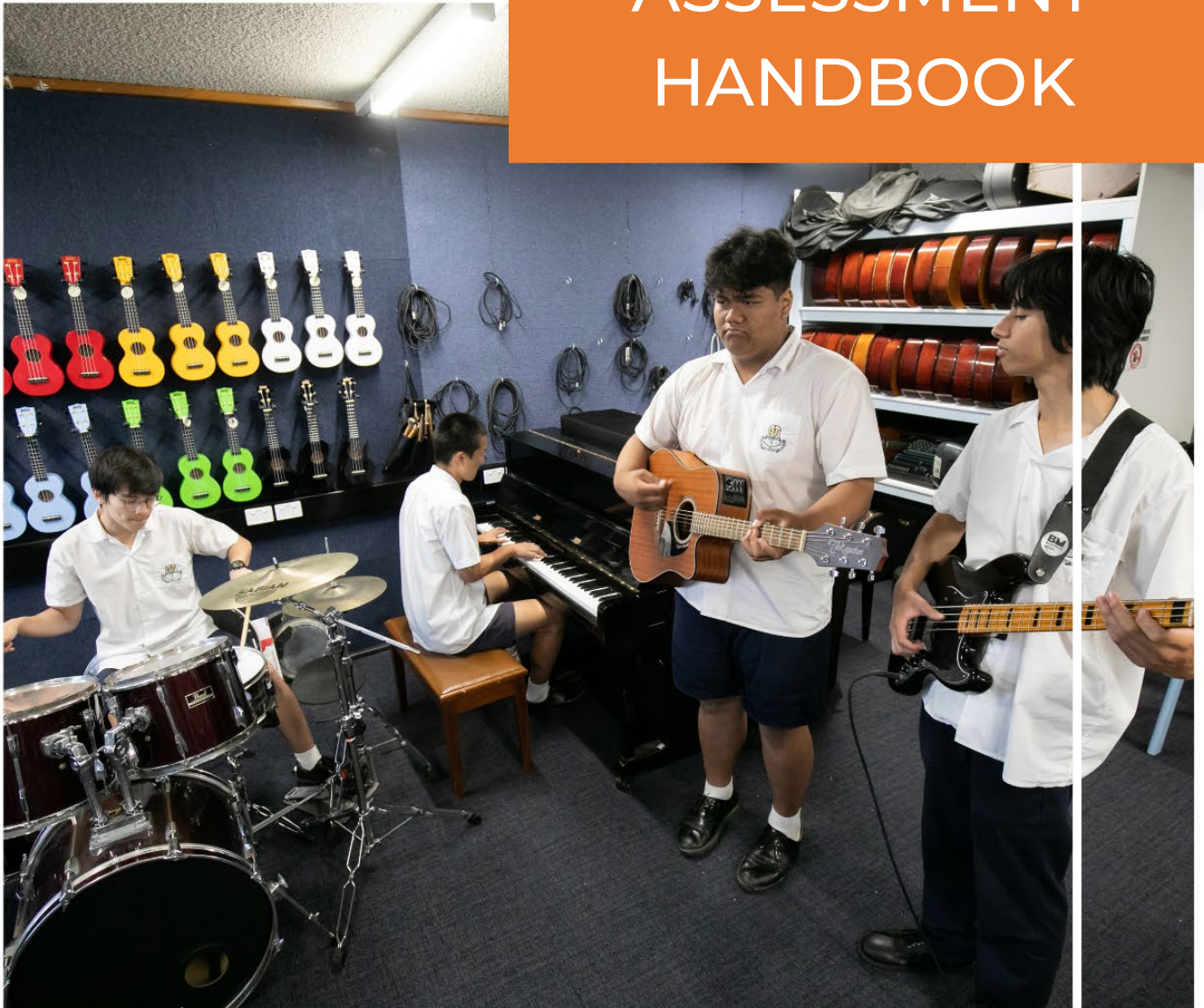


YEAR 11
2024

ASSESSMENT
HANDBOOK



Contents

| | |
|---|-----------|
| 1. The Year 11 Course | 4 |
| 1.1. NESA | 4 |
| 1.2. Minimum Study Programs..... | 4 |
| 1.3. Satisfactory completion of Year 11..... | 4 |
| 1.4. Non-Completion of Course Requirements | 4 |
| 1.5. Year 11 Grades | 5 |
| 1.6. Australian Tertiary Admission Rank (ATAR)..... | 5 |
| 1.7. NESA Course Syllabuses | 5 |
| 1.8. NESA Students Online | 5 |
| 2. Assessment Procedures | 6 |
| 2.1 General Procedures..... | 6 |
| 2.2 School Procedures..... | 6 |
| 2.3 In-School Assessment Tasks & Examinations..... | 7 |
| 2.4 Submission Style Assessment Tasks | 7 |
| 2.5 If a student knows they will be away on the day of an assessment task | 7 |
| 2.6 Conduct during Examinations, Tests or Assessment Tasks | 8 |
| 2.7 Failure to comply with School Policy and Assessment Procedures | 8 |
| 2.8 Malpractice | 9 |
| 2.9 Plagiarism | 9 |
| 2.10 Appeals | 10 |
| 3. Additional Information | 10 |
| 4. Assessment Schedules | 10 |
| Ancient History | 11 |
| Biology | 12 |
| Business Studies | 13 |
| Chemistry | 14 |
| Community and Family Studies | 15 |
| Design and Technology | 16 |
| Economics | 17 |
| English Standard | 17 |
| English Advanced | 19 |
| English Extension | 20 |
| Enterprise Computing | 21 |
| Geography | 22 |
| Industrial Technology – Multimedia Technologies | 23 |
| Japanese Continuers | 24 |
| Legal Studies | 25 |
| Mathematics Standard | 26 |
| Mathematics Advanced | 27 |
| Mathematics Extension 1 | 28 |
| Modern History | 29 |

| | |
|--|-----------|
| Music 1 | 30 |
| Personal Development, Health and Physical Education | 31 |
| Physics | 32 |
| Studies of Religion 1 | 33 |
| Visual Arts..... | 34 |
| Vocational Education and Training (VET) Courses | 35 |
| 5. Glossary of Key Words..... | 37 |
| 6. Writing a Bibliography..... | 38 |
| Sample Bibliography..... | 41 |
| 7. Approved Calculators for Assessment Tasks and Examinations | 42 |

1. The Year 11 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. Year 11 students are required to adhere to a program of study involving:
 - 1.2.1.1. Two units of a NESA Developed course in English
 - 1.2.1.2. Ten HSC units of which at least 6 units must be 'NESA Developed' courses
 - 1.2.1.3. At least four subjects
 - 1.2.1.4. Three courses which must be of two units value or greater
 - 1.2.1.5. No more than 6 units of Science
 - 1.2.1.6. The satisfactorily complete the NESA's course on Ethical Scholarship – '*HSC: All my own work*'.

1.3. Satisfactory completion of Year 11

- 1.3.1. It is required that students:
 - 1.3.1.1. demonstrate satisfactory participation in learning
 - 1.3.1.2. apply themselves with diligence and sustained effort to set tasks and experiences provided
 - 1.3.1.3. satisfactorily complete courses in a Year 11 pattern of study required by NESA
 - 1.3.1.4. complete the requirements of each course including any necessary oral, practical or project work
 - 1.3.1.5. perform the tasks required as part of the assessment program in each course
 - 1.3.1.6. sit for any examination set as part of the course.

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. Year 11 Grades

- 1.5.1. NESA requires that grades be awarded and submitted for all courses.
- 1.5.2. These will be based on student's formal assessment results and teacher professional judgement from ongoing formative assessment
- 1.5.3. The '*Common Grade Scale*' (A-E) can be accessed from this link:
<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades/common-grade-scale>

1.6. Australian Tertiary Admission Rank (ATAR)

- 1.6.1. Entry into tertiary courses in NSW and the ACT may depend on your Australian Tertiary Admission Rank (ATAR). Universities calculate the ATAR for every student who completes the necessary pattern of study and makes an application for an ATAR.
- 1.6.2. The ATAR is reported on a scale of 0 to 99.5 with increments of 0.05
- 1.6.3. To be eligible for the ATAR, a student must study:
 - 1.6.3.1. At least 10 units of NESA Developed courses including at least two units of English
 - 1.6.3.2. NESA Developed courses that include at least three courses of two units or greater
 - 1.6.3.3. At least four subjects
- 1.6.4. No more than two units of Category B courses may be used in determining an ATAR.

1.7. NESA Course Syllabuses

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

1.8. NESA Students Online

- 1.8.1. '*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 NESAs requires schools to report students who have committed malpractice and these students' names are maintained on the NESAs 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 11 Assessment Handbook*.'
- 2.2.2 Students are advised to record assessment tasks in their Student Planner and to refer regularly to their '*Year 11 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 to 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 (see 2.9)
 - 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>
- 2.10 <https://www.hamilton.edu/writing/style/plagiarism/plagiarism.html>

2.11 Appeals

- 2.11.1 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'*.
- 2.11.2 Students cannot appeal against a mark awarded, in keeping with NSW Education Standards Authority procedures.
- 2.11.3 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.
- 2.11.4 An appeal against a *'Non-completion of course requirements'* warning letter must be submitted to the relevant Head Teacher
- 2.11.5 If appealing against the decision that the work submitted was generated by artificial intelligence, the onus is upon the student to prove that they have composed/created the work, evidence of which must be submitted to the Appeals Panel.
- 2.11.6 All written appeals must be submitted within ten days of the date on the written notification of completion.
- 2.11.7 Only appeals completed by the student, submitted using the *'Application to Appeal a Penalty in an Assessment Task'* form will be considered.
- 2.11.8 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 Schedules

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.

Ancient History

Syllabus: Ancient History | NSW Education Standards

| | | Task 1 | Task 2 | Task 3 |
|------------------------|----------|---|--|--|
| Timing | | Term 1 Week 7 | Term 2 Week 2 | Term 3 Weeks 8-9 |
| Nature of Task | | Historical Investigation | 'Human Remains' and 'The Trojan War' Test | Examination |
| Outcomes | | AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-8 | AH11-1, AH11-4, AH11-6, AH11-7, AH11-9, AH11-10 | AH11-1, AH11-4, AH11-6, AH11-7, AH11-9, AH11-10 |
| Components | A | | 15% | 25% |
| | B | | 10% | 10% |
| | C | 20% | | |
| | D | 10% | 5% | 5% |
| Total Weighting | | 30% | 30% | 40% |

Components

- A** 40% Knowledge and understanding of course content
- B** 20% Historical skills in the analysis and evaluation of sources and interpretations
- C** 20% Historical inquiry and research
- D** 20% Communication of historical understanding in appropriate forms

Outcomes:

- AH11-1** describes the nature of continuity and change in the ancient world
- AH11-2** proposes ideas about the varying causes and effects of events and developments
- AH11-3** analyses the role of historical features, individuals and groups in shaping the past
- AH11-4** accounts for the different perspectives of individuals and groups
- AH11-5** examines the significance of historical features, people, places, events and developments of the ancient world
- AH11-6** analyses and interprets different types of sources for evidence to support an historical account or argument
- AH11-7** discusses and evaluates differing interpretations and representations of the past
- AH11-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH11-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH11-10** discusses contemporary methods and issues involved in the investigation of ancient history

Biology

Syllabus: Biology | NSW Education Standards

| | | Task 1 | Task 2 | Task 3 |
|------------------------|-----------------|----------------------------------|--|--|
| Timing | | Term 1 Week 8 | Term 3 Week 1 | Term 3 Weeks 8-9 |
| Nature of Task | | Research and Open Book Test | Depth Study (Investigations & Activities) | Examination |
| Outcomes | | BIO 11-2, 3, 5, 6, 7 BIO 11-9 | BIO 11-1, 2, 3, 5, 7 BIO 11-10, 11 | BIO 11-1, 2, 4, 5, 6, 7 BIO 11-8, 9, 10, 11 |
| Components | A Skills | 20% | 20% | 20% |
| | B Skills | 10% | 10% | 20% |
| Total Weighting | | 30% | 30% | 40% |

Components

- A** 60% Skills in working scientifically
- B** 40% Knowledge and understanding of course content

Outcomes:

- BIO11-1** develops and evaluates questions and hypotheses for scientific investigation
- BIO11-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11-3** conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11-5** analyses and evaluates primary and secondary data and information
- BIO11-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO11-8** describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
- BIO11-9** explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- BIO11-10** describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
- BIO11-11** analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

Business Studies

Syllabus: Business Studies | NSW Education Standards

| | | Task 1 | Task 2 | Task 3 |
|------------------------|----------|---------------------------|--|-------------------------|
| Timing | | Term 1 Week 9 | Term 2 Week 8 | Term 3 Weeks 8-9 |
| Nature of Task | | Nature of Management Test | Business Management Inquiry & Research Task | Examination |
| Outcomes | | P1, P2, P6, P7, P8 | P1, P3, P7, P9 | P3, P4, P5, P8, P9, P10 |
| Components | A | 10% | 10% | 20% |
| | B | 10% | 5% | 5% |
| | C | 5% | 10% | 5% |
| | D | 5% | 5% | 10% |
| Total Weighting | | 30% | 30% | 40% |

Components

- A** 40% Knowledge and understanding of course content
- B** 20% Stimulus-based skills
- C** 20% Inquiry and research
- D** 20% Communication of business information, ideas and issues in appropriate forms

Outcomes:

- P1** discusses the nature of business, its role in society and types of business structure
- P2** explains the internal and external influences on businesses
- P3** describes the factors contributing to the success or failure of small to medium enterprises
- P4** assesses the processes and interdependence of key business functions
- P5** examines the application of management theories and strategies
- P6** analyses the responsibilities of business to internal and external stakeholders
- P7** plans and conducts investigations into contemporary business issues
- P8** evaluates information for actual and hypothetical business situations
- P9** communicates business information and issues in appropriate formats
- P10** applies mathematical concepts appropriately in business situations

Chemistry

Syllabus: Chemistry | NSW Education Standards

| | | Task 1 | Task 2 | Task 3 |
|------------------------|----------|--|---|---|
| Timing | | Term 1 Week 9 | Term 2 Week 9 | Term 3 Weeks 8-9 |
| Nature of Task | | Skills Test | Depth Study (Investigations & Activities) | Examination |
| Outcomes | | CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9 | CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-11 | CH11-1, 2, 3, 4, 5, 6, 7 CH11-8, 9, 10, 11 |
| Components | A | 20% | 20% | 20% |
| | B | 10% | 10% | 20% |
| Total Weighting | | 30% | 30% | 40% |

Components

- | | | |
|----------|-----|---|
| A | 60% | Skills in working scientifically |
| B | 40% | Knowledge and understanding of course content |

Outcomes:

- CH11-1** develops and evaluates questions and hypotheses for scientific investigation
- CH11-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11-3** conducts investigations to collect valid and reliable primary and secondary data and information
- CH11-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11-5** analyses and evaluates primary and secondary data and information
- CH11-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- CH11-8** explores the properties and trends in the physical, structural and chemical aspects of matter
- CH11-9** describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
- CH11-10** explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
- CH11-11** analyses the energy considerations in the driving force for chemical reactions

Community and Family Studies

Syllabus: Community and Family Studies | NSW Education Standards

| | | Task 1 | Task 2 | Task 3 |
|------------------------|----------|--|--|--|
| Timing | | Term 1 Week 7 | Term 2 Week 8 | Term 3 Weeks 8-9 |
| Nature of Task | | 'Resource Management' Short Answer Response | 'Individuals and Groups' Research Stimulus Task | Examination |
| Outcomes | | P1.1, P1.2, P4.2, P5.1, P6.1 | P2.1, P2.3, P3.2, P4.1, P6.2 | P1.2, P2.2, P2.4, P3.1, P3.2, P4.1, P4.2 |
| Components | A | 15% | 10% | 15% |
| | B | 15% | 20% | 25% |
| Total Weighting | | 30% | 30% | 40% |

Components

- A** 40% Knowledge and understanding of course content
- B** 60% Skills in critical thinking, research methodology, analysing and communicating

Outcomes:

- P1.1** identifies factors that affect wellbeing
- P1.2** investigates ways to improve wellbeing
- P1.3** demonstrates an awareness of how to support their needs and wants as well as those of others
- P1.4** explores the nature of goals and develops skills in effective goal setting
- P1.5** demonstrates an understanding of the role of relationships and the strategies to maintain positive relationships
- P2.1** identifies the structures and functions of families
- P2.2** explores the roles and responsibilities of family members
- P2.3** demonstrates an understanding of the nature of parenting and caring
- P2.4** appreciates the significance of parents and carers in the community and the ways in which they can be supported
- P3.1** recognises types of groups and their functions
- P3.2** explores the roles of group members and their interrelationships
- P3.3** demonstrates knowledge, understanding and skills in managing relationships within groups
- P3.4** demonstrates skills to effectively communicate as a group member
- P4.1** recognises specific groups in society
- P4.2** explores the characteristics and needs of one or more specific groups
- P4.3** investigates the issues and challenges facing one or more specific groups and the ways they are supported by society
- P5.1** identifies key transitional stages in life
- P5.2** explores the rights and responsibilities of being an adult
- P5.3** develops skills needed for independent living
- P5.4** develops knowledge, understanding and skills in decision making
- P5.5** demonstrates an appreciation of the significance of support networks in adulthood
- P6.1** recognises the nature and value of work
- P6.2** explores the interrelationship between individuals and the workplace
- P6.3** investigates the impact of technology on our work and community environments
- P6.4** develops knowledge, understanding and skills in being a productive member of the community
- P7.1** uses a variety of strategies to gather, select and communicate information related to an area of interest

Design and Technology

Syllabus: Design and Technology | NSW Education Standards

| | | Task 1 | Task 2 | Task 3 |
|------------------------|----------|---------------------|------------------------------|---------------------|
| Timing | | Term 1 Week 8 | Term 3 Week 5 | Term 3 Weeks 8-9 |
| Nature of Task | | Designer Case Study | Design Project and Portfolio | Examination |
| Components | A | 20% | | 20% |
| | B | 10% | 40% | 10% |
| Total Weighting | | 30% | 40% | 30% |

Components

- | | | |
|----------|-----|---|
| A | 40% | Knowledge and understanding of course content |
| B | 60% | Knowledge and skills in designing, managing, producing and evaluating design projects |

Outcomes:

- P1.1** examines design theory and practice, and considers the factors affecting designing and producing in design projects
- P2.1** identifies design and production processes in domestic, community, industrial and commercial settings
- P2.2** explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects
- P3.1** investigates and experiments with techniques in creative and collaborative approaches in designing and producing
- P4.1** uses design processes in the development and production of design solutions to meet identified needs and opportunities
- P4.2** uses resources effectively and safely in the development and production of design solution
- P4.3** evaluates the processes and outcomes of designing and producing
- P5.1** uses a variety of management techniques and tools to develop design projects
- P5.2** communicates ideas and solutions using a range of techniques
- P5.3** uses a variety of research methods to inform the development and modification of design ideas
- P6.1** investigates a range of manufacturing and production processes and relates these to aspects of design projects
- P6.2** evaluates and uses computer-based technologies in designing and producing

Economics

Syllabus: Economics | NSW Education Standards

| | | Task 1 | Task 2 | Task 3 |
|------------------------|----------|--|--|---------------------------------|
| Timing | | Term 1 Week 10 | Term 3 Week 1 | Term 3 Weeks 8-9 |
| Nature of Task | | Introductory Economic Knowledge and Understanding Test | Labour Market Inquiry and Research Task | Examination |
| Outcomes | | P1, P2, P7, P10, P12 | P3, P8, P9, P10, P11 | P1, P3, P4, P5, P6, P7, P8, P11 |
| Components | A | 10% | 10% | 20% |
| | B | | 10% | 10% |
| | C | 10% | 5% | 5% |
| | D | 10% | 5% | 5% |
| Total Weighting | | 30% | 30% | 40% |

Components

| | | |
|----------|-----|--|
| A | 40% | Knowledge and understanding of course content |
| B | 20% | Stimulus-based skills |
| C | 20% | Inquiry and research |
| D | 20% | Communication of economic information, ideas and issues in appropriate forms |

Outcomes:

- P1** demonstrates understanding of economic terms, concepts and relationships
- P2** explains the economic role of individuals, firms and government in an economy
- P3** describes, explains and evaluates the role and operation of markets
- P4** compares and contrasts aspects of different economies
- P5** analyses the relationship between individuals, firms, institutions and government in the Australian economy
- P6** explains the role of government in the Australian economy
- P7** identifies the nature and causes of economic problems and issues for individuals, firms and governments
- P8** applies appropriate terminology, concepts and theories in economic contexts
- P9** selects and organises information from a variety of sources for relevance and reliability
- P10** communicates economic information, ideas and issues in appropriate forms
- P11** applies mathematical concepts in economic contexts
- P12** works independently and in groups to achieve appropriate goals in set timelines

English Standard

Syllabus: English Standard | NSW Education Standards

| | | Task 1 | Task 2 | Task 3 |
|------------------------|----------|--|---|---|
| Timing | | Term 2 Week 1 | Term 2 Week 9 | Term 3 Weeks 8-9 |
| Nature of Task | | Common Module – Reading to Write: Writing Task | Module A: Multimodal Task | Examination Module A: Analytical Response Module B: Analytical Response |
| Outcomes | | EN11-3, EN11-4, EN11-9 | EN11-1, EN11-2, EN11-3, EN11-5, EN11-7 | EN11-1, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-8 |
| Components | A | 15% | 15% | 20% |
| | B | 15% | 15% | 20% |
| Total Weighting | | 30% | 30% | 40% |

Components

- A** 50% Knowledge and understanding of course content
- B** 50% Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes

Outcomes:

- EN11-1** responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
- EN11-2** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN11-3** analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
- EN11-4** applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN11-5** thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN11-6** investigates and explains the relationships between texts
- EN11-7** understands and explains the diverse ways texts can represent personal and public worlds
- EN11-8** identifies and explains cultural assumptions in texts and their effects on meaning
- EN11-9** reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

English Advanced

Syllabus: English Advanced | NSW Education Standards

| | | Task 1 | Task 2 | Task 3 |
|------------------------|----------|--|---|---|
| Timing | | Term 2 Week 1 | Term 2 Week 9 | Term 3 Weeks 8-9 |
| Nature of Task | | Common Module – Reading to Write: Writing Task | Module A: Multimodal Task | Examination Module A: Analytical Response Module B: Analytical Response |
| Outcomes | | EA11-3, EA11-4, EA11-9 | EA11-1, EA11-3, EA11-4, EA11-5, EA11-9 | EA11-1, EA11-3, EA11-5, EA11-6, EA11-7, EA11-8 |
| Components | A | 15% | 15% | 20% |
| | B | 15% | 15% | 20% |
| Total Weighting | | 30% | 30% | 40% |

Components

| | | |
|----------|-----|--|
| A | 50% | Knowledge and understanding of course content |
| B | 50% | Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes |

Outcomes:

- EA11-1** responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA11-2** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA11-3** analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA11-4** strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA11-5** thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA11-6** investigates and evaluates the relationships between texts
- EA11-7** evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA11-8** explains and evaluates cultural assumptions and values in texts and their effects on meaning
- EA11-9** reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

English Extension

Syllabus: English Extension | NSW Education Standards

| | | Task 1 | Task 2 | Task 3 |
|------------------------|----------|--|--|--|
| Timing | | Term 2 Week 3 | Term 3 Week 5 | Term 3 Weeks 8-9 |
| Nature of Task | | Common Module (CM): Critical Response | Multimodal Presentation incorporating Independent Research Project | Examination CM: Critical Response CM: Imaginative Response |
| Outcomes | | EE11-1, EE11-2, EE11-3 | EE11-3, EE11-4, EE11-5, EE11-6 | EE11-1, EE11-2, EE11-3, EE11-5 |
| Components | A | 15% | 20% | 15% |
| | B | 15% | 20% | 15% |
| Total Weighting | | 30% | 40% | 30% |

Components

- | | | |
|----------|-----|---|
| A | 50% | Knowledge and understanding of complex texts and of how and why they are valued |
| B | 50% | Skills in complex analysis, sustained composition and independent investigation |

Outcomes:

- EE11-1** demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE11-2** analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
- EE11-3** thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
- EE11-4** develops skills in research methodology to undertake effective independent investigation
- EE11-5** articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
- EE11-6** reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

Enterprise Computing

Syllabus: Enterprise Computing 11-12 | NSW Education Standards

| | Task 1 | Task 2 | Task 3 |
|-------------------------|--|--|--|
| Timing | Term 2 Week 1 | Term 3 Week 1 | Term 3 Weeks 8-9 |
| Unit of Learning | Interactive Media and the User Experience | Networking Systems and Social Computing | Principles of Cybersecurity |
| Nature of Task | Research/Practical Project | Practical Project | Examination (Digital) |
| Outcomes | EC-11-01, EC-11-02, EC-11-03, EC-11-06, EC-11-08, EC-11-09, EC-11-10, EC-11-11 | EC-11-01, EC-11-02, EC-11-03, EC-11-06, EC-11-07, EC-11-08, EC-11-09, EC-11-10, EC-11-11 | EC-11-01, EC-11-03, EC-11-04, EC-11-06, EC-11-07, EC-11-09 |
| Weighting | 30% | 40% | 30% |

Outcomes:

- EC-11-01** describes how systems are used in a range of enterprises
- EC-11-02** describes the function of data and information within enterprise computing systems
- EC-11-03** describes how data is safely and securely collected, stored and manipulated when developing enterprise computing systems
- EC-11-04** describes how data is used in enterprise computing systems
- EC-11-05** applies tools and resources to analyse datasets
- EC-11-06** explains how innovative technologies have influenced enterprise computing systems
- EC-11-07** explores the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment
- EC-11-08** selects and uses tools and resources to design and develop an enterprise computing system
- EC-11-09** documents the management and evaluates the development of an enterprise solution
- EC-11-10** investigates the effectiveness of an enterprise computing system
- EC-11-11** communicates an enterprise computing solution to an intended audience

Geography

Syllabus: Geography | NSW Education Standards

| | | Task 1 | Task 2 | Task 3 |
|------------------------|----------|--|--|--|
| Timing | | Term 1 Week 7 | Term 2 Week 10 | Term 3 Weeks 8-9 |
| Nature of Task | | Earth's Natural Systems Test | People Patterns and Processes | Examination |
| Outcomes | | GE-11-01, GE-11-02, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09 | GE-11-01, GE-11-02, GE-11-03, GE-11-04, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09 | GE-11-01, GE-11-03, GE-11-04, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09 |
| Components | A | 10% | 5% | 25% |
| | B | 5% | 10% | 5% |
| | C | 5% | 10% | 5% |
| | D | 10% | 5% | 5% |
| Total Weighting | | 30% | 30% | 40% |

Components

| | | |
|----------|-----|--|
| A | 40% | Knowledge and understanding of course content |
| B | 20% | Geographical tools and skills |
| C | 20% | Geographical inquiry and research, including fieldwork |
| D | 20% | Communication of geographical information, ideas and issues in appropriate forms |

Outcomes:

- GE-11-01** examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time
- GE-11-02** explains geographical processes and influences, at a range of scales, that form and transform places and environments
- GE-11-03** explains geographical opportunities and challenges, and varying perspectives and responses
- GE-11-04** assesses responses and management strategies, at a range of scales, for sustainability
- GE-11-05** analyses and synthesises relevant geographical information from a variety of sources
- GE-11-06** identifies geographical methods used in geographical inquiry and their relevance in the contemporary world
- GE-11-07** applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
- GE-11-08** applies mathematical ideas and techniques to analyse geographical data
- GE-11-09** communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

Industrial Technology – Multimedia Technologies

Syllabus: Industrial Technology – Multimedia Technologies | NSW Education Standards

| | | Task 1 | Task 2 | Task 3 |
|------------------------|----------|---------------------|--------------------|---------------------|
| Timing | | Term 1 Week 8 | Term 3 Week 5 | Term 3 Weeks 8-9 |
| Nature of Task | | Industry Case Study | Marketing Campaign | Examination |
| Components | A | 10% | 10% | 20% |
| | B | 20% | 30% | 10% |
| Total Weighting | | 30% | 40% | 30% |

Components

- | | | |
|----------|-----|---|
| A | 40% | Knowledge and understanding of course content |
| B | 60% | Knowledge and skills in designing, managing, producing and evaluating design projects |

Outcomes:

- P1.1** describes the organisation and management of an individual business within the focus area industry
- P1.2** identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- P2.1** describes and uses safe working practices and correct workshop equipment maintenance techniques
- P2.2** works effectively in team situations
- P3.1** sketches, produces and interprets drawings in the production of projects
- P3.2** applies research and problem-solving skills
- P3.3** demonstrates appropriate design principles in the production of projects
- P4.1** demonstrates a range of practical skills in the production of projects
- P4.2** demonstrates competency in using relevant equipment, machinery and processes
- P4.3** identifies and explains the properties and characteristics of materials/components through the production of projects
- P5.1** uses communication and information processing skills
- P5.2** uses appropriate documentation techniques related to the management of projects
- P6.1** identifies the characteristics of quality manufactured products
- P6.2** identifies and explains the principles of quality and quality control
- P7.1** identifies the impact of one related industry on the social and physical environment
- P7.2** identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

Outcomes:

Japanese Continuers

Syllabus: Japanese Continuers | NSW Education Standards

| | | Task 1 | Task 2 | Task 3 |
|------------------------|------------------|--|--|--|
| Timing | | Term 1 Week 10 | Term 2 Week 3 | Term 3 Weeks 8-9 |
| Nature of Task | | Oral Presentation with written component | Response to Multimodal Text (written and spoken text) | Examination |
| Topics | | Myself, My Family Home and Friends | Myself, My Family Home and Friends Daily Routine | Myself, My Family Home and Friends Daily Routine, Neighbourhood School Life |
| Outcomes | | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3 | 2.2, 2.3, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.3 | 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1 |
| Components | Listening | | 20% | 10% |
| | Reading | | 10% | 20% |
| | Speaking | 20% | | |
| | Writing | 10% | | 10% |
| Total Weighting | | 30% | 30% | 40% |

Components

- Listening 30%
- Reading 30%
- Speaking 20%
- Writing 20%

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to the production of create original text
- 2.2 composes informative, descriptive, reflective, Japanese persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture

Legal Studies

Syllabus: Legal Studies | NSW Education Standards

| | | Task 1 | Task 2 | Task 3 |
|------------------------|----------|--------------------------------|----------------------------|--------------------------------|
| Timing | | Term 1 Week 8 | Term 2 Week 9 | Term 3 Weeks 8-9 |
| Nature of Task | | Legal Systems Test | Inquiry and Research Essay | Examination |
| Outcomes | | P1, P2, P3, P4, P6, P7, P8, P9 | P1, P2, P4, P6, P7, P8, P9 | P1, P2, P3, P4, P5, P6, P7, P9 |
| Components | A | 10% | 10% | 20% |
| | B | 5% | 5% | 10% |
| | C | 10% | 10% | |
| | D | 5% | 5% | 10% |
| Total Weighting | | 30% | 30% | 40% |

Components

- A** 40% Knowledge and understanding of course content
- B** 20% Analysis and evaluation
- C** 20% Inquiry and research
- D** 20% Communication of legal information, ideas and issues in appropriate forms

Outcomes:

- P1** identifies and applies legal concepts and terminology
- P2** describes the key features of Australian and international law
- P3** describes the operation of domestic and international legal systems
- P4** discusses the effectiveness of the legal system in addressing issues
- P5** describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- P6** explains the nature of the interrelationship between the legal system and society
- P7** evaluates the effectiveness of the law in achieving justice
- P8** locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
- P9** communicates legal information using well-structured responses
- P10** accounts for differing perspectives and interpretations of legal information and issues

Mathematics Standard

Syllabus: [Mathematics Standard](#) | [NSW Education Standards](#)

| | | Task 1 | Task 2 | Task 3 |
|------------------------|----------|---|---|--|
| Timing | | Term 2 Week 2 | Term 3 Week 1 | Term 3 Weeks 8-9 |
| Nature of Task | | Test | Investigative Task | Examination |
| Outcomes | | MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10 | MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10 | MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10 |
| Components | A | 20% | 10% | 20% |
| | B | 15% | 15% | 20% |
| Total Weighting | | 35% | 25% | 40% |

Components

- A** 50% Understanding, fluency and communication
- B** 50% Problem solving, reasoning and justification

Outcomes:

- MS11-1** uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2** represents information in symbolic, graphical and tabular form
- MS11-3** solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4** performs calculations in relation to two-dimensional and three-dimensional figures
- MS11-5** models relevant financial situations using appropriate tools
- MS11-6** makes predictions about everyday situations based on simple mathematical models
- MS11-7** develops and carries out simple statistical processes to answer questions posed
- MS11-8** solves probability problems involving multistage events
- MS11-9** uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10** justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Mathematics Advanced

Syllabus: Mathematics Advanced | NSW Education Standards

| | | Task 1 | Task 2 | Task 3 |
|------------------------|----------|---|--|--|
| Timing | | Term 2 Week 2 | Term 3 Week 1 | Term 3 Weeks 8-9 |
| Nature of Task | | Test | Investigative Task | Examination |
| Outcomes | | MA11-1, MA11-2, MA11-3, MA11-4, MA11-8, MA11-9 | MA11-1, MA11-2, MA11-3, MA11-4, MA11-6, MA11-8, MA11-9 | MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9 |
| Components | A | 20% | 10% | 20% |
| | B | 15% | 15% | 20% |
| Total Weighting | | 35% | 25% | 40% |

Components

- A** 50% Understanding, fluency and communication
- B** 50% Problem solving, reasoning and justification

Outcomes:

- MA11-1** uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2** uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3** uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4** uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5** interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6** manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7** uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8** uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9** provides reasoning to support conclusions which are appropriate to the context

Mathematics Extension 1

Syllabus: Mathematics Extension 1 | NSW Education Standards

| | | Task 1 | Task 2 | Task 3 |
|------------------------|----------|---|---|--|
| Timing | | Term 2 Week 3 | Term 3 Week 2 | Term 3 Weeks 8-9 |
| Nature of Task | | Test | Investigative Task | Examination |
| Outcomes | | ME11-1, ME11-2, ME11-3, ME11-6, ME11-7 | ME11-1, ME11-2, ME11-3, ME11-4, ME11-6, ME11-7 | ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7 |
| Components | A | 20% | 10% | 20% |
| | B | 15% | 15% | 20% |
| Total Weighting | | 35% | 25% | 40% |

Components

- A** 50% Understanding, fluency and communication
- B** 50% Problem solving, reasoning and justification

Outcomes:

- ME11-1** uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
- ME11-2** manipulates algebraic expressions and graphical functions to solve problems
- ME11-3** applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
- ME11-4** applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
- ME11-5** uses concepts of permutations and combinations to solve problems involving counting or ordering
- ME11-6** uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
- ME11-7** communicates making comprehensive use of mathematical language, notation, diagrams and graphs

Modern History

Syllabus: Modern History | NSW Education Standards

| | | Task 1 | Task 2 | Task 3 |
|------------------------|----------|--------------------------|------------------------------------|-----------------------------------|
| Timing | | Term 1 Week 9 | Term 2 Week 3 | Term 3 Weeks 8-9 |
| Nature of Task | | Historical Investigation | 'Nature of Modern History' Test | Examination |
| Outcomes | | MH11-3, MH11-5, MH11-8 | MH11-2, MH11-4, MH11-6, MH11-10 | MH11-1, MH11-2, MH11-7, MH11-9 |
| Components | A | | 15% | 25% |
| | B | | 10% | 10% |
| | C | 20% | | |
| | D | 10% | 5% | 5% |
| Total Weighting | | 30% | 30% | 40% |

Components

- A** 40% Knowledge and understanding of course content
- B** 20% Historical skills in the analysis and evaluation of sources and interpretations
- C** 20% Historical inquiry and research
- D** 20% Communication of historical understanding in appropriate forms

Outcomes:

- MH11-1** describes the nature of continuity and change in the modern world
- MH11-2** proposes ideas about the varying causes and effects of events and developments
- MH11-3** analyses the role of historical features, individuals, groups and ideas in shaping the past
- MH11-4** accounts for the different perspectives of individuals and groups
- MH11-5** examines the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH11-6** analyses and interprets different types of sources for evidence to support an historical account or argument
- MH11-7** discusses and evaluates differing interpretations and representations of the past
- MH11-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH11-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured form
- MH11-10** discusses contemporary methods and issues involved in the investigation of modern history

Music 1

Syllabus: Music 1 | NSW Education Standards

| | Task 1 | Task 2 | Task 3 |
|-----------------|---------------------------|---|----------------------------------|
| Topic | Music for small Ensembles | Music for the 20 th and 21 st century | An Instrument and its Repertoire |
| Timing | Term 1 Week 11 | Term 2 Week 10 | Term 3 Weeks 8-9 |
| Nature of Task | Performance | Composition | Examination |
| Outcomes | P1, P2, P3, P5, P7 | P2, P3, P4, P5, P6 | P4, P6, P8 |
| Weighting | Performance – 25% | Composition – 25% | Aural – 15% Musicology – 20% |
| Total Weighting | 25% | 35% | 35% |

Criteria:

Practical examination – Core Performance (20 marks)

- Maximum performance time: 5 minutes.
- Candidates will perform one piece on an instrument or voice.

Composition (20 marks)

- Maximum composition length: 4 minutes.
- Candidates will compose and submit one original composition for each Composition elective.

Musicology (20 marks)

- Maximum viva voce length: 10 minutes.
- Candidates will prepare and present one viva voce for each Musicology elective.

Outcomes:

P1 – performs music that is characteristic of the topics studied

P2 – observes, reads, interprets and discusses simple musical scores characteristic of topics studied

P3 – improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied

P4 – recognises and identifies the concepts of music and discusses their use in a variety of musical styles

P5 – comments on and constructively discusses performances and compositions

P6 – observes and discusses concepts of music in works representative of the topics studied

P7 – understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied

P8 – identifies, recognises, experiments with and discusses the use of technology in music

P9 – performs as a means of self expression and communication

P10 – demonstrates a willingness to participate in performance, composition, musicology and aural activities

P11 – demonstrates a willingness to accept and use constructive criticism

Personal Development, Health and Physical Education

Syllabus: PDHPE | NSW Education Standards

| | | Task 1 | Task 2 | Task 3 |
|------------------------|----------|--|---------------------------------------|--|
| Timing | | Term 1 Week 8 | Term 2 Week 10 | Term 3 Weeks 8-9 |
| Nature of Task | | 'Better Health for Individuals' Profile Analysis & Extended Response | 'Body in Motion' Extended Response | Examination |
| Outcomes | | P4, P5, P6, P15, P16 | P8, P9, P11, P16 | P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12 |
| Components | A | 15% | 10% | 15% |
| | B | 15% | 20% | 25% |
| Total Weighting | | 30% | 30% | 40% |

Components

- A** 40% Knowledge and understanding of course content
- B** 60% Skills in critical thinking, research, analysis and communicating

Outcomes:

- P1** identifies and examines why individuals give different meanings to health
- P2** explains how a range of health behaviours affect an individual's health
- P3** describes how an individual's health is determined by a range of factors
- P4** evaluates aspects of health over which individuals can exert some control
- P5** describes factors that contribute to effective health promotion
- P6** proposes actions that can improve and maintain an individual's health
- P7** explains how body systems influence the way the body moves
- P8** describes the components of physical fitness and explains how they are monitored
- P9** describes biomechanical factors that influence the efficiency of the body in motion
- P10** plans for participation in physical activity to satisfy a range of individual needs
- P11** assesses and monitors physical fitness levels and physical activity patterns
- P12** demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
- P13** develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
- P14** demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
- P15** forms opinions about health-promoting actions based on a critical examination of relevant information
- P16** uses a range of sources to draw conclusions about health and physical activity concepts
- P17** analyses factors influencing movement and patterns of participation

Physics

Syllabus: [Physics](#) | [NSW Education Standards](#)

| | | Task 1 | Task 2 | Task 3 |
|------------------------|----------|--|---|----------------------------------|
| Timing | | Term 1 Week 10 | Term 2 Week 9 | Term 3 Weeks 8-9 |
| Nature of Task | | Skills Task | Depth Study | Examination |
| Outcomes | | PH11-2, PH11-4, PH11-5, PH11-6 PH11-7, PH11-8, PH11-9 | PH11-1, PH11-2, PH11-3, PH11-4 PH11-5, PH11-6, PH11-7, PH11-11 | PH11-2, 4, 5, 6, 7, 8, 9, 10, 11 |
| Components | A | 25% | 20% | 15% |
| | B | 5% | 10% | 25% |
| Total Weighting | | 30% | 30% | 40% |

Components

- A** 60% Skills in working scientifically
- B** 40% Knowledge and understanding of course content

Outcomes:

- PH11-1** develops and evaluates questions and hypotheses for scientific investigation
- PH11-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11-3** conducts investigations to collect valid and reliable primary and secondary data and information
- PH11-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11-5** analyses and evaluates primary and secondary data and information
- PH11-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH11-8** describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
- PH11-9** describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
- PH11-10** explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
- PH11-11** explains and quantitatively analyses electric fields, circuitry and magnetism

Studies of Religion 1

Syllabus: Studies of Religion I | NSW Education Standards

| | | Task 1 | Task 2 | Task 3 |
|------------------------|----------|----------------------------|--|---------------------|
| Timing | | Term 1 Week 9 | Term 2 Week 3 | Term 3 Weeks 8-9 |
| Nature of Task | | Research Task | 'Nature of Religion' and 'Aboriginal Spirituality' Test | Examination |
| Outcomes | | P3, P4, P5, P6, P7, P8, P9 | P1, P2, P8, P9 | P1, P2, P5, P8, P9 |
| Components | A | | 15% | 25% |
| | B | | 10% | 10% |
| | C | 20% | | |
| | D | 10% | 5% | 5% |
| Total Weighting | | 30% | 30% | 40% |

Components

- A** 40% Knowledge and understanding of course content
- B** 20% Source-based skills
- C** 20% Investigation and research
- D** 20% Communication of information, ideas and issues in appropriate forms

Outcomes:

- P1** describes the characteristics of religion and belief systems
- P2** identifies the influence of religion and belief systems on individuals and society
- P3** investigates religious traditions and belief systems
- P4** examines significant aspects of religious traditions
- P5** describes the influence of religious traditions in the life of adherents
- P6** selects and uses relevant information about religion from a variety of sources
- P7** undertakes effective research about religion, making appropriate use of time and resources
- P8** uses appropriate terminology related to religion and belief systems
- P9** effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

Visual Arts

Syllabus: Visual Arts | NSW Education Standards

| | | Task 1 | Task 2 | Task 3 |
|------------------------|----------|---|--|---------------------|
| Timing | | Term 2 Week 3 | Term 3 Week 6 | Term 3 Weeks 8-9 |
| Nature of Task | | Collection of Works, Visual Arts Process Diary and Research Task | Collection of Works & Visual Arts Process Diary | Examination |
| Outcomes | | P2, P4, P10 | P1, P3, P5, P6 | P7, P8, P9 |
| Components | A | 20% | 30% | |
| | B | 10% | | 40% |
| Total Weighting | | 30% | 30% | 40% |

Components

- A** 50% Artmaking
- B** 50% Art criticism and art history

Outcomes:

- P1** explores the conventions of practice in artmaking
- P2** explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3** identifies the frames as the basis of understanding expressive representation through the making of art
- P4** investigates subject matter and forms as representations in artmaking
- P5** investigates ways of developing coherence and layers of meaning in the making of art
- P6** explores a range of material techniques in ways that support artistic intentions
- P7** explores the conventions of practice in art criticism and art history
- P8** explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
- P9** identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P10** explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

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.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

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 2024 - HSC 2025

QUALIFICATION: SIT20421 Certificate II in Cookery

Training Package: SIT Tourism, Travel and Hospitality (Release 2.1)

NESA course code

2 U X 2 YR - 26511

HSC Exam: 26587

LMBR code

12SIT20416126511B

| TERM | Unit Code | Units Of Competency | AQF CORE / ELECTIVE | HSC STATUS | HSC Hrs. | Methods of Assessment | HSC requirements Exam estimate mark & weighting to total 100% |
|---|---------------------------|---|------------------------|---------------|---|---------------------------------------|--|
| Terms 1-3 | 9 PRELIMINARY UOCs | | | | | | 245 Indicative Hours over 2 years |
| | SITXFSA005 | Use hygienic practices for food safety | C | M | 15 | Online and Practical Tasks | 40% Year 11 Exam |
| | SITXWHS005 | Participate in safe work practices | C | M | 15 | | |
| | SITXFSA006 | Participate in safe food handling practices | E | M | 20 | | |
| | SITHCCC025 | Prepare and present sandwiches | E | E | 20 | | 35 hours Work placement |
| | SITXCOM007 | Show cultural and social sensitivity | E | E | 10 | | |
| | SITXCCS011 | Interact with customers | E | M | 20 | | |
| 5 HSC UOCs | | | | | | | |
| Terms 4 - 7 | SITHCCC027 | Prepare dishes using basic methods of cookery | C | M | 40 | Online and Practical Tasks | |
| | SITHCCC023 | Use food preparation equipment | C | M | 20 | | |
| | SITHCCC024 | Prepare and present simple dishes | E | E | 20 | | |
| | SITHCCC026 | Package prepared foodstuffs | E | E | 10 | | |
| | SITHCCC034 | Work effectively in a commercial kitchen | C | E | 25 | | |
| | SITHKOP009 | Clean kitchen premises and equipment | C | M | 15 | | |
| | SITXINV006 | Receive, store and maintain stock | C | E | 15 | | |
| <i>NESA requires students to study a minimum of 245 hours to meet Preliminary and HSC requirements.</i> | | | Total Hours 245 | | <i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i> | | |

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 of 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, Dorskatsch, 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.

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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 HP10sII | |

- 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 NESAs 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.

