

# YEAR 11 2025



## 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 .....	7
2.4	Submission Style Assessment Tasks .....	8
2.5	If a student knows they will be away on the day of an assessment task .....	8
2.6	Conduct during Examinations, Tests or Assessment Tasks .....	9
2.7	Failure to comply with School Policy and Assessment Procedures .....	9
3.	Malpractice and Appeals .....	10
3.1	Malpractice .....	10
3.2	Misrepresentation.....	10
3.3	Plagiarism .....	10
3.4	Collusion.....	11
3.5	Breach of Assessment Task Conditions .....	11
3.6	You might need to prove your work is your own .....	12
3.7	Appeals.....	12
4.	Additional Information .....	13
4.1	A word of warning.....	13
5.	Assessment Schedules.....	13
	<b>Ancient History .....</b>	<b>14</b>
	<b>Biology .....</b>	<b>15</b>
	<b>Business Studies.....</b>	<b>16</b>
	<b>Chemistry .....</b>	<b>17</b>
	<b>Community and Family Studies .....</b>	<b>18</b>
	<b>Design and Technology .....</b>	<b>19</b>
	<b>Economics .....</b>	<b>20</b>
	<b>English Standard .....</b>	<b>21</b>
	<b>English Advanced.....</b>	<b>22</b>
	<b>English Extension .....</b>	<b>23</b>
	<b>Enterprise Computing .....</b>	<b>24</b>
	<b>Geography .....</b>	<b>25</b>
	<b>Industrial Technology – Multimedia Technologies.....</b>	<b>27</b>

<b>Japanese Continuers</b> .....	28
<b>Legal Studies</b> .....	29
<b>Mathematics Standard</b> .....	30
<b>Mathematics Advanced</b> .....	31
<b>Mathematics Extension 1</b> .....	32
<b>Modern History</b> .....	33
<b>Physics</b> .....	34
<b>Studies of Religion 1</b> .....	35
<b>Visual Arts</b> .....	36
<b>Visual Design</b> .....	36
<b>Vocational Education and Training (VET) Courses</b> .....	38
6. Glossary of Key Words.....	43
7. Writing a Bibliography.....	44
8. Sample Bibliography.....	47
9. Approved Calculators for Assessment Tasks and Examinations .....	48

# 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 (see ACE Rule 12.1.1 for additional information)

- 1.2.1 Year 11 students are required to adhere to a program of study involving:
- 1.2.1.1 At least 12 units of study
  - 1.2.1.2 Two units of a NESA Board Developed course in English.
  - 1.2.1.3 At least 4 more units of Board Developed courses.
  - 1.2.1.4 At least four subjects.
  - 1.2.1.5 At least 3 courses of 2 or more units (which may be either NESA Board Developed or NESA Board Endorsed).
  - 1.2.1.6 No more than 6 units of Science.

## 1.3 Satisfactory Completion of Year 11 (see ACE Rule 4.1.2 for additional information)

- 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 Complete the assessment tasks required as part of the assessment program in each course.
  - 1.3.1.6 Satisfactorily complete NESA's course on Ethical Scholarship – 'HSC: All my own work'.
  - 1.3.1.7 Sit for any examination set as part of the course.

## 1.4 Non-Completion of Course Requirements (see ACE Rule 4.2.2 for additional information)

- 1.4.1 Non-completion 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 Fail to complete significant portions of classwork and/or miss significant portions of class instruction.
  - 1.4.1.2 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 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 assessment tasks that contribute in excess of 50% of the available marks in a single course will receive an 'N Determination' for that course. It is emphasised that completion of assessment tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be attempted.

## 1.5 Year 11 Grades (see ACE Rule 2.2.1.3 for additional information)

- 1.5.1 NESAs 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 NESAs Developed courses including at least 2 units of English.
  - 1.6.3.2 NESAs Board Developed courses that include at least 3 courses of 2 units or greater.
  - 1.6.3.3 At least four subjects.

## 1.7 NESAs Course Syllabuses

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

## 1.8 NESAs Students Online

- 1.8.1 '*NESAs 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 task 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 assessment tasks they feel are the best for assessing the various components and for discriminating between students, within the parameters set by NESA.
- 2.1.6 Assessment programs can include, but are 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 warning letter.
- 2.1.11 Students who have engaged in malpractice will still be required to resubmit / resit the task 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 Panel, after investigation into the degree of complicity, as to whether the other student will also be penalised.
- 2.1.13 NESA requires schools to report students who have committed malpractice and these students' names are maintained on the NESA malpractice register.
- 2.1.14 Only approved calculators can be used for assessment tasks.

### 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.
  - 2.2.3.5 Submission instructions for a hand-in task.
- 2.2.4 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.

- 2.2.5 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.
- 2.2.6 In the situation where a task does not function as required or unforeseeable problems occur in the administration of the task, the Head Teacher will forward a request to the Senior Executive to determine a suitable approach to address the issue. The Senior Executive may deem the task to be invalid or unreliable and undertake a variety of measures including:
  - 2.2.6.1 Reduce the weighting assigned to the task.
  - 2.2.6.2 Add an additional task (with minimum 2 weeks' notice) and adjusting weightings accordingly.
  - 2.2.6.3 Discard the task completely or any component of the task affected.
  - 2.2.6.4 Organise a replacement task.
- 2.2.7 Students must attend every timetabled period on the school day prior to the scheduled date of any assessment task.
- 2.2.8 Students must attend every timetabled period on the scheduled date of any assessment task up to and including the conclusion of the assessment task.
- 2.2.9 Failure to comply with 2.2.7 or 2.2.8 will result in a zero mark awarded unless an '*Application for Assessment Consideration Due to Illness/Misadventure*' form and the required associated documentation is submitted and approved.
- 2.2.10 A copy of the '*Application for Assessment Consideration Due to Illness/Misadventure*' form is available from the school website or from a Deputy Principal.
- 2.2.11 In the event of a situation arising that has not been foreseen in these procedures, a decision shall be made by the Appeals Panel. The Appeals Panel may consult on such matters as it sees fit prior to any determination.
- 2.2.12 Decisions made by the Appeals Panel are final.

## 2.3 In-School Assessment Tasks

- 2.3.1 Assessment tasks must be completed at the scheduled time.
- 2.3.2 If a student misses an in-school assessment 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.
- 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 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 original task or a substitute task.
  - 2.3.5.2 The student must 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 assessment/examination periods.
- 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 student's 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 the day prior.

- 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 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 For assessment tasks submitted as a hard copy:
  - 2.4.2.1 A signed assessment task cover sheet must be submitted with the task.
  - 2.4.2.2 The assessment task must be submitted to a teacher by the student or by a parent/carer to the Front Office.
  - 2.4.2.3 All students must ensure they sign a class submission record sheet to confirm submission of the task.
- 2.4.3 For assessment tasks submitted electronically/digitally:
  - 2.4.3.1 The student must follow all submission instructions on the assessment task notification.
  - 2.4.3.2 All tasks submitted in this manner are to be submitted through Google Classroom only.
  - 2.4.3.3 Each student is to save a screenshot of the submission details, including date and time, as a record that the task has been submitted and present this screenshot upon request.
- 2.4.4 If a student does not submit an assessment task before 8:45am on the due date:
  - 2.4.4.1 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.
  - 2.4.4.2 The student must have visited the Doctor or Police on, or the day prior to, the date of the assessment task.
  - 2.4.4.3 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.
  - 2.4.4.4 The Head Teacher will determine the validity of the reason.
- 2.4.5 Unless validated by the Head Teacher, the student will receive a zero mark and be issued a non-completion warning letter as it will be deemed the student is gaining an unfair advantage over other students.
- 2.4.6 Problems with technology are not grounds for misadventure or 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 assessment task 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 assessment task.
  - 2.5.1.4 The reason for absence may be deemed invalid and a zero mark 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 guidelines.
- 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 Policy.



## 2.6 Conduct during Assessment Tasks

- 2.6.1 Students must cease speaking or communicating in any way as they enter the assessment task venue and remain silent while in the assessment task venue except if talking with a teacher/invigator.
- 2.6.2 Students must follow the teacher's/invigator'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 task.
- 2.6.4 Students must make a serious attempt at all questions in the assessment task. Answers must not contain frivolous or offensive material.
- 2.6.5 Students must not take food into the assessment task venue 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 task venue. Books, notes, paper, mobile phones, watches, earbuds/Airpods/headphones and electronic equipment of any kind are not the be taken into the assessment task.
- 2.6.7 Any mobile phone left in a bag in the area deemed to be the assessment task venue must be switched off.
- 2.6.8 Students must remain in the assessment task venue until the assessment task time has elapsed and they are dismissed by the teacher/invigator.
- 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 assessment task question paper, writing booklet or any stimulus material from the assessment task venue.
- 2.6.11 Students are only permitted to use clear, fully transparent plastic bags or sleeves as pencil cases.
- 2.6.12 Students are only permitted to use clear, fully transparent drink bottles, without labels, that contain only water.

## 2.7 Failure to comply with School Assessment Policy and Procedures

- 2.7.1 Failure to comply with school Assessment Policy and procedures will result in a penalty of a zero mark (which may be adjusted upon appeal) notified in writing through the issuing of a non-completion warning letter.

### 3. Malpractice and Appeals (see ACE Rule 10.1.1 for additional information)

#### 3.1 Malpractice

- 3.1.1 Malpractice is cheating. Cheating of any kind is unacceptable.
- 3.1.2 Malpractice is any attempt to gain an unfair advantage over other students.
- 3.1.3 Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment task conditions is unacceptable.
- 3.1.4 The relevant Head Teacher will investigate any suspected malpractice and consult the Deputy Principal if necessary to determine if a student has engaged in malpractice.
- 3.1.5 Identified malpractice will result in a penalty of a zero mark for the assessment task which may be adjusted upon successful appeal.
- 3.1.6 Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.
- 3.1.7 Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

#### 3.2 Misrepresentation

- 3.2.1 Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
- 3.2.2 Misrepresentation is a form of malpractice which will result in a penalty of a zero mark for the assessment task which may be adjusted upon successful appeal.
- 3.2.3 Misrepresentation can include but is not limited to:
  - 3.2.3.1 making up journal entries for a project, and/or
  - 3.2.3.2 providing fraudulent evidence in applications for disability provisions or illness/misadventure, e.g. a falsified medical certificate
  - 3.2.3.3 referencing incorrect or non-existent sources, and/or
  - 3.2.3.4 contriving false explanations to explain work not handed in by the due date.

#### 3.3 Plagiarism

- 3.3.1 Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.
- 3.3.2 Plagiarism is a form of malpractice which will result in a penalty of a zero mark for the assessment task which may be adjusted upon successful appeal.
- 3.3.3 When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.
- 3.3.4 Plagiarism includes but is not limited to:
  - 3.3.4.1 copying someone else's work in part or in whole, and presenting it as their own, and/or
  - 3.3.4.2 using material directly from books, journals, the internet, drawings, maps, graphics, art, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
  - 3.3.4.3 copying or building on the ideas or words of another person without appropriate acknowledgement, and/or
  - 3.3.4.4 making a direct copy of one or more sentences and/or paragraphs from a source document and/or
  - 3.3.4.5 copying sentences and/or paragraphs, with or without changing their order
  - 3.3.4.6 making superficial changes to sentences and/or paragraphs (which may include changing the tense, placing in some synonyms, changing the order of adjectives and nouns or deliberately adding grammar and/or spelling mistakes), and/or
  - 3.3.4.7 deleting information that was in brackets or a list of examples from sentences and/or paragraphs in the source, and/or
  - 3.3.4.8 changing the order of phrases in a sentence, and/or
  - 3.3.4.9 using information from a source that is not included in the bibliography

- 3.3.4.10 using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement and/or
  - 3.3.4.11 not acknowledging any work completed by others for your submitted work or performance and/or
  - 3.3.4.12 buying, stealing or borrowing someone else's work and presenting it as your own.
- 3.3.5 Students need to be aware that summarising and paraphrasing can also be considered plagiarism. Acceptable paraphrasing means that the student expresses the ideas using their own 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.
- 3.3.6 This Assessment Handbook contains a section on writing a bibliography and referencing quotes.
- 3.3.7 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](http://educationstandards.nsw.edu.au/wps/portal/nesa/Advanced%20Search?search_query=plagiarism)
  - <https://wts.indiana.edu/writing-guides/plagiarism.html>
  - <https://www.hamilton.edu/writing/style/plagiarism/plagiarism.html>

## 3.4 Collusion

- 3.4.1 Collusion is when a student inappropriately collaborates with another student, group of students, person, organization, or entity to produce work that was meant for individual assessment.
- 3.4.2 Collusion is a form of malpractice which will result in a penalty of a zero mark for the assessment task which may be adjusted upon successful appeal.
- 3.4.3 Collusion includes but is not limited to:
- 3.4.3.1 sharing answers to an assessment with other students, and/or
  - 3.4.3.2 assisting another student to engage in malpractice, and/or
  - 3.4.3.3 submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
  - 3.4.3.4 cheating by paying someone to write or prepare material and presenting it as the student's own work
  - 3.4.3.5 unauthorized use of artificial intelligence technologies, including submitting work that has been generated or substantially contributed to by artificial intelligence as the student's own work.

## 3.5 Breach of Assessment Task Conditions

- 3.5.1 All students undertaking an assessment task must comply with the school's assessment policy and procedures.
- 3.5.2 Breaching the school's assessment task conditions is a form of malpractice which will result in a penalty of a zero mark for the assessment task which may be adjusted upon successful appeal.
- 3.5.3 When assembling for, undertaking, and leaving the assessment task venue, students are subject to the direction of the supervising teaching and / or invigilator.
- 3.5.4 A breach of assessment task conditions includes any breach of the school's assessment policy and procedures, including but not limited to:
- 3.5.4.1 taking non-approved notes, aids or equipment into an assessment task
  - 3.5.4.2 copying from another student
  - 3.5.4.3 communicating with another student during an assessment task
  - 3.5.4.4 changing an answer or mark after the assessment task has been returned
  - 3.5.4.5 breaching the school's 'Examination Rules'
  - 3.5.4.6 being responsible for actions done or omitted to be done that confer an unfair advantage relating to the outcome of any HSC exam – irrespective of whether such actions occur before, during or after such an exam or assessment.
- 3.5.5 Malpractice occurs when a student breaches the conditions set for an assessment task in an attempt to gain an unfair advantage.

### 3.6 You might need to prove your work is your own

- 3.6.1 If you are suspected of malpractice, you will need to show that all unacknowledged work is entirely your own. You might need to:
  - 3.6.1.1 prove and explain your work process with dairies, journals, notes, working plans, sketches or progressive drafts that show how your ideas developed
  - 3.6.1.2 answer questions about the assessment task, exam or submitted work being investigated to show your knowledge, understanding and skills.

### 3.7 Appeals (see ACE Rule 2.2.5 for additional information)

- 3.7.1 A student may lodge an appeal in relation to decisions made by a Head Teacher or Deputy Principal relating to a student's malpractice and/or non-compliance with the '*Sefton High School Assessment Policy*'.
- 3.7.2 Students must submit a completed appeals form to the relevant Head Teacher, including all supporting documentation, stating the basis on which they are appealing.
- 3.7.3 An appeal against a non-completion warning letter must be submitted to the relevant Head Teacher.
- 3.7.4 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.
- 3.7.5 All written appeals must be submitted within ten days of the date on the non-completion warning letter.
- 3.7.6 Only appeals completed by the student, submitted using the appeals form will be considered.
- 3.7.7 The appeals form can be accessed from a Deputy Principal.
- 3.7.8 All correctly submitted appeals will be considered by the Appeals Panel, consisting of 2 Deputy Principals and the relevant Head Teacher, who will determine if an appeal is upheld or dismissed.
- 3.7.9 The decision of the Appeals Panel is final.

## 4. Additional information

### 4.1 A word of warning

4.1.1 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

4.1.2 In Year 12, this will result in an 'N Determination' 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).

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

4.1.4 Sefton High School will follow the same rule in all years for school assessment tasks. 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.

4.1.5 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.

## 5. 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.

Note that ACE Rule 2.1.2 gives schools the flexibility to develop assessment schedules to suit their school context that differ from the assessment requirements of each syllabus.

# Ancient History

Syllabus: [Ancient History | NSW Education Standards](#)

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

## 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
<b>Timing</b>		Term 1 Week 8	Term 3 Week 1	Term 3 Weeks 8-9
<b>Nature of Task</b>		Research and Open Book Test	Depth Study (Investigations & Activities)	Examination
<b>Outcomes</b>		BIO11-2, BIO11-3, BIO11-5, BIO11-6, BIO11-7 BIO11-9	BIO11-1, BIO11-2, BIO11-3, BIO11-5, BIO11-7 BIO11-10, BIO11-11	BIO11-1, BIO11-2, BIO11-4, BIO11-5, BIO11-6, BIO11-7 BIO11-8, BIO11-9, BIO11-10, BIO11-11
<b>Components</b>	<b>A Skills</b>	20%	20%	20%
	<b>B Skills</b>	10%	10%	20%
<b>Total Weighting</b>		<b>30%</b>	<b>30%</b>	<b>40%</b>

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

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

## 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
<b>Timing</b>		Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 8-9
<b>Nature of Task</b>		'Resource Management' Short Answer Response	'Individuals and Groups' Research Stimulus Task	Examination
<b>Outcomes</b>		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
<b>Components</b>	<b>A</b>	15%	10%	15%
	<b>B</b>	15%	20%	25%
<b>Total Weighting</b>		<b>30%</b>	<b>30%</b>	<b>40%</b>

## 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
<b>Timing</b>		Term 1 Week 10	Term 3 Week 4	Term 3 Weeks 8-9
<b>Nature of Task</b>		Designer Case Study	Design Project and Portfolio	Examination
<b>Outcomes</b>		P2.1, P2.2, P5.3	P3.1, P4.1, P4.2, P5.1, P5.2, P6.2,	P1.1, P4.3, P6.1
<b>Components</b>	<b>A</b>	20%		20%
	<b>B</b>	10%	40%	10%
<b>Total Weighting</b>		<b>30%</b>	<b>40%</b>	<b>30%</b>

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

## Components

<b>A</b>	40%	Knowledge and understanding of course content
<b>B</b>	20%	Stimulus-based skills
<b>C</b>	20%	Inquiry and research
<b>D</b>	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
<b>Timing</b>		Term 2 Week 1	Term 2 Week 9	Term 3 Weeks 8-9
<b>Nature of Task</b>		Common Module – Reading to Write: Writing Task	Module A: Multimodal Task	Examination Module A: Analytical Response Module B: Analytical Response
<b>Outcomes</b>		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
<b>Components</b>	<b>A</b>	15%	15%	20%
	<b>B</b>	15%	15%	20%
<b>Total Weighting</b>		<b>30%</b>	<b>30%</b>	<b>40%</b>

## Components

<b>A</b>	50%	Knowledge and understanding of course content
<b>B</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
<b>Timing</b>		Term 2 Week 1	Term 2 Week 9	Term 3 Weeks 8-9
<b>Nature of Task</b>		Common Module – Reading to Write: Writing Task	Module A: Multimodal Task	Examination Module A: Analytical Response Module B: Analytical Response
<b>Outcomes</b>		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
<b>Components</b>	<b>A</b>	15%	15%	20%
	<b>B</b>	15%	15%	20%
<b>Total Weighting</b>		<b>30%</b>	<b>30%</b>	<b>40%</b>

## Components

- |          |     |  |
|----------|-----|--|
| <b>A</b> | 50% | Knowledge and understanding of course content  |
| <b>B</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
<b>Timing</b>		Term 2 Week 3	Term 3 Week 5	Term 3 Weeks 8-9
<b>Nature of Task</b>		Common Module (CM): Critical Response	Multimodal Presentation incorporating Independent Research Project	Examination CM: Critical Response CM: Imaginative Response
<b>Outcomes</b>		EE11-1, EE11-2, EE11-3	EE11-3, EE11-4, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3, EE11-5
<b>Components</b>	<b>A</b>	15%	20%	15%
	<b>B</b>	15%	20%	15%
<b>Total Weighting</b>		<b>30%</b>	<b>40%</b>	<b>30%</b>

## Components

- |          |     |   |
|----------|-----|---|
| <b>A</b> | 50% | Knowledge and understanding of complex texts and of how and why they are valued |
| <b>B</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
<b>Timing</b>		Term 2 Week 1	Term 3 Week 1	Term 3 Weeks 8-9
<b>Unit of Learning</b>		Interactive Media and the User Experience	Networking Systems and Social Computing	Principles of Cybersecurity
<b>Nature of Task</b>		Research/Practical Project	Practical Project	Examination (Digital)
<b>Outcomes</b>		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
<b>Components</b>	<b>A</b>	15%	20%	15%
	<b>B</b>	15%	20%	15%
<b>Weighting</b>		30%	40%	30%

## Components

<b>A</b>	50%	Knowledge and understanding of course content
<b>B</b>	50%	Knowledge and skills in the practical application of the content

## 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
<b>Timing</b>		Term 1 Week 7	Term 3 Week 1	Term 3 Weeks 8-9
<b>Nature of Task</b>		Earth's Natural Systems Test	Geographical Investigation	Examination
<b>Outcomes</b>		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
<b>Components</b>	<b>A</b>	10%	5%	25%
	<b>B</b>	5%	10%	5%
	<b>C</b>	5%	10%	5%
	<b>D</b>	10%	5%	5%
<b>Total Weighting</b>		<b>30%</b>	<b>30%</b>	<b>40%</b>

## Components

<b>A</b>	40%	Knowledge and understanding of course content
<b>B</b>	20%	Geographical tools and skills
<b>C</b>	20%	Geographical inquiry and research, including fieldwork
<b>D</b>	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

# Health and Movement Science

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

		Task 1	Task 2	Task 3
<b>Timing</b>		Term 1 Week 10	Term 3 Week 5	Term 3 Weeks 8-9
<b>Nature of Task</b>		Depth Study Health Advocacy	Collaborative Investigation	Examination
<b>Outcomes</b>		HM-11-01, HM-11-02, HM-11-07, HM-11-09, HM-11-10	HM-11-05, HM-11-06, HM-11-07, HM-11-XX* *Knowledge and understanding outcome(s) to be included once determined by the teacher in partnership with students, based on the nature of the investigation	HM-11-01, HM-11-02, HM-11-03, HM-11-04, HM-11-06, HM-11-07, HM-11-08, HM-11-09
<b>Components</b>	<b>A</b>	15%	5%	20%
	<b>B</b>	20%	20%	20%
<b>Total Weighting</b>		<b>35%</b>	<b>25%</b>	<b>40%</b>

## Components

<b>A</b>	40%	Knowledge and understanding of course content
<b>B</b>	60%	Skills in collaboration, analysis, communication, creative thinking, problem-solving and research

## Outcomes

- HM-11-01** interprets meanings, measures and patterns of health experienced by Australians
- HM-11-02** analyses methods and resources to improve and advocate for the health of young Australians
- HM-11-03** analyses the systems of the body in relation to movement
- HM-11-04** investigates movement skills and psychology to improve participation and performance
- HM-11-05** Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts
- HM-11-06** Analysis: analyses the relationships and implications of health and movement concepts
- HM-11-07** Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes
- HM-11-08** Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts
- HM-11-09** Problem-solving: proposes and evaluates solutions to health and movement issues
- HM-11-10** Research: analyses a range of sources to make conclusions about health and movement concepts

# Industrial Technology – Multimedia Technologies

Syllabus: [Industrial Technology – Multimedia Technologies | NSW Education Standards](#)

		Task 1	Task 2	Task 3
<b>Timing</b>		Term 1 Week 9	Term 3 Week 2	Term 3 Weeks 8-9
<b>Nature of Task</b>		Industry Case Study	Marketing Campaign	Examination
<b>Outcomes</b>		P1.1, P3.2, P6.1, P6.2,	P2.1, P2.2, P3.1, P3.3, P4.1, P4.2, P4.3, P5.2	P1.2, P5.1, P7.1, P7.2
<b>Components</b>	<b>A</b>	10%	10%	20%
	<b>B</b>	20%	30%	10%
<b>Total Weighting</b>		<b>30%</b>	<b>40%</b>	<b>30%</b>

## 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 or 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

# Japanese Continuers

Syllabus: [Japanese Continuers | NSW Education Standards](#)

		Task 1	Task 2	Task 3
<b>Timing</b>		Term 1 Week 10	Term 2 Week 4	Term 3 Weeks 8-9
<b>Nature of Task</b>		Interview with Listening and Writing	Multimodal Response	Examination
<b>Topics</b>		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
<b>Outcomes</b>		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
<b>Components</b>	<b>Listening</b>	10%	10%	10%
	<b>Reading</b>		10%	20%
	<b>Speaking</b>	10%	10%	
	<b>Writing</b>	10%		10%
<b>Total Weighting</b>		<b>30%</b>	<b>30%</b>	<b>40%</b>

## Components

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

## Outcomes

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

## 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
<b>Timing</b>		Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8-9
<b>Nature of Task</b>		Test	Test	Examination
<b>Outcomes</b>		MS11-1, 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, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10
<b>Components</b>	<b>A</b>	15%	15%	20%
	<b>B</b>	15%	15%	20%
<b>Total Weighting</b>		<b>30%</b>	<b>30%</b>	<b>40%</b>

## 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
<b>Timing</b>		Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8-9
<b>Nature of Task</b>		Test	Test	Examination
<b>Outcomes</b>		MA11-1, MA11-2, MA11-3, MA11-4, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9
<b>Components</b>	<b>A</b>	15%	15%	20%
	<b>B</b>	15%	15%	20%
<b>Total Weighting</b>		<b>30%</b>	<b>30%</b>	<b>40%</b>

## 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
<b>Timing</b>		Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8-9
<b>Nature of Task</b>		Test	Test	Examination
<b>Outcomes</b>		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
<b>Components</b>	<b>A</b>	15%	15%	20%
	<b>B</b>	15%	15%	20%
<b>Total Weighting</b>		<b>30%</b>	<b>30%</b>	<b>40%</b>

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

## 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

# Physics

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

		Task 1	Task 2	Task 3
<b>Timing</b>		Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 8-9
<b>Nature of Task</b>		Skills Task	Depth Study	Examination
<b>Outcomes</b>		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
<b>Components</b>	<b>A</b>	25%	20%	15%
	<b>B</b>	5%	10%	25%
<b>Total Weighting</b>		<b>30%</b>	<b>30%</b>	<b>40%</b>

## Components

<b>A</b>	60%	Skills in working scientifically
<b>B</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
<b>Timing</b>		Term 1 Week 9	Term 2 Week 3	Term 3 Weeks 8-9
<b>Nature of Task</b>		Research Task	'Nature of Religion' and 'Aboriginal Spirituality' Test	Examination
<b>Outcomes</b>		P3, P4, P5, P6, P7, P8, P9	P1, P2, P8, P9	P1, P2, P5, P8, P9
<b>Components</b>	<b>A</b>		15%	25%
	<b>B</b>		10%	10%
	<b>C</b>	20%		
	<b>D</b>	10%	5%	5%
<b>Total Weighting</b>		<b>30%</b>	<b>30%</b>	<b>40%</b>

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

## Components

- |          |     |                               |
|----------|-----|-------------------------------|
| <b>A</b> | 50% | Artmaking                     |
| <b>B</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

# Visual Design

Syllabus: [Visual Design \(CEC\) | NSW Education Standards](#)

		Task 1	Task 2	Task 3
<b>Timing</b>		Term 2 Week 2	Term 3 Week 1	Term 3 Weeks 8-9
<b>Nature of Task</b>		Design Project and Journal	Design Project and Journal	Examination
<b>Outcomes</b>		DM2, DM3, DM5	DM1, DM4, DM6	CH1, CH2, CH3, CH4
<b>Components</b>	<b>A</b>	35%	35%	
	<b>B</b>			30%
<b>Total Weighting</b>		<b>35%</b>	<b>35%</b>	<b>30%</b>

## Components

<b>A</b>	70%	Designing and making
<b>B</b>	30%	Critical and historical studies

## Outcomes

- DM1** generates a characteristic style that is increasingly self-reflective in their design practice
- DM2** explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
- DM3** investigates different points of view in the making of designed works
- DM4** generates images and ideas as representations/simulations
- DM5** develops different techniques suited to artistic and design intentions in the making of a range of works
- DM6** takes into account issues of Work Health and Safety in the making of a range of works
- CH1** generates in their critical and historical practice ways to interpret and explain design
- CH2** investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
- CH3** distinguishes between different points of view, using the frames in their critical and historical investigations
- CH4** explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

# VET – Certificate II in Cookery

**Cookery RTO: Department of Education 90333**  
**Qualification: SIT20421 Certificate II in Cookery**

**Course Website:** [Certificate II in Cookery SIT20421](#)

## Year 11 – Term 1

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9
<b>Competency</b>	-	Present and Prepare Sandwiches	Present and Prepare Sandwiches	Present and Prepare Sandwiches	Present and Prepare Sandwiches	Present and Prepare Sandwiches	Present and Prepare Sandwiches	Present and Prepare Sandwiches	Present and Prepare Sandwiches
	-	Participate in safe food handling practices	Participate in safe food handling practices	Participate in safe food handling practices	Participate in safe food handling practices	Participate in safe food handling practices	Participate in safe food handling practices	Participate in safe food handling practices	Participate in safe food handling practices
	-	Participate in safe work practice	Participate in safe work practice	Participate in safe work practice	Participate in safe work practice	Participate in safe work practice	Participate in safe work practice	Participate in safe work practice	Participate in safe work practice
<b>Recipe Assessment</b>	-	1. Precision Cuts	2. Garnishes	3. Garnishes	4. Bruschetta 2 ways	5. Turkey Focaccia	6. Gluten Free Mexican Wrap	7. Ham and Cheese Sandwich	8. Banh Mi
<b>Competency Code</b>	-	SITHKOP009	SITXWHS005	SITHKOP009	SITHKOP009	SITHKOP009	SITHKOP009	SITHKOP009	SITHKOP009
	-	SITXFSA006	SITXFSA006	SITXFSA006	SITXFSA006	SITXFSA006	SITXFSA006	SITXFSA006	SITXFSA006
	-	SITXHS005	SITXHS005	SITXHS005	SITXHS005	SITXHS005	SITXHS005	SITXHS005	SITXHS005
<b>Nature of Task</b>	Compulsory 'Work Ready Day' successful completion	Practical Demonstration	Practical Demonstration	Practical Demonstration	Learning Modules and Practical Demonstration	Learning Modules and Practical Demonstration	Learning Modules and Practical Demonstration	Learning Modules and Practical Demonstration	Learning Modules and Practical Demonstration
<b>Timing</b>	<b>Term 1 Week 2 - 4</b>	<b>Term 1 Week 2</b>	<b>Term 1 Week 3</b>	<b>Term 1 Week 4</b>	<b>Term 1 Week 5</b>	<b>Term 1 Week 6</b>	<b>Term 1 Week 7</b>	<b>Term 1 Week 8</b>	<b>Term 1 Week 9</b>
<b>Weighting</b>									

## Year 11 – Term 2

	Task 9	Task 10	Task 11	Task 12	Task 13	Task 14	Task 15	Task 16	Task 17
	Prepare dishes using basic methods of cookery	Prepare dishes using basic methods of cookery	Prepare dishes using basic methods of cookery	Prepare dishes using basic methods of cookery	Prepare dishes using basic methods of cookery	Prepare dishes using basic methods of cookery	Prepare dishes using basic methods of cookery	Prepare dishes using basic methods of cookery	-
	Participate in safe food handling practices	Participate in safe food handling practices	Participate in safe food handling practices	Participate in safe food handling practices	Participate in safe food handling practices	Participate in safe food handling practices	Participate in safe food handling practices	Participate in safe food handling practices	-
	Participate in safe work practice	Participate in safe work practice	Participate in safe work practice	Participate in safe work practice	Participate in safe work practice	Participate in safe work practice	Participate in safe work practice	Participate in safe work practice	-
<b>Recipe Assessment</b>	9. Club Sandwich	10. Roast Root Vegetable Salad	11. Vietnamese Rice Noodle Salad	12. Chilli Con Carne	13. Vietnamese Spring Rolls	14. English Muffins	15. Asian Style Fish & steamed Vegetables	-	-
<b>Competency Code</b>	SITXFSA006	SITXFSA006	SITXFSA006	SITXFSA006	SITXWHS005	SITXWHS005	SITXWHS005	SITHCCC034	-
	SITXFSA006	SITXFSA006	SITXFSA006	SITXFSA006	SITXFSA006	SITXFSA006	SITXFSA006	SITXFSA006	-
	SITXHS005	SITXHS005	SITXHS005	SITXHS005	SITXHS005	SITXHS005	SITXHS005	SITXHS005	-
<b>Nature of Task</b>	Learning Modules and Practical Demonstration	Learning Modules and Practical Demonstration	Learning Modules and Practical Demonstration	Learning Modules and Practical Demonstration	Learning Modules and Practical Demonstration	Learning Modules and Practical Demonstration	Learning Modules and Practical Demonstration	Practical during work placement	Practical during work placement
<b>Timing</b>	<b>Term 2 Week 2</b>	<b>Term 2 Week 3</b>	<b>Term 2 Week 4</b>	<b>Term 2 Week 5</b>	<b>Term 2 Week 6</b>	<b>Term 2 Week 7</b>	<b>Term 2 Week 8</b>	<b>Term 1-2</b>	<b>Term 1-2</b>
<b>Weighting</b>									

## Year 11 – Term 3

	Task 17	Task 18	Task 19	Task 20	Task 21	Task 22	Task 23	Task 24	Task 25	Task 26
<b>Competency</b>	Prepare dishes using basic methods of cookery	Prepare dishes using basic methods of cookery	Prepare dishes using basic methods of cookery	Prepare dishes using basic methods of cookery	Prepare dishes using basic methods of cookery	Prepare dishes using basic methods of cookery	Prepare dishes using basic methods of cookery	Prepare dishes using basic methods of cookery	Prepare dishes using basic methods of cookery	-
	Use hygiene practices for food safety	Use hygiene practices for food safety	Use hygiene practices for food safety	Interact with Customers	Interact with Customers	Interact with Customers	Show social and cultural sensitivity	Show social and cultural sensitivity	Work effectively in a commercial kitchen	-
	Participate in safe work practice	Participate in safe work practice	Participate in safe work practice	Participate in safe work practice	Participate in safe work practice	Participate in safe work practice	Participate in safe work practice	Participate in safe work practice	Participate in safe work practice	-
<b>Recipe Assessment</b>	16. Fettucine Carbonara	17. Chicken Schnitzer Burger	18. Braised Chicken Drumsticks	19. Corn Croquette	20. Battered Fish	21. Poached Pears	22. Steamed Lemon Pudding	22. Apple Crumble	-	-
<b>Competency Code</b>	SITXFSA005	SITXFSA005	SITXFSA005	SITXCCS011	SITXCCS011	SITXCCS011	SITXCOM007	SITXCOM007	SITHCCC034	-
	SITXFSA005	SITXFSA005	SITXFSA005	SITXFSA005	SITXFSA005	SITXFSA005	SITXFSA005	SITXFSA005	SITXFSA005	-
	SITXHS005	SITXHS005	SITXHS005	SITXHS005	SITXHS005	SITXHS005	SITXHS005	SITXHS005	SITXHS005	-
<b>Nature of Task</b>	Learning Modules and Practical Demonstration	Learning Modules and Practical Demonstration	Learning Modules and Practical Demonstration	Discussion and Practical Demonstration	Discussion and Practical Demonstration	Service period simulations	Service period simulations	Service period simulations	Practical during work placement	Yearly Examination
<b>Timing</b>	<b>Term 3 Week 2</b>	<b>Term 3 Week 3</b>	<b>Term 3 Week 4</b>	<b>Term 3 Week 5</b>	<b>Term 3 Week 6</b>	<b>Term 3 Week 7</b>	<b>Term 3 Week 2-9</b>	<b>Term 3-4</b>	<b>Term 3-4</b>	<b>Term 3 Weeks 8-9</b>
<b>Weighting</b>										<b>40%</b>



## 2025 - 2026 Cookery Course Descriptor

### SIT20421 Certificate II in Cookery

*This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.*

**Course: Hospitality (Cookery)**

Industry Curriculum Framework (ICF)  
Australian Tertiary Admission Rank (ATAR) eligible course

**HSC credit – 4 units**

(2 units x 2 years or 4 units x 1 year)  
Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery <https://training.gov.au/training/details/SIT20421>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.**

**Transferrable industry skills gained in this course**

- teamwork
- attention to detail
- organisational skills
- adaptability
- communication
- problem solving

**Examples of occupations in the hospitality industry**

- assistant cook
- short order cook
- food preparation cook
- chef
- breakfast cook
- sandwich hand

**VET requirements****Competency-Based Assessment**

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

**Appeals and Complaints**

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

**HSC requirements****Mandatory course requirements**

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

**External Assessment (optional HSC examination for ATAR purposes)**

The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.

**Consumable costs: Preliminary - \$150 HSC - \$150****Full chef uniform and leather closed-in shoes are both required.**

- **White chef hat**
- **White long sleeve chef jacket**
- **White apron**
- **White neck chief**
- **Chef pants**

**Refunds**

Refund arrangements are on a pro-rata basis.  
Please refer to your school refund policy

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality-kitchen-operations>

**Exclusions:** In this Framework, students can only undertake the Hospitality (120 indicative hours) course or the Hospitality (240 indicative hours) course.

General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

## Stage 6 School Delivered Vocational Education and Training (VET) Courses

Stage 6 Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC). 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.

Stage 6 VET courses allow students to gain an HSC or and a national qualification or statement of attainment as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

NSW Public Schools RTO is accredited 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.

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to equip them in the workplace. Students are either deemed "competent" or "not 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 expected in the workplace.

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all achieved units of competency.

**Board Developed Industry Curriculum Framework (ICF)** courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

**Board Endorsed Courses (BECs)** are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

### Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

### Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.

### School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser.

## 6. 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.

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

## 7. 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 NESAs '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, Duskatsch, 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](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).

## 8. Sample Bibliography

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

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

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

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

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

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

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

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

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

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

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

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

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

## 9. 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
<b>CASIO fx-82AU PLUS II 1<sup>st</sup> or 2<sup>nd</sup> Edition (Recommended)</b>	SHARP EL-531WH
CASIO fx-85MS	SHARP EL-531X
CASIO fx-100AU	SHARP EL-531XH
<b>CASIO fx-100 AU PLUS 1<sup>st</sup> or 2<sup>nd</sup> Edition (Recommended)</b>	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.





