

# YEAR 9 2025



## ASSESSMENT HANDBOOK



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# 1. Sefton High School Assessment Procedures

## 1.1 General Procedures

- 1.1.1 It is the responsibility of students and parents to be familiar with and comply with all elements of these procedures
- 1.1.2 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.
- 1.1.3 Malpractice is any activity undertaken by a student with the intention of using it to unfairly advantage themselves. Malpractice is unacceptable at all times and it is contrary to ethical scholarship.
- 1.1.4 An assessment task cover sheet containing a declaration of originality must be completed and attached to any assessment tasks completed outside of class.
- 1.1.5 Malpractice will result in a zero mark and the issuing of a zero mark letter.
- 1.1.6 Students will be required to resubmit/resit the task in order to meet the course outcome requirements, but the zero mark will remain.
- 1.1.7 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.
- 1.1.8 Only approved calculators can be used for assessment tasks.

## 1.2 School Procedures

- 1.2.1 Students will be informed in writing of the assessment requirements including the nature and timing of assessment tasks for each course in the '*Year 9 Assessment Handbook*'.
- 1.2.2 Students are advised to record assessment tasks in their Student Planner and to refer regularly to their '*Year 9 Assessment Handbook*'.
- 1.2.3 An assessment task notification will be provided a minimum of two weeks before the date of the assessment task and include:
  - 1.2.3.1 The nature of the task.
  - 1.2.3.2 Syllabus outcomes assessed.
  - 1.2.3.3 The weighting of the task.
  - 1.2.3.4 The date of the task or, for a hand-in task, the due date and time.
  - 1.2.3.5 Submission instructions for a hand-in task.
- 1.2.4 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.
- 1.2.5 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.
- 1.2.6 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:
  - 1.2.6.1 Reduce the weighting assigned to the task.
  - 1.2.6.2 Add an additional task (with minimum 2 weeks' notice) and adjusting weightings accordingly.
  - 1.2.6.3 Discard the task completely or any component of the task affected.
  - 1.2.6.4 Organise a replacement task.
- 1.2.7 Students must attend every timetabled period on the scheduled date of any assessment task up to and including the conclusion of the assessment task.

- 1.2.8 Failure to do so will result in a zero mark awarded unless a written valid reason is received from, as a minimum, a parent and is substantiated by the relevant Head Teacher or Deputy Principal.
- 1.2.9 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.
- 1.2.10 Decisions made by the Appeals Panel are final.

### 1.3 In-School Assessment Tasks

- 1.3.1 Assessment tasks must be completed at the scheduled time.
- 1.3.2 If a student misses an in-school assessment task through absence from school:
  - 1.3.2.1 The student must submit a parent letter, preferably with formal supporting documentation (e.g. a doctor's certificate) on the first school day back at school.
- 1.3.3 The Head Teacher will determine the validity of the reason.
  - 1.3.3.1 The student may receive a zero mark if the Head Teacher determines the reason is invalid.
- 1.3.4 If the reason for absence is accepted:
  - 1.3.4.1 The Head Teacher will make arrangements for the student to complete the original task or a substitute task.
  - 1.3.4.2 The student must be ready to undertake that task on the first day of their return to school.
  - 1.3.4.3 The exact time and date will be determined by the Head Teacher and, if necessary, may well be in the student's own time.

### 1.4 Submission Style Assessment Tasks

- 1.4.1 Submission style 'hand-in' tasks are to be completed and submitted during or before the scheduled lesson as identified on the assessment task notification.
- 1.4.2 A signed assessment task cover sheet must be submitted at this time.
- 1.4.3 An assessment task must be submitted to a teacher by the student or by a parent/carer to the Front Office.
- 1.4.4 For assessment tasks submitted electronically/digitally:
  - 1.4.4.1 The student must follow all submission instructions on the assessment task notification.
  - 1.4.4.2 All tasks submitted in this manner are to be submitted through Google Classroom only.
  - 1.4.4.3 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.
- 1.4.5 If a student does not submit an assessment task at the scheduled time identified on the task notification:
  - 1.4.5.1 The student must have a parent letter of explanation, preferably with formal supporting documentation (e.g. a doctor's certificate).
- 1.4.6 If non-submission is due to absence, supporting documents, together with the completed assessment task must be submitted to the Teacher or Head Teacher on the first school day not covered by the parent letter.
- 1.4.7 The student may receive a zero mark if the Head Teacher determines the reason is invalid.
- 1.4.8 Any formal supporting documentation must indicate the day(s) the student is unfit for school inclusive of the date of the assessment task.
- 1.4.9 Problems with technology are not grounds for misadventure or any assessment consideration.
- 1.4.10 Any student who believes that the awarding of a zero mark is unreasonable or incorrect may appeal the decision.

## 1.5 If a student knows they will be away on the day of an Assessment Task

- 1.5.1 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:
  - 1.5.1.1 The student may be permitted to do the task at the first opportunity when they return.
  - 1.5.1.2 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 by the due date.
  - 1.5.1.3 The student may be given a substitute assessment task.
  - 1.5.1.4 The reason for absence will be deemed invalid and a zero mark awarded. The student will still be required to complete the task to achieve outcomes.
  - 1.5.1.5 In exceptional circumstances only, the student may be given an estimate based on their performance in previously completed assessment tasks.
- 1.5.2 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.

## 1.6 Conduct during Assessment Tasks

- 1.6.1 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/invigilator.
- 1.6.2 Students must follow the teacher's/invigilator's instructions at all times.
- 1.6.3 Students must behave in a manner that will not disturb the work of any other student nor disrupt the conduct of the assessment task.
- 1.6.4 Students must make a serious attempt at all questions in the assessment task. Answers must not contain frivolous or offensive material.
- 1.6.5 Students must not take food into the assessment task venue other than for a known, verified medical condition already documented with the school.
- 1.6.6 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 to be taken into the assessment task.
- 1.6.7 Any mobile phone left in a bag in the area deemed to be the assessment task venue must be switched off.
- 1.6.8 Students must remain in the assessment task venue until the assessment task time has elapsed and they are dismissed by the teacher/invigilator.
- 1.6.9 Students must behave ethically. No attempt should be made to engage in malpractice (cheat or attempt to cheat).
- 1.6.10 Students must not take an assessment task question paper, writing booklet or any stimulus material from the assessment task venue.
- 1.6.11 Students are only permitted to use clear, fully transparent plastic bags or sleeves as a pencil case.
- 1.6.12 Students are only permitted to use clear, fully transparent drink bottles, without labels, that contains only water.

## 1.7 Failure to comply with School Policy and Procedures

- 1.7.1 Failure to comply with school Assessment Policy and procedures will result in a zero mark which will be notified in writing through the issuing of a zero mark letter.

## 2. Malpractice and Appeals

### 2.1 Malpractice

- 2.1.1 Malpractice is cheating. Cheating of any kind is unacceptable.
- 2.1.2 Malpractice is any attempt to gain an unfair advantage over other students.
- 2.1.3 Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment task conditions is unacceptable.
- 2.1.4 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.
- 2.1.5 Identified malpractice will result in a penalty of a zero mark for the assessment task which may be adjusted upon successful appeal.
- 2.1.6 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.
- 2.1.7 Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

### 2.2 Misrepresentation

- 2.2.1 Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
- 2.2.2 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.
- 2.2.3 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.

### 2.3 Plagiarism

- 2.3.1 Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.
- 2.3.2 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.
- 2.3.3 When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.
- 2.3.4 Plagiarism includes but is not limited to:
  - 2.3.4.1 copying someone else's work in part or in whole, and presenting it as their own, and/or
  - 2.3.4.2 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
  - 2.3.4.3 copying or building on the ideas or words of another person without appropriate acknowledgement, and/or
  - 2.3.4.4 making a direct copy of one or more sentences and/or paragraphs from a source document and/or
  - 2.3.4.5 copying sentences and/or paragraphs, with or without changing their order
  - 2.3.4.6 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
  - 2.3.4.7 deleting information that was in brackets or a list of examples from sentences and/or paragraphs in the source, and/or

- 2.3.4.8 changing the order of phrases in a sentence, and/or
  - 2.3.4.9 using information from a source that is not included in the bibliography
  - 2.3.4.10 using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement and/or
  - 2.3.4.11 not acknowledging any work completed by others for your submitted work or performance and/or
  - 2.3.4.12 buying, stealing or borrowing someone else's work and presenting it as your own.
- 2.3.5 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.
- 2.3.6 This Assessment Handbook contains a section on writing a bibliography and referencing quotes.
- 2.3.7 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>

## 2.4 Collusion

- 2.4.1 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.
- 2.4.2 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.
- 2.4.3 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.

## 2.5 Breach of Assessment Task Conditions

- 2.5.1 All students undertaking an assessment task must comply with the school's assessment policy and procedures.
- 2.5.2 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.
- 2.5.3 When assembling for, undertaking, and leaving the assessment task venue, students are subject to the direction of the supervising teaching and / or invigilator.
- 2.5.4 A breach of assessment task conditions includes any breach of the school's assessment policy and procedures, including but not limited to:
- 2.5.4.1 taking non-approved notes, aids or equipment into an assessment task
  - 2.5.4.2 copying from another student
  - 2.5.4.3 communicating with another student during an assessment task
  - 2.5.4.4 changing an answer or mark after the assessment task has been returned
  - 2.5.4.5 breaching the school's 'Examination Rules'
  - 2.5.4.6 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.
- 2.5.5 Malpractice occurs when a student breaches the conditions set for an assessment task in an attempt to gain an unfair advantage.

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

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

## 2.7 Appeals

- 2.7.1 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*'.
- 2.7.2 Students must submit a completed appeals form to the relevant Head Teacher, including all supporting documentation, stating the basis on which they are appealing.
- 2.7.3 An appeal against a non-completion warning letter must be submitted to the relevant Head Teacher.
- 2.7.4 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.
- 2.7.5 All written appeals must be submitted within ten days of the date on the non-completion warning letter.
- 2.7.6 Only appeals completed by the student, submitted using the appeals form will be considered.
- 2.7.7 The appeals form can be accessed from a Deputy Principal.
- 2.7.8 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.
- 2.7.9 The decision of the Appeals Panel is final.



## 3. Additional information

### 3.1 A word of warning

- 3.1.1 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
- 3.1.2 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).
- 3.1.3 This will also result in the student not being awarded an ATAR if this course counts towards their 10 units.
- 3.1.4 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.
- 3.1.5 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.

## 4. Assessment Schedules

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

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

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

# Commerce

Syllabus: [Commerce 7–10 | NSW Education Standards](#)

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 1 Week 10	Consumer and Financial Decision	Research Assessment	25%
2	Term 2 Week 5	Consumer and Financial Decisions Investing	Examination	35%
3	Term 4 Week 5	Consumer and Financial Decisions Investing Employment and Work Futures Running a Business Towards Independence	Examination	40%

## Outcomes:

- COM5-1** applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
- COM5-2** analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
- COM5-3** examines the role of law in society
- COM5-4** analyses key factors affecting decisions
- COM5-5** evaluates options for solving problems and issues
- COM5-6** develops and implements plans designed to achieve goals
- COM5-7** researches and assesses information using a variety of sources
- COM5-8** explains information using a variety of forms
- COM5-9** works independently and collaboratively to meet individual and collective goals within specified timeframes

# Computing Technology

Syllabus: [Computing Technology 7–10 | NSW Education Standards](#)

Task	Timing	Unit of Learning Focus Area – Enterprise Information Systems	Task Type	Weighting
1	Term 2 Week 2	Analysing Data	Practical Project	40%
2	Term 3 Week 3	Modelling Networks and Social Connections	Practical Task	30%
3	Term 4 Week 4	Designing for User Experience	Research Project	30%

## Outcomes:

- CT5-SAF-01** selects and applies safe, secure and responsible practices in the ethical use of data and computing technology
- CT5-DPM-01** applies iterative processes to define problems and plan, design, develop and evaluate computing solutions
- CT5-COL-01** manages, documents and explains individual and collaborative work practices
- CT5-EVL-01** understands how innovation, enterprise and automation have inspired the evolution of computing technology
- CT5-DAT-01** explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts
- CT5-DAT-02** acquires, represents, analyses and visualises simple and structured data
- CT5-COM-01** communicates ideas, processes and solutions using appropriate media
- CT-THI-01** applies computational, design and systems thinking to the development of computing
- CT5-DES-01** designs and creates user interfaces and the user experience

# English

Syllabus: [English K–10 | NSW Education Standards](#)

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 1 Week 8	Representing Change	Narrative Response	20%
2	Term 2 Week 5	Tim Burton Auteur Study	Examination	40%
3	Term 4 Week 5	Individuality and Conformity	Examination	40%

## Outcomes:

- EN5-RVL-01** uses a range of personal, creative and critical strategies to interpret complex texts
- EN5-URA-01** analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
- EN5-URB-01** evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes
- EN5-URC-01** investigates and explains ways of valuing texts and the relationships between them
- EN5-ECA-01** crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning
- EN5-ECB-01** uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

# Food Technology

Syllabus: [Food Technology 7–10 | NSW Education Standards](#)

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 2 Week 1	Food Selection & Health	Research Task	30%
2	Term 3 Week 1	Food for Specific Needs	Research Task/Practical	30%
3	Term 4 Week 2	Food in Australia	Digital Advertisement/Practical	40%

## Outcomes:

- FT5-1** demonstrates hygienic handling of food to ensure a safe and appealing product
- FT5-2** identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- FT5-3** describes the physical and chemical properties of a variety of foods
- FT5-4** accounts for changes to the properties of food which occur during food processing, preparation and storage
- FT5-5** applies appropriate methods of food processing, preparation and storage
- FT5-6** describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- FT5-7** justifies food choices by analysing the factors that influence eating habits
- FT5-8** collects, evaluates and applies information from a variety of sources
- FT5-9** communicates ideas and information using a range of media and appropriate terminology
- FT5-10** selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- FT5-11** plans, prepares, presents and evaluates food solutions for specific purposes
- FT5-12** examines the relationship between food, technology and society
- FT5-13** evaluates the impact of activities related to food on the individual, society and the environment

# Geography

Syllabus: [Geography K–10 | NSW Education Standards](#)

## Semester 1 Rotation

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 1 Week 6	Sustainable Biomes Geographical Skills and Knowledge	Topic Test	40%
2	Term 2 Week 5	Sustainable Biomes Changing Places Geographical Skills and Knowledge	Examination	60%

## Semester 2 Rotation

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 3 Week 6	Sustainable Biomes Geographical Skills and Knowledge	Topic Test	40%
2	Term 4 Week 5	Sustainable Biomes Changing Places Geographical Skills and Knowledge	Examination	60%

### Outcomes:

- GE5-1** explains the diverse features and characteristics of a range of places and environments
- GE5-2** explains processes and influences that form and transform places and environments
- GE5-3** analyses the effect of interactions and connections between people, places and environments
- GE5-4** accounts for perspectives of people and organisations on a range of geographical issues
- GE5-5** assesses management strategies for places and environments for their sustainability
- GE5-6** analyses differences in human wellbeing and ways to improve human wellbeing
- GE5-7** acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GE5-8** communicates geographical information to a range of audiences using a variety of strategies

# History

Syllabus: [History K–10 | NSW Education Standards](#)

## Semester 1 Rotation

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 1 Week 7	World War I	In Class Research Task	40%
2	Term 2 Week 5	World War I & II	Examination	60%

## Semester 2 Rotation

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 3 Week 7	World War I	In Class Research Task	40%
2	Term 4 Week 5	World War I & II	Examination	60%

### Outcomes:

- HT5-1** explains and assesses the historical forces and factors that shaped the modern world and Australia
- HT5-2** sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
- HT5-3** explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- HT5-4** explains and analyses the causes and effects of events and developments in the modern world and Australia
- HT5-5** identifies and evaluates the usefulness of sources in the historical inquiry process
- HT5-6** uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
- HT5-7** explains different contexts, perspectives and interpretations of the modern world and Australia
- HT5-8** selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- HT5-9** applies a range of relevant historical terms and concepts when communicating an understanding of the past
- HT5-10** selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

# History Elective

Syllabus: [History Elective 7–10 | NSW Education Standards](#)

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 2 Week 5	Vikings and Tudors	Examination	30%
2	Term 3 Week 2	Thematic Investigation in History	Source-based Research Task	30%
3	Term 4 Week 5	Terrorism Chamberlain Case	Examination	40%

## Outcomes:

- HTE5-1** applies an understanding of history, heritage, archaeology and the methods of historical inquiry
- HTE5-2** examines the ways in which historical meanings can be constructed through a range of media
- HTE5-3** sequences major historical events or heritage features, to show an understanding of continuity, change and causation
- HTE5-4** explains the importance of key features of past societies or periods, including groups and personalities
- HTE5-5** evaluates the contribution of cultural groups, sites and/or family to our shared heritage
- HTE5-6** identifies and evaluates the usefulness of historical sources in an historical inquiry process
- HTE5-7** explains different contexts, perspectives and interpretations of the past
- HTE5-8** selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- HTE5-9** applies a range of relevant historical terms and concepts when communicating an understanding of the past
- HTE5-10** selects and uses appropriate forms to communicate effectively about the past for different audiences



# Japanese

Syllabus: [Japanese K–10 | NSW Education Standards](#)

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 2 Week 4	yoroshiku: Katakana and Avatars	Speaking and Reading Task	30%
2	Term 3 Week 8	yoroshiku: Katakana and Avatars  hare nochi shukudai: Daily Routines	Topic Test	35%
3	Term 4 Week 4-5	hare nochi shukudai: Daily Routines  sukii ga suki: Hobbies and Leisure  mogu mogu taimu: Food and Drink	Speaking, Listening and Writing Task	35%

## Outcomes:

- ML5-INT-01** exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
- ML5-UND-01** analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
- ML5-CRT-01** creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

# Mathematics

Syllabus: [Mathematics K–10 | NSW Education Standards](#)

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 1 Week 8	Numbers of any magnitude Number and Algebraic techniques Area and Surface Area	Test	20%
2	Term 2 Week 5	All Term 1 topics Volume Indices & Surds Equations	Examination	30%
3	Term 3 Week 6	Properties of Geometric Figures Linear Relationships Data Analysis	Test	20%
4	Term 4 Week 5	All Term 1, 2, 3 topics Financial Mathematics Variations and Rates of Change Trigonometry	Examination	30%

## Outcomes:

- MAO-WM-01** develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
- MA5-MAG-C-01** solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
- MA5-ALG-C-01** simplifies algebraic fractions with numerical denominators and expands algebraic expressions
- MA5-ALG-P-01** simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (*Path: Adv*)
- MA5-ALG-P-02** selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (*Path: Adv*)
- MA5-ARE-C-01** solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
- MA5-ARE-P-01** applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (*Path: Stn, Adv*)
- MA5-VOL-C-01** solves problems involving the volume of composite solids consisting of right prisms and cylinders
- MA5-IND-C-01** simplifies algebraic expressions involving positive-integer and zero indices and establishes the meaning of indices for numerical bases
- MA5-IND-P-01** applies the index laws to operate with algebraic expressions involving negative-integer indices (*Path: Adv*)
- MA5-IND-P-02** describes and performs operations with surds and fractional indices (*Path: Adv*)
- MA5-EQU-C-01** solves linear equations of up to 3 steps, limited to one algebraic fraction
- MA5-EQU-P-01** solves monic quadratic equations, linear inequalities and cubic equations of the form  $ax^3 = k$  (*Path: Adv*)
- MA5-EQU-P-02** solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (*Path: Adv*)
- MA5-GEO-C-01** identifies and applies the properties of similar figures and scale drawings to solve problems
- MA5-GEO-P-01** establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (*Path: Ext*)
- MA5-GEO-P-02** constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (*Path: Ext*)
- MA5-LIN-C-01** determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
- MA5-LIN-C-02** graphs and interprets linear relationships using the gradient/slope-intercept form
- MA5-LIN-P-01** describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (*Path: Adv*)
- MA5-DAT-C-01** compares and analyses datasets using summary statistics and graphical representations
- MA5-DAT-C-02** displays and interprets datasets involving bivariate data
- MA5-DAT-P-01** plans, conducts and reviews a statistical inquiry into a question of interest (*Path: Stn, Adv*)
- MA5-FIN-C-01** solves financial problems involving simple interest, earning money and spending money
- MA5-FIN-C-02** solves financial problems involving compound interest and depreciation
- MA5-TRG-C-01** applies trigonometric ratios to solve right-angled triangle problems
- MA5-TRG-C-02** applies trigonometry to solve problems, including bearings and angles of elevation and depression
- MA5-RAT-P-01** identifies and solves problems involving direct and inverse variation and their graphical representatives (*Path: Stn, Adv*)
- MA5-RAT-P-02** analyses and constructs graphs relating to rates of change (*Path: Adv*)
- MA5-PRO-C-01** solves problems involving probabilities in multistage chance experiments and simulations

# Personal Development, Health and Physical Education

Syllabus: [PDHPE K–10 | NSW Education Standards](#)

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 1 Weeks 8, 9 or 10	Gymnastics	Practical Task	25%
2	Term 2 Week 5	I am who I'm meant to be	Written Response	25%
3	Term 3 Week 9	Striking Games	Practical Task	25%
4	Term 4 Week 5	I am who I'm meant to be Today's Decisions, Tomorrow's realities Only you can make it happen	Examination	25%

## Outcomes:

- PD5-1** assesses their own and others' capacity to reflect on and respond positively to challenges
- PD5-2** researches and appraises the effectiveness of health information and support services available in the community
- PD5-3** analyses factors and strategies that enhance inclusivity, equality and respectful relationships
- PD5-4** adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- PD5-5** appraises and justifies choices of actions when solving complex movement challenges
- PD5-6** critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD5-7** plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- PD5-8** designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- PD5-9** assesses and applies self-management skills to effectively manage complex situations
- PD5-10** critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- PD5-11** refines and applies movement skills and concepts to compose and perform innovative movement sequences

# Physical Activity & Sports Studies

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

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 1 Week 8	Net & Hoop Sports	Practical Task	25%
2	Term 2 Week 5	Body Systems Could You Save a Life?	Written Response	25%
3	Term 3 Week 8	Invasion Sports	Practical Task	25%
4	Term 4 Week 5	Body Systems Could You Save a Life? Australian Sporting Identity and Physical Fitness	Examination	25%

## Outcomes:

- PASS5-1** discusses factors that limit and enhance the capacity to move and perform
- PASS5-2** analyses the benefits of participation and performance in physical activity and sport
- PASS5-3** discusses the nature and impact of historical and contemporary issues in physical activity and sport
- PASS5-4** analyses physical activity and sport from personal, social and cultural perspectives
- PASS5-5** demonstrates actions and strategies that contribute to active participation and skilful performance
- PASS5-6** evaluates the characteristics of participation and quality performance in physical activity and sport
- PASS5-7** works collaboratively with others to enhance participation, enjoyment and performance
- PASS5-8** displays management and planning skills to achieve personal and group goals
- PASS5-9** performs movement skills with increasing proficiency
- PASS5-10** analyses and appraises information, opinions and observations to inform physical activity and sport decisions

# Science

Syllabus: [Science 7–10 | NSW Education Standards](#)

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 1 Week 7	Disasters: Plate Tectonics Safety in Motion	Depth Study	25%
2	Term 2 Week 5	Safety in Motion The Role of Scientific Research and Health Once Upon a Table	Examination	20%
3	Term 3 Week 5	Science Fair / Chemistry Skills	Skills Task	25%
4	Term 4 Week 5	Exploring the Universe Science Fair What have we done to the ecosystem? Designing for Efficiency	Examination	30%

## Outcomes:

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

# Visual Arts

Syllabus: [Visual Arts 7–10 | NSW Education Standards](#)

Task	Timing	Unit of Learning	Task Type	Weighting
1	Term 2 Week 3	Suburbia	VAPD & Collection of Works	30%
2	Term 2 Week 5	Suburbia	Examination	20%
3	Term 4 Week 3	Recycled / Reimagined & Personal Narratives	VAPD & Collection of Works	30%
4	Term 4 Week 5	Recycled / Reimagined & Personal Narratives	Examination	20%

## Outcomes:

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
- 5.3 makes artworks informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6 demonstrates developing technical accomplishment and refinement in making artworks
- 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9 demonstrates how the frames provide different interpretations of art
- 5.10 demonstrates how art criticism and art history construct meanings

## 5. Glossary of Key Words

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

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

<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

## 6. Writing a Bibliography

### WHAT IS IT?

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

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

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

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

### WHY DO YOU HAVE TO USE ONE?

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

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

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

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

### SPECIAL NOTES

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

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

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

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

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

### CORRECT ORDER IN BIBLIOGRAPHIES

#### FOR A BOOK

The details required in order are:

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



## ONE AUTHOR

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

## TWO OR MORE AUTHORS

- Examples:
  - Cengel, YA & Boles, MA 1994, *Thermodynamics: an engineering approach*, 2nd edn, McGraw Hill, London.
  - Cheek, J, 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, Applesed 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).

## 7. 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.

## 8. 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 NESA approved calculator may NOT:

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