



SWANSEA HIGH SCHOOL

Preliminary & Higher School Certificate Requirements and Assessment Procedures

Latest Update 17/10/17

Table of Contents

Section 1 Higher School Certificate Eligibility

Course Completion Requirements	3
Attendance, Literacy and Numeracy	3
Record of Achievement - Preliminary Course	4
The Higher School Certificate (HSC)	4
University Admissions Index	5
All My Own Work	5

Section 2 - Preliminary and HSC Assessment Policy

Appealing the outcome of an assessment task	6
Assessment Rank Order Notice	6
Assessment Task Schedule	6
Whole School Assessment Task Scheduling	6
Feedback	6
HSC Advice	6
Non – Completion of Assessment Tasks	7
Satisfactory Completion of an Assessment Task – N Warnings and N Awards	7
Non-Serious Attempts	7
Technical Failures	7

Section 3 - Illness/Misadventure Appeals

Defining Illness or Misadventure	8
----------------------------------	---

Section 4 – Malpractice and Assessment Tasks

Written Material	9
General Conduct	9
Malpractice	9
Plagiarism	9

Section 5 - Frequently Asked Questions

What Is Assessment?	10
Why do we have it?	10
When does assessment take place?	10
How Is my progress assessed?	10
How does It affect me?	10
What happens if I am not coping/meeting requirements?	10
What feedback is given?	10
What Are My Responsibilities?	11
What Do I Do If I Want To Submit The Task, But I Am Away On The Day?	11

Section 1 - Higher School Certificate Eligibility Student

Information

The official minimum leaving age is 17, or earlier if the student has completed Year 10 and :

- is engaged in a average of 25 hours per week permanent work or
- has moved into an alternate mode of education (TAFE or other) VET course or
- a combination of both

To be eligible for the award of the Higher School Certificate, students must comply with the eligibility requirements, the course restrictions and the rules and regulations set down by NESAs:

- Preliminary Course – students must complete a minimum of 12 units including at least 6 units of Board Developed Courses, two units of which must be English. The remaining units may be Board Developed (courses for which NESAs sets the syllabuses and the examination) and/or Board Endorsed (developed and examined by the school) and/or Content Endorsed (developed by NESAs).
- HSC course - students must complete a minimum of 10 units including at least 6 units of Board Developed Courses, two units of which must be English. The remaining units may be Board Developed (courses for which the NESAs itself sets the syllabuses and the examination) and/or Board Endorsed (developed and examined by the school) and/or Content Endorsed (developed by NESAs). Students may accumulate their HSC over a period of up to five years.

Course Completion Requirements

For the satisfactory completion of a course, it is your responsibility to:

- Follow the course developed or endorsed by NESAs; and
- apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieve some or all of the course outcomes.

Satisfactory completion of a course is judged by your attendance, level of involvement in class, the completion of assessment tasks, homework and your level of achievement. If the principal determines that you are in danger of not completing a course satisfactorily, you will be warned in writing in time for you to correct the problem and satisfactorily complete the course.

If you are deemed not to have achieved satisfactory completion of a course, you will receive an 'N' determination for that course. This may mean that you are not credentialed for a Preliminary or HSC course. This may then deem you ineligible for the award of the HSC.

You have the right to appeal against an 'N' determination. The appropriate form can be obtained from your principal. Appeals against 'N' determinations should be lodged with your principal, who will advise you of the date by which your appeal must be submitted. If you are dissatisfied with the result of the school review of your appeal, you should advise the principal that you wish the appeal to be referred to the NESAs.

Attendance

Principals may grant students leave for legitimate reasons such as illness, physical injury or holidays. If leave has been granted during the year there will be no effect on course completion requirements provided that you have completed compensatory assignments during the period of absence or have been able to catch up on missed work on your return to school. If absence is prolonged and work is not possible during the period, the principal may judge that it is not feasible to make up the work during the year. Any extensive period of unexplained absence may result in non-completion of a course(s) and may impact on the satisfactory completion of a Preliminary course or HSC course. As a result, this may deem a student ineligible for the award of the HSC.

Literacy and Numeracy

"Students in NSW will need a minimum standard of literacy and numeracy to receive the HSC from 2020. This change will not affect students sitting for the 2017, 2018 or 2019 HSC.

Students with an intellectual disability undertaking Life Skills English or Life Skills Mathematics in Years 10, 11 and/or 12 will be exempt from the HSC minimum standard requirement."

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/initiatives/stronger-hsc-standards/minimum-HSC-standard/about-standard>

Record of Achievement - Preliminary Course

A Record of Achievement is awarded by the NSW NESA to eligible students at the end of Year 11 (Preliminary). It lists all Preliminary courses satisfactorily completed. No marks or grades are recorded on this certificate.

The Higher School Certificate (HSC)

All students who successfully complete the Higher School Certificate receive a Higher School Certificate Portfolio to hold their NESA credentials and other important documents acquired during their time at school, such as school reports and references. Students receive the following documents:

- 1. The Testamur** which shows that a student is eligible for the HSC. It includes the student's name, school and the date of the award
- 2. HSC Record of Achievement**
 - I. Assessment mark** - school-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for most courses which may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit an HSC assessment mark based on performance in these tasks for every student in every course (except VET courses). The Board puts the marks through a process of moderation to allow a fair comparison of marks in each course across different schools. This moderated assessment mark is then recorded on the ROA. The assessment mark for Board Endorsed Courses (except VET Courses) is not moderated and will appear on the Record of Achievement.
 - II. Examination mark** – students are required to sit for an external examination in each Board Developed Course they study. Marks for these exams are recorded in the ROA. The examination consists of a written paper, and for some courses may include speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.
 - III. HSC mark** - the HSC mark is a 50:50 combination of the student's external examination mark and school-based assessment mark for each course.
 - IV. Performance band** - the student's HSC mark for each course will fall within one of six performance bands, where the highest achievement is Band 6 (90 - 100) and where the minimum standard expected is 50. A performance band of E1-E4 is shown for Extension courses. Each performance band is aligned to what a student at that level of performance typically knows, understands and can do.
- 3. HSC Course Reports** - Students receive an HSC course report for each course with an external examination that has been completed satisfactorily. The course report shows the student's assessment mark, examination mark, HSC mark and performance band with a description of what a student within that band typically knows, understands and can do. In most courses, it also has a graph showing where the student's HSC mark lies within the state distribution of all student performances in that course.
- 4. HSC Result Summary** - the result summary is issued to students when results are released in December. It provides a summary of a student's results before the final, more detailed documents are issued
- 5. AQF VET Statement of Attainment** - A Statement of Attainment is issued to students in VET courses who partially the requirements of and AQF VET Certificate.

Australian Tertiary Admission Rank

The HSC results are used by the Universities Admissions Centre (UAC) to calculate a rank order of students known as the Australian Tertiary Admission Rank (ATAR).

The ATAR is not a mark, nor is it a summary of the HSC. It is a ranking system used to allocate university placements. The ATAR is a number between 0 and 99.95 with increments of 0.05. It provides a measure of a student's overall academic achievement relative to other students.

Students undertaking the HSC may indicate that they wish to have an ATAR in order to gain entry into university. Students who do not wish to gain entry to university do not require the calculation of an ATAR. To be eligible for an ATAR, students must satisfactorily complete at least 10 units of eligible Board Developed Courses for which formal examinations are conducted by the NESA.

All My Own Work

The 'HSC: All My Own Work' program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before they submit any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses.

The program's content is divided into five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others



Each module includes information, scenarios, strategies, recommended resources and a quiz.

At Swansea High students complete "All my Own Work" under the supervision of the careers advisor in the final weeks of Year 10.

Section 2 - Preliminary and HSC Assessment Policy

Appealing the outcome of an assessment task

Students may appeal, in writing, the outcome of an assessment task. The appeal must clearly state the reason(s) for the appeal. Where relevant, the appeal must have attached any supporting documentation. Any appeal must be submitted within one week of receiving feedback about the task.

The appeal will initially be considered by the relevant Head Teacher and signed off by the Deputy Principal. If the outcome is questioned by the student they can approach the Appeals Committee. This committee will be convened by the Principal.

Where possible, reviews will be resolved within the school. However, provision has been made for subsequent appeals to NESAs. There is no appeal against the marks awarded for individual assessment tasks. NESAs will consider only whether the review process was adequate and that the conduct of the review was proper in all respects. Since the appeal is directed to the assessment process, NESAs themselves will not revise the assessment marks or rank order. If the appeal is upheld, NESAs will direct the school to conduct a further review. (NESAs 2015)

Assessment Rank Order Notice

HSC Assessment Rank Order Notice will be made available to students via Students Online at the conclusion of the HSC. Students have the right to appeal their ranking. Initially, appeals will be dealt with by the School Review Panel convened by the Principal. Students may appeal the Review Panel decision to NESAs.

Assessment Task Schedule

Due to the unique nature of each course, students will be issued with an Assessment Schedule that is consistent with syllabus requirements for each course they study. The schedule provides a year overview of assessment tasks for the course, including details of due dates, weightings and the outcomes that will be assessed. Students will be asked to sign as evidence of receipt of this document.

Written notice of each assessment task will be given by individual teachers no less than two weeks before the due date and students will also sign for this.

Students will be provided with the following information for each assessment task on the Assessment Task Notification Sheet (Attachment 3)

- Which outcomes are to be assessed.
- How these outcomes will be assessed.
- When these outcomes will be assessed.
- The relative value/weighting of each task.

It is the student's responsibility on return to school from any absence to check for assessment tasks handed out during their time away from school.

Whole School Assessment Task Scheduling

Formal assessment does not need to occur too frequently. A range and balance of task types should be used. Three to five assessment tasks for a course is recommended and should prove to be sufficient.

A Staff Assessment Planner is created to ensure that tasks are spread evenly throughout each term. Teachers notify the Deputy Principal via calendar entry form. The Deputy Principal checks that the dates match with those on the schedule allocated to that subject. If correct it is approved and placed on the school calendar.

Feedback

Formal feedback will be provided on the completion of each assessment task. The form of such feedback will vary according to the task. Examples of feedback include the assessment feedback sheet (Attachment Four) model answers or detailed, annotated worked solutions.

HSC Advice

The school will provide a number of opportunities for students to seek advice about HSC assessment. In school resources available to students include the Careers Adviser, Year Adviser and Head Teachers.

Non – Completion of Assessment Tasks

Assessment tasks will be scheduled to be completed and submitted to teachers for marking on or by specified date and period. Attendance on the day of an assessment task is undertaken is essential. and on the day of submission is encouraged. If student does not hand in any evidence of work by the due date and period, he or she will automatically be awarded a zero. This will also apply to absences from assessment tasks being undertaken at school.

Satisfactory Completion of an Assessment Task – N Warnings and N Awards

Assessment tasks will be scheduled to be completed and submitted to teachers for marking on or by specified dates and, at times specific periods, throughout the year (e.g. 12-07-15 Period 5). If a date only is given, the deadline for submission is either the class timetabled on the day or if the subject is not timetabled, by close of the school day (3.20pm)

- If a student does not hand in any evidence of work by the due date and period, or fails to attend an assessment task he or she is automatically awarded a zero. An 'N warning' letter will be sent home to communicate this to parents.
- Where a candidate has been given zero marks because of failure to complete assessment tasks totaling 50% or more of the final assessment mark, the Principal may award the student with an "N" determination for that course. This may result in the student being ineligible for the award of a Preliminary course or HSC.

If, at any time, it appears that a student is at risk of receiving an 'N Determination' (Non-completion of course requirements) in any course, the school will inform the student in writing and also the parent/carer. (see Attachment 2 page 20-21).

If a student has a valid reason for not completing the task they must complete an Illness / Misadventure form within two days of returning to school. (see below)

Non-Serious Attempts

In the event of a student not attempting or not making what the teacher marking the assessment task considers a serious attempt at an assessment tasks, the teacher will:

- Award zero for that task and record this in the assessment records
- Inform the Head Teacher of the non-attempt, the Head Teacher will then inform the parents.

If a student has a valid reason for a non-serious attempt of a task they must submit an Illness/ Misadventure Appeal within two days of completing /submitting the task.

Technical Failures

Difficulties related to computing equipment will not constitute sufficient grounds for the granting of an extension. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable back up copies, allowing sufficient time to deal with potential technical failures and the retention of printed drafts. In the event of printer failure, students may submit work via memory stick or email attachment to the appropriate teacher. If this is not possible speak to the teacher before the due date for support to submit the task on time. The s

Section 3 - Illness/Misadventure Appeals

Defining Illness or Misadventure

- (a) illness or accident is defined as illness or physical injuries suffered directly by the student which has affected the student's performance in the examination(s) (eg influenza, an asthma attack, a cut hand) or a long term illness which prevented the student from undertaking the required research and/or preparation
- (b) misadventure is defined as any other event beyond the student's control which has affected the student's performance in the examination(s) (eg death of a friend or family member, disruption at the examination centre) or which prevented the student from undertaking the required research and/or preparation

A student may submit an Illness/Misadventure Appeal if the student:

- Has been unable to complete or submit an assessment task by the due date and period due to special circumstances eg illness / misadventure.
- Was unable to fully complete an assessment task by the due date and period. In this case the student must still hand in what has been completed.
- Completes or submits an assessment task but feels that the standard of work was affected by special circumstances

Supporting documentation is a requirement when submitting an Illness/Misadventure Appeal. In the event of an absence due to illness a Medical Certificate must be presented with the Illness/Misadventure Appeal documentation. These may be obtained from a Doctor or from a Pharmacy. A Statutory Declaration can also be used, when a medical certificate is unable to be obtained. A JP is available in the school office. For misadventure, supporting evidence will also need to be supplied. If this is not possible, contact the school immediately to discuss the options available. The supporting evidence must be provided within 1 week of returning to school. Failure to include evidence of the illness or misadventure may result in the appeal being unsuccessful and the awarded mark remaining.

A student's appeal will be considered by the school's Assessment Appeals Panel. An appeal must be submitted to the student's class teacher within two days following the specified due date or upon return to school in the case of illness. If an appeal is not lodged under these conditions then the awarded mark will stand.

This school's Assessment Appeals Panel will consist of the Head Teacher of the course concerned and the Principal or Deputy Principal. Forms are available from the Administration Office, from Head Teachers or the Deputy Principal. See Attachment 1 for the SHS Illness / Misadventure form.

After considering the appeal, one of the following actions will apply:

- Grant an extension of time for the assessment task without any penalty.
- Confirm the mark, zero or otherwise, which the teacher has already given
- Give an estimate based on other evidence. In this instance, the student will still be required to complete the task when they return to school.

In most instances an estimate will be provided. The student will be required to complete the missed task to gain feedback and assist in their academic progress.

Lodged forms are filed in the student's pupil record file once it has been processed.

The provisions of the appeals process do not cover:

- attendance at a non-school based sporting event (unless State or National representation) or cultural event, or family holiday;
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities
- disabilities for which special provisions have already been granted, unless an unforeseen episode occurs during the examination (eg a hypoglycemic attack suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur,
- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition immediately before or during the examination(s) or due date of assessment task;
- matters avoidable by the student (eg misreading of timetable; misinterpretation of examination paper, misreading of assessment notification).

Section 4 – Malpractice and Assessment Tasks

Students are advised that, where possible, the rules applying to the conduct of the HSC exams also apply to the conduct of Assessments Tasks throughout the Preliminary and HSC years.

Written Material

Candidates are not permitted to take with them into an examination or in-class assessment task any electrical devices (including phones, ipods or ipads) or unauthorised books, notes, paper or materials. Candidates found to be in possession of any device or unauthorised material may have their papers in the course, or in all courses, cancelled.

General Conduct

Candidates must not behave in any way likely to disturb the work of any other candidate or upset the conduct of any other student, nor borrow material or equipment unless permission has been given by the supervisor. School rules of conduct apply for examinations and assessment tasks.

Malpractice

Malpractice is any activity undertaken by a student to gain unfair advantage over other students and includes:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person including a parent, tutor or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Students involved in a non-genuine attempt at a task, not having a valid reason for failing to complete a task, serious malpractice or cheating in exams will be awarded a zero assessment mark. Students, however, may appeal to the Assessment Appeals Panel within two days following the notification of the zero award. If an appeal is not lodged under this condition then the zero assessment mark will stand. Such an appeal will be processed according to the procedures set out for Illness/Misadventure Appeals procedures on page 14.

Plagiarism

Plagiarism, i.e. the act of representing another's work or ideas as one's own without appropriate acknowledgement or referencing. There are three main types of plagiarism which could occur within all modes of assessment (including examination):

- Direct copying of text from a book, article, fellow student's essay, handout, thesis, web page or other source without proper acknowledgement.
- Claiming individual ideas derived from a book, article etc. as one's own, and incorporating them into one's work without acknowledging the source of these ideas.
- Overly depending on the work of one or more others without proper acknowledgement of the source, by constructing an essay, project etc. by extracting large sections of text from another source, and merely linking these together with a few of one's own sentences."

Section 5 - Frequently Asked Questions

What Is Assessment?

Assessment is the process of identifying, gathering and interpreting information about your achievement in each subject. It is not about sitting for one test at the end of a course.

Why do we have it?

The purpose of assessment is: Help you to learn.

- Help teachers to improve teaching programs.
- Provide information on how you have accomplished course outcomes.
- Report on how you went at the end of a course.
- provide information on your performance in case of illness (including an accident) or misadventure

When does assessment take place?

Preliminary - Your assessments begin from the start of the Preliminary course and are concluded at the end of term 3 when the Preliminary Course is completed.

HSC

The HSC year starts at the beginning of Term 4 in the Preliminary Year. The assessment procedure will continue until the completion of courses in Year 12. Assessment tasks are distributed over four terms, so the work performed in Term 4, Year 11 will contribute towards the assessment in Year 12.

How is my progress assessed?

- Within each course there is a set of nominated tasks e.g. field work, assignments, tests, practical experiments, essays and exams.
- A mark is allocated for each of these tasks. A marking standard is set and a mark is allocated for the standard achieved.
- The total assessment mark is used to rank the students in each course.
- The individual subject teacher will inform you of the particular requirements for each subject.
- Not all tasks given to students will be included in the Assessment Schedule. For example, homework and assignments may not be included but will contribute to your assessed mark indirectly through knowledge and skills gained as shown in assessment tests and examinations.

How does it affect me?

The final assessment mark summarises how you performed in a range of assessment tasks. This could include observations, research, oral presentation, fieldwork, practical skills or tests. Assessment is ongoing throughout the Higher School Certificate Year.

What happens if I am not coping/meeting requirements?

You need to inform your parents and class teacher. Catch-up work or tutoring may be an answer.

- Your Year Adviser is a helpful contact, and may assist you with time-management and study skills.
- The Head Teacher for your subject may advise an alternative level of study, or additional/remedial work to help you cope. Importantly, don't ignore the problem, let someone know!

What feedback is given?

The assessment tasks that teachers will use are linked to course outcomes. Students will know before the task the criteria on which they are assessed. The marking schemes for each task are aligned with prescribed standards or performance bands. You will be given feedback that recognizes what you can do and what you need to improve.

What Are My Responsibilities?

- Know the assessment schedules for your courses.
- Hand work in on time. Be aware of the penalties for late submission (zero marks).
- Be aware of the procedures if you miss an assessment task.
- Actively pursue assessment information if you were absent on the day it was issued.
- Inform teachers immediately if your assessment schedule is too heavy (three on the one day)

What Do I Do If I Want To Submit The Task, But I Am Away On The Day?

If you are away and you wish to submit your assessment task, have it delivered either to:

- Your teacher (the assessment task register needs to be signed by the person delivering the task).
- The Head Teacher of the subject (the assessment task register needs to be signed by the person delivering the task).
- The Administration Office (the document receipt register needs to be signed).



MISADVENTURE/APPEAL FORM

Attachment 1

1. **Misadventure** - failure to submit or complete an assessment task including examinations due to illness, accident or misadventure, or
2. **Appeal** - when a student believes that the standard of a completed/submitted assessment task was negatively affected by special circumstances

Students are to complete Section A then submit to the class teacher for consideration by the Assessment Review Committee.

Note: This form must be submitted within one day following the specified due date or upon return to school in the case of illness.

SECTION A

To be completed by the student

NAME: _____ YEAR 11 / 12 (circle)

SUBJECT: _____ DATE DUE: _____

TYPE OF ASSESSMENT TASK:

(Examination, Topic or Unit test, Assignment, Research Activity, Practical Exercise, Practical Test, Field Work, Other)

REASON FOR MISADVENTURE or APPEAL:

(State sufficient details to support your case)

MEDICAL CERTIFICATE / STATUTORY DECLARATION (copy attached) FROM:

_____ (State name of Doctor / Justice of the Peace)

Student's signature: _____ Date: _____

Parent's signature: _____ Date: _____

SECTION B

To be completed by the Review Committee

Discussed with Teacher: Yes / No

Interview with Student: Yes / No

Interviewer: _____ **Date:** _____

Decision: Approved / Not Approved

APPROVAL: So that course outcomes can be met the student will sit the task at an alternative time. However and estimate mark will be given.

NOT APPROVED: A zero mark will be awarded.

COMMENT: _____

Head Teacher Signature: _____ **Date:** _____

Deputy Principal's Signature: _____ **Date:** _____

COM

Com

SECTION C

To be completed by the Head Teacher

Has a copy of this completed form been:

- sent/given to the student/parents? (date)
- put in student's file in the front office
- copy to Year Adviser

Head Teacher's signature: _____ Date: _____



Swansea High School

Park Avenue

Caves Beach NSW 2281

Ph: 02 49711944

Fax: 02 49721378

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

N Award Non Completion of a Preliminary/HSC Course

Dear _____

I am writing to advise you that **NAME** is in danger of not meeting the Course Completion Criteria for the Preliminary Course in English.

Course Completion Criteria

The satisfactory completion of a course requires Principals to have sufficient evidence that **NAME** has:

- **followed** the course developed or endorsed by the Board; and
- **applied** himself with diligence and sustained effort to the set tasks and experiences provided; and
- **achieved** some or all of the outcomes.

The NESA requires schools and colleges to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this as official warning ___ we have issued concerning your child's participation in _____.

A minimum of two course specific warnings must be issued prior to a final 'N' Determination being made for a course.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of School Achievement. It may also mean that the student is unable to proceed to the HSC course as he has not satisfactorily completed the Preliminary Course.

To date **NAME** has not satisfactorily met the Course Completion Criteria: _____

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for **NAME** to satisfy the Course Completion Criteria, the following listed task, requirements or outcomes need to be satisfactorily completed/achieved.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by

Please discuss the matter with **NAME** and contact the School if further information or clarification is needed.

Yours Faithfully,

Mrs Robyn Leggatt
Principal

Requirements for the satisfactory completion of a Preliminary/Higher School Certificate Course.

PLEASE DETACH THIS SECTION AND RETURN TO _____

I have received the letter dated, _____ indicating that **NAME** in Year 11/12 is in danger of not having satisfactorily completed _____

I am aware that this course may not appear on his Higher School Certificate or Record of School Achievement.

I am also aware that the 'N' determination may mean that **NAME** is ineligible for the award of the Higher School Certificate.

Parent/Guardian's Signature Date/...../.....



Assessment Task Notification

Faculty: <input type="checkbox"/> SC <input type="checkbox"/> Preliminary <input type="checkbox"/> HSC	Subject: Module/Unit/Topic:	Teacher: Task #
Weighting:	Date/Period Due:	Date Given:

Outcomes

Task Description

Assessment Criteria



Assessment Task Feedback

Faculty:	Subject:	Teacher:
<input type="checkbox"/> SC <input type="checkbox"/> Preliminary <input type="checkbox"/> HSC	Module/Unit/Topic:	Task #
Weighting:	Date/Period Due:	Date Given:

Marking Guidelines/Descriptor

Referencing Harvard System

Attachment 5

Introduction

Why reference?

When you use the ideas of another person in your work, you must acknowledge this. Referencing allows the reader to find the same sources of information that you did, to enable them to read more on the topic or to check your interpretation. It is also important to give credit where it is due. Referencing makes it clear when you are drawing your own conclusions from the evidence presented, or where you are quoting or paraphrasing from another person's work. Most importantly, by referencing you avoid plagiarism.

Plagiarism is to pretend that ideas or language of other people are your own. In your assignments, you imply that all of the ideas and language are your own, unless you explicitly indicate otherwise. If you fail to make clear that sections of your work are not your own, then you are guilty of plagiarism. Plagiarism is stealing, and is a very serious offence.

When to reference

You must reference when:

- quoting the exact words of another writer
- paraphrasing - putting the work of another writer into ***your own words***
- ***summarising - using ideas or material directly based on the work of another writer***

How to reference

Referencing involves:

- citing references (i.e., identifying and acknowledging your sources) within your essay
- produce a Reference List or Bibliography at the end of your assignment

Referencing styles

There are many different reference styles. Some of the more common styles are the Harvard, APA (American Psychological Association), numbered footnote, and numbered endnote styles. Each discipline or faculty requires that you use a particular style when you are presenting your essays for marking. It is important that you use the style which your department or faculty specifies. These notes are based on the Harvard (or author- date) style of referencing

In-text Citations

In the Harvard System, at the point in your assignment that you mention another writer's work, it must be identified by giving the author's surname and the year of publication.

1. When the author's name occurs naturally as part of the sentence, place the year of publication in parentheses after the name.

In her well-known study, Shaw (1998) states that ...

2. When the name is not in the text, place the surname and year in parentheses at an appropriate point (often best placed at the end of a sentence)

A recent study has shown that certain medications can assist in the treatment of Alzheimer's disease (Murrell 1999).

3. When more than one work is cited, separate the details with semi-colons.

(Harvey 1993; Braddon 1995)

Harvey (1993) and Braddon (1995) showed that ...

4. When there are two or three authors, cite all authors.

(Slater & Johnson 1996) (Johnson, Greene & Slater 1997)

Johnson, Greene and Slater (1997) theorised that

...

5. When there are more than three authors, only use the surname of the first author followed by 'et al.' (and others).

(Blackett et al. 1995)

Blackett et al. (1995) found that ...

6. Page numbers may be included.

(Lawson 1989, p. 154)

7. When there is more than one work by the same author published in the same year they should be distinguished from each other by attaching a lower case letter to the publication date.

8. When there is no publication date, use n.d. for no date.

(Rankin n.d.)

Rankin (n.d.) disagreed with ... **When there is no publication date**, use n.d. for no date.

(Rankin n.d.)

Rankin (n.d.) disagreed with ...

9. When there is no author, items should be cited using the title. Do NOT use Anon. or Anonymous.

10. When referring to a source quoted in another work, cite both in the text.

The results of a study by James (1978 cited in Randall 1989) demonstrate that ...

(James 1978 cited in Randall 1989)

Formatting a bibliography

Bibliographies **must**:

- be in alphabetical order by the author's surname. (For works with no author, list by the title and include in the alphabetical author list)
- have all the required elements listed in the correct order
- use correct and consistent punctuation

List the following details, in order:

1. **name/s** of author(s), editor(s) (surname, and initials)
2. **year** of publication
3. **title** of publication (in italics)
4. **edition** if other than the first
5. **publisher**
6. **place of publication**

Single author/editor

Rosner, B A 1990, *Fundamentals of biostatistics*, 3rd edn, PWS-KENT Publishing, NESAton, MA.

Two or more author(s)/editor(s)

Jacobs, P A, Price, W H & Law, P (eds), 1970, *Human population cytogenetics*, Edinburgh University Press, Edinburgh.

No author/editor

If there is no author or editor, use the title as the first element in the citation, followed by the year.

Oxford dictionary for scientific writers and editors, 1991, Clarendon, Oxford.

Chapters in Books

List the following details, in order:

1. **author(s)** of chapter (surname, initials)
2. **year** of publication
3. **chapter title** (in single quotation marks ' ')
4. **editor/s** of book
5. **title of book** (in italics)
6. **publisher**
7. **place of publication**
8. **page numbers** of chapter

Furlani, PR & Bastos, CR 1990, 'Genetic control of aluminium tolerance in sorghum', in N. El Bassam, M. Dambroth & B. C. Loughman (eds), *Genetic aspects of plant mineral nutrition*, Kluwer Academic Publishers, Dordrecht, The Netherlands, pp. 215- 219.

Journal Articles

List the following details, in order:

1. **author/s** of article (surname, initials)
2. **year** of publication
3. **title** of article (in single quotation marks ' ')
4. **journal name** (in italics)
5. **volume number** (abbreviated vol.)
6. **issue number** (abbreviated no.)
7. **page number(s)** (abbreviated p. or pp.)

Cohen, J 1997, 'Can cloning help save beleaguered species?', *Science*, vol. 276, no. 5317, pp.1329-1330.

Newspaper Articles

List details as for journal articles, using date instead of volume and issue number.

Rifkin, J 2000, 'Halt before we reap the whirlwind', *Sydney Morning Herald*, 25 July, p. 15.

Conference Papers

List details as for chapters in books

Non-book Resources (Multimedia)

Videos

item, e.g., video recording, after the title.

DNA sequencing 1990, videorecording Taped Technologies, Logan, Utah.

Electronic Resources

Online Journal Articles

List the following details, in order:

1. **author(s)** of article
2. **year** of publication
3. **title** of article (in single quotation marks '')
4. **journal name** (in italics)
5. **volume** number
6. **issue** number
7. **page numbers** or indication of length
8. **view** statement: **your access date**
9. **supplier/database** name/article, accession or item number

Full text journal article from database

Wrubel, R 1998, 'Biotechnology: right or wrong?' *Bioscience*, vol. 48, no. 3, pp. 210(2), viewed 9 March 2000, Infotrac Expanded Academic ASAP item: A54085570

Thoms, M C & Swirepik, J 1998, 'Environmental flow management in New South Wales, Australia', *Hydrology in a changing environment: proceedings of the British Hydrological Society International Conference*, British Hydrological Society Exeter, pp. 281-287

Full text journal article from an electronic journal

Wilson, ME 2000, 'Environmental change and infectious diseases', *Ecosystem health* vol. 6, no. 1, pp. 7-12, viewed 17 May 2004, Blackwell Science Synergy.

Web Pages

List the following details, in order:

1. **author(s)** of page
2. **date** of publication or most recent version
3. **title** of page (in italics)
4. **description of document if applicable**
5. **name and place of sponsor**
6. **viewed** Day Month Year
7. <url - either full location or main site details>.

Caplan, AL 1995, *If gene therapy is the cure, what is the disease?* University of Pennsylvania, viewed 10 March 2000, <<http://www.med.upenn.edu/%Ebioethic/genetics/articles/1.caplan.gene.therapy.html>>

Web pages with no authors

Cell division, 2000, Altruis Biomedical Network, viewed February 23 2004, <<http://www.cell-biology.com/division.html>>

Reference

Lloyd, H., 2002, Referencing Harvard System, [online] Available: http://www.newcastle.edu.au/services/library/biol1030/ref_harvard.html

[2003, 2Jun]

A GLOSSARY OF KEY WORDS

Attachment 6

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.

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