

Stage 5 – Years Nine and Ten

Assessment Procedures

Last Update 11/3/19

SWANSEA HIGH SCHOOL



**Document History**

24/6/18 New format, review by DP

16/7/18 Update from review at Executive Meeting 3/7/18

11/3/19 Removal of repeated information

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**Context**

The following information is to support students and parents in understanding the requirements for students to achieve a Record of School Achievement (ROSA) at the end of Year 10. This document also explains the ongoing nature of a ROSA after Year 10.

Websites/documents used to prepare this document are:

* [NESA home](http://educationstandards.nsw.edu.au/wps/portal/nesa/home) >[Year 11 – Year 12](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12) >[Leaving school](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school) >[Record of School Achievement](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement)
* <https://ace.nesa.nsw.edu.au>
* <https://ace.nesa.nsw.edu.au/studying-years-7-10-life-skills>
* *Procedures for Handling Cases of Suspected Cheating, including Plagiarism, in University Assessments, 2003,* [onlinel Available: http://www.ex.ac.uk/admin/academic/tls/tqa/plagl.htm *[2003, 2* Jun.]
* Students Attendance in Government Schools Procedures - 2015

**Record of School Achievement**

The RoSA Testamur is the formal documentation provided to students who leave school before completing their HSC. The RoSA shows a student’s comprehensive record of academic achievement, which includes:

* Completed courses and the awarded grade or mark.
* Courses a student has participated in but did not complete before leaving school.
* Results of any minimum standard literacy and numeracy tests that may have been attempted.
* Date the student left school.

It includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed.  Grades are based on student achievement in their assessment work.

Other RoSA components include:

* Access for all students from Year 10 onwards to a transcript of all current grades through the NESA Students Online website
* A record of all grades achieved in senior secondary school years for all students, including those who receive their HSC.
* Access to online literacy and numeracy tests for those students who leave school before receiving their HSC.
* Access to an online service allowing all students to consolidate a record of their extra-curricular achievements.

The RoSA will be provided by NESA in print format. Students leaving school who do not meet RoSA requirements will be provided with a Transcript of Study

**Eligibility**

To be eligible for a Record of School Achievement, students must have:

* Attended a government school or accredited non-government school within NSW, or a school outside NSW recognised by the NESA NSW.
* Satisfactorily completed the Mandatory 7-10 curriculum
* Satisfactorily completed the required school-based assessment program and completed Year 10.
* Students with special needs can complete the Life Skills curriculum option.
* Students who leave school before completing their HSC, but who have successfully completed Year 11 or Year 10 Life Skills courses, can receive a ROSA.

**Mandatory Years 7-10 curriculum requirements**

Syllabus in English, Mathematics, Science, HSIE must be studied substantially throughout the Years 7-10

* **English:**By the end of Year 10, 400 hours need to be completed.
* **Mathematics:**By the end of Year 10, 400 hours need to be completed.
* **Science:** By the end of Year 10, 400 hours need to be completed.
* **Human Society and its Environment:**By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.
* **Languages Other than English:**100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
* **Technological and Applied Studies:**Our Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.
* **Creative Arts:**Two hundred hours to be completed, consisting of our 100-hour mandatory courses in each of Visual Arts and Music in one continuous period. These courses must not be split over a number of years.
* **Personal Development, Health and Physical Education:**Our mandatory 300-hour course to be completed. This integrated course is to be studied in each of Years 7–10.

The mandatory requirements in English, Mathematics, Science, Human Society and Its Environment, Languages, Technology, Music, Visual Arts and Personal Development, Health and Physical Education are reported as ‘Completed’ on the Record of School Achievement (or Transcript of Study).

Where mandatory course requirements have not been met, the result appears as ‘Not Completed’ on the Transcript of Study.

**Life Skills Record of School Achievement requirements for students undertaking Years 7–10 courses based on Life Skills outcomes and content**

Courses based on life skills outcomes and content provide options for students in Years 7-10 with special education needs and students who cannot access regular outcomes.

Life Skills outcomes are not appropriate for students who are performing below their cohort or who could be helped with appropriate support and adjustments.

Years 7-10 Life Skills courses can be used to meet the requirements for a Record of School Achievement and a Higher School Certificate. For every successfully completed Life Skills course an accompanying Profile of Student Achievement is included with the ROSA to provide students with more details of their achievements from each course.

Courses based on Life Skills outcomes and content satisfy the mandatory curriculum requirements for the award of the RoSA. The Profile of Student Achievement provides details on Life Skills syllabus outcomes achieved by students as follows:

• Achieved – for outcomes that are achieved independently or with adjustments required for demonstration on the same basis as their peers.

• Achieved with support – for outcomes that have been achieved with additional support such as visual or verbal prompts.

Outcomes that have not been addressed in the teaching and learning program or that the student has not achieved will remain indicated as ‘Not applicable’.

**School Attendance**

* NESA does not set a minimum attendance for the satisfactory completion of a course but a Principal may determine that, due to absence, course completion criteria may not be met.
* To receive a RoSA, students must attend until the final day of Year 10 at their school.
* Students must complete the mandatory requirements for the Years 7-10 curriculum.
* Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.
* The following words will appear at the bottom of the Transcript of Study – *Not eligible for a Record of School Achievement.*

**Absence during the Year**

Principals may grant students leave for legitimate reasons such as illness or physical injury. 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 your eligibility for the Record of School Achievement.

**Holidays during the school term** are not considered a legitimate reason for absence from school by the Department of Education Students should notify the Deputy Principal of intention to take school holidays during school time. The student will be given a notice which needs to be completed by classroom teachers. This will indicate any work that they will need to catch up while they are away.

Parents should check the school calendar to ensure that there are no assessment tasks due during the period students are away. Failure to complete and assessment task by the due date will result in zero marks. The school calendar can be accessed via the SkoolBag app.

**Satisfactory Course Completion Requirements**

For the satisfactory completion of a course, it is the student’s responsibility to:

* **Follow** the course developed or endorsed by NESA.
* **Apply** yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
* **Achieve** some or all of the course outcomes.

**‘N’ warnings and ‘N’ determination**

**‘N’ determinations** are issued to students who do not complete the requirements for a course.

**‘N’ Warning’ letters** will be issued to students who are in danger of not meeting course completion criteria (see above), giving the student time for the problem to be corrected. Students will receive one written warning for each task or work not completed. When there are 3 unresolved N Warnings this constitutes greater than 50% of the course. If these are still unresolved at course completion this will result in the student being considered for a final N determination. If the N Determination is made it will mean that the student will not have satisfied the requirements for that subject.

If a student has been given an **‘N’ determination in a mandatory course**, they will not be eligible for a Record of School Achievement. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an ‘N’ determination was given. The words ‘Not completed’ will appear next to each ‘N’ determined course. The following words will appear at the bottom of the Transcript of Study – *Not eligible for the Record of School Achievement.* If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

**Reporting**

Record of School Achievement will show a grade of A to E for all courses a student has satisfactorily completed. These grades will be based on how a student has performed in assessment tasks and monitored by NESA

The Board has developed a set of General Performance Descriptors that describe five levels of achievement, A–E. The table below provides these performance descriptors for each grade. In addition, each course has a set of Course Performance Descriptors for teachers to use for school-based assessment purposes. Each descriptor is a positive statement about achievement related to the knowledge and skills relevant to the course. You can view the Course Performance Descriptors for each course on the Board’s website.

Teachers will collect assessment information about your achievements in a course and relate it to the Course Performance Descriptors. This information will assist the school in awarding the final grade for each of your courses at the end of Year 10.

**Literacy and numeracy testing**

Students intending to leave school will be able to take optional, online literacy and numeracy tests. The tests are designed to show an overview of a student’s level of achievement in these areas.

The tests focus on the literacy and numeracy skills required by school leavers for employment and further education. Each Test:

• consists of 60 multiple-choice questions and will be 60 minutes long.

• will be reported separately from the Record of School Achievement. They are not a requirement for the award of the credential

**Student e-Record**

All students and schools will have access to a record of student results on a Student eRecord. The Student eRecord is available through Students Online for students, and Schools Online for schools. The Student eRecord is not a formal NESA credential but has the same information as a RoSA and contains information regarding Life Skills outcomes achieved and VET course competencies completed, where applicable.

Students who are not eligible for a RoSA will receive a Transcript of Study when they leave school. The Transcript of Study will contain the same information as the RoSA for courses satisfactorily completed and will indicate mandatory courses that have not been satisfactorily completed with the words *Not Completed.* The Transcript of Study will state that the student is not eligible for the RoSA.

Where mandatory course requirements have not been met, the result appears as ‘Not Completed’ on the Transcript of Study.

**RoSA Assessment Policy**

Students will be issued with an Assessment Schedule that is consistent with syllabus requirements for each course they study. The Assessment Schedule lists the name and the timing of each task, for example Term 1 Week 10. It also lists the weighting of the task for example 20% towards the total grade and outcomes to be achieved.

**Total Number of Tasks**

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 a sufficient.

**Written Notification Given to Students**

The information contained in this booklet is a guide to the notification of assessment tasks, however written notice, which will include the outcomes and the criteria of assessment, will be given by individual teachers no less than two weeks before the due date. Students will also be informed about what is expected of them to complete a task.

Attachment 3  **- Assessment Task Notification Sheet**

**Students will be provided with the following information for all courses:**

• Which components or outcomes are to be assessed.

• How these components or outcomes will be assessed.

• When these components or outcomes will be assessed.

• The relative value of each task.

Students will be required to sign receipt of their assessment tasks in Years 10, 11, and 12.

**Across School / Subject Co-ordination**

Where possible, students will not be given too many tasks during any given period. An attempt has been made to spread individual assessment tasks across the year.

**Teachers will ensure that:**

• Individual faculty assessment tasks have a reasonable spread.

• Consultation with other staff will occur to avoid several major tasks falling due in the same week.

**Non-Completion of Assessment Tasks**

Students will receive a N warning letters each time a task is not completed. Regardless of any appeal outcome to resolve a N warning, students are required to complete all tasks to progress to the next grade in the following year.

Assessment tasks (including in class tasks or tests) will be scheduled a minimum of two weeks prior to the due date. Tasks must be completed and submitted to teachers for marking on or by the specified date. This may also include a specific time for example Period 6. All assessment tasks will be scheduled on the school portal/website.

Attendance or task submission is essential on the day the assessment task is to be undertaken or is due to be submitted. 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 3.20 pm on Monday, Tuesday, Thursdays and Fridays and 2.30 on Wednesdays.

* 100% of the mark given will be awarded for an assessment task is presented on time.
* 100% of the mark given will be awarded if task is completed with an Illness/Misadventure Appeal application – upheld.
* 50% of the mark given will be awarded for an assessment task presented without an Illness/Misadventure Appeal within one week of the due date.
* 30% of the mark given will be awarded if the task is presented before Semester grades are finalised before the reports
* Zero Marks will be awarded if the task is not submitted.

**Illness/Misadventure Appeals**

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 for example, illness / misadventure or unforeseeable issues that have arisen and prevent the student from completing the task.

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 (due to misadventure) or upon return to school in the case of illness. ***If an intention to appeal is not lodged under these conditions, then the awarded mark will apply.***

In the event of absence through illness a Medical Certificate; Pharmacy Certificate or a Statutory Declaration ***may*** be presented with the Illness/Misadventure Appeal documentation. If the parent /carer is unable to obtain any of these documents, they should contact the school immediately to discuss the situation and will be expected to provide a letter of explanation. A Justice of the Peace is available at the school to sign Statutory Declarations.

This school’s Assessment Appeals Panel will consist of the Head Teacher of the course concerned, and the Principal or designated delegate. Forms are available Head Teachers and the Deputy Principal, and the school’s internet website. (http://www.swansea-h.schools.nsw.edu.au)

See Attachment 1 - Swansea High School Illness/Misadventure Appeal form.

**Holidays**

Holidays are not an acceptable reason for the non-attempt of an assessment task. An appeal will not be upheld because a student is going on holidays. Students/parents must speak with their Teacher or Head Teacher if there is prior knowledge that a student will be absent from school when an assessment task is scheduled or due. Make-up assessments or other arrangements can be organised. These arrangements must be made prior to going on holiday.

**Technical Failures**

Difficulties related to computing equipment will not constitute enough grounds for granting 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 enough time to deal with potential technical failures and the retention of printed drafts.

In the event of printer failure, students may submit work via a thumb drive or an email attachment to the appropriate teacher. The school’s email address is …. [swansea-h.school@det.nsw.edu.au](mailto:swansea-h.school@det.nsw.edu.au)

**Non-Serious Attempts**

In the event of a student not attempting or not making what the teacher marking the assessment task considers to be 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. Consideration will be given if further information is received to explain the non-attempt.

**Course N Determination - Non - satisfactory completion of an assessment program**

Where a candidate has been given zero marks because of failure to complete assessment tasks totalling 50% or more of the final assessment mark, the Principal will consider the award of an “N” determination for that course.

If you are deemed not to have achieved satisfactory completion of a course, you will be interviewed to show cause why you should progress to the following year. All tasks must be completed before the end of each term.

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 to NESA.

If at any time it appears that a student is at risk of receiving an ‘N’ (Non-completion of course requirements) determination in any course, the school will inform the student (and parent) in writing.

**Malpractice and RoSA Assessment Tasks**

Written Material - Candidates are not permitted to take with them into an examination or in-class assessment task any unauthorized books, notes, paper or materials or information on any devices. Candidates found to be in possession of any unauthorized material may have their papers in the course.

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 or plagiarism - In the event of there being evidence of malpractice or plagiarism associated with the completion of an assessment task (either done at school or out of school without supervision) then a zero assessment will be awarded.

**Cheating**

A student is considered to have been cheating if they:

• Deliberately copy any work that is not their own and submit it for assessment, lend their work for copying, knowing that whole or part of it will be submitted by another student

• Seek/provide assistance from/to another student during test and examinations

• Plagiarise or copies material without acknowledging the source.

Students involved in cheating will be awarded a zero mark. Students, however, may appeal to the Assessment Appeals Panel. If an appeal is not lodged within one week, then the zero-assessment mark will stand.

**Plagiarism**

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."



Attachment One

**MISADVENTURE/APPEAL FORM**

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 to the Subject Head Teacher 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 9 10 11 12** *(circle)*

**Subject: ……………………………………………… Due Date: …………………......................**

**Teacher:** **…………………………………………......**

**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 for failure to meet requirements)*

**…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**SECTION B - *Documentation***

**Medical Certificate/Statutory Declaration/Other** (*Please attach copy)*

**……………………………………………………………………………………………………………….**

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

**Students Signature: ………………………………………………....**

**Parent/Carers Signature: …………………………………………… Date: ……………………**

**SECTION C – *To be completed by the Review Committee***

Student has discussed Misadventure/ Appeal with:

**Teacher:** Yes/No: **Head Teacher:** Yes/No Deputy Principal: Yes/No

Approved ❑

Not approved ❑

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

**Not approved:** A zero mark will be awarded.

**Comment:**

**…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**Head Teacher Signature: …………………………………………. Date: ………………………**

**Deputy Principal Signature: ……………………………………… Date: ………………………**

**SECTION D – *To be completed by the Head Teacher***

**A copy of this form has been:**

❑ Given/posted to the student/parents on **………………..** (insert date)

❑ Placed in the student file.

**Head Teacher Signature: …………………………………………. Date: ……………………**



Attachment Two

**Swansea High School**

Park Avenue

Caves Beach NSW 2281

Ph: 02 49711944

Fax: 02 49721378

Email: [swansea-h.school@det.nsw.edu.au](mailto:swansea-h.school@det.nsw.edu.au)

**N Award Non Completion Record of School Achievement 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 NESA; and
* **applied** himself with diligence and sustained effort to the set tasks and experiences provided; and
* **achieved** some or all of the outcomes.

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 **......../........../...........**

Attachment Three

|  |  |  |
| --- | --- | --- |
| **Assessment Task Notification** | | |
| **Faculty:** | **Subject:** | **Teacher:** |
| * SC □ Preliminary □ HSC | **Module/Unit/Topic:** | **Task #** |
| **Weighting:** | **Date/Period Due:** | **Date Given:** |
| **Outcomes** | | |
| **Task Description** | | |
| **Assessment Criteria** | | |

Attachment Four

|  |  |  |
| --- | --- | --- |
| **Assessment Task Feedback** | | |
| **Faculty:** | **Subject:** | **Teacher:** |
| * **SC □ Preliminary □ HSC** | **Module/Unit/Topic:** | **Task #** |
| **Weighting:** | **Date/Period Due:** | **Date Given:** |
| **Marking Guidelines/Descriptor** | | |

Attachment Five

|  |  |
| --- | --- |
| **Referencing Harvard System** | |
| **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 ...   1. **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).   1. **When more than one work is cited**, separate the details with semi-colons.   (Harvey 1993; Braddon 1995)  Harvey (1993) and Braddon (1995) showed that ...   1. **When there are two or three authors**, cite all authors.   (Slater & Johnson 1996) (Johnson, Greene & Slater 1997)  Johnson, Greene and Slater (1997) theorised that  ...   1. **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 ...   1. Page numbers may be included.   (Lawson 1989, p. 154)   1. **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. |

|  |  |  |  |
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| **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 ...   1. **When there is no author**, items should be cited using the title. Do NOT use Anon. or Anonymous. 2. **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,   1. 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/a> rticles/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:  [2003, 2Jun]  <http://www.newcastle.edu.au/services/library/biol1030/ref_harvard.html> | | |

***A GLOSSARY OF KEY WORDS***

Attachment Six

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.

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| **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 |