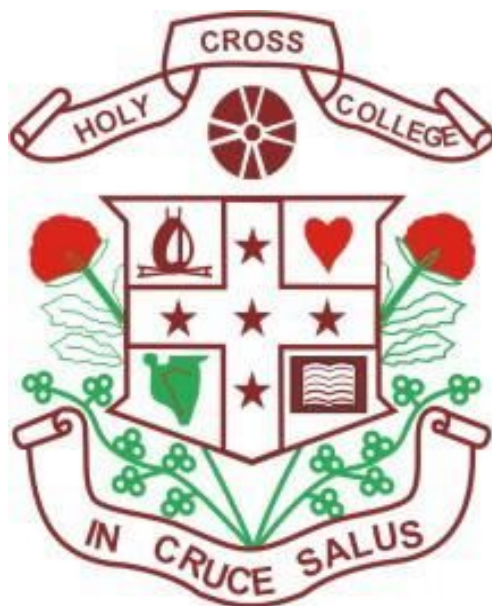


Holy Cross College, Ryde



Stage 5 Course Assessment Manual

2017

Years 9 and 10

Founded 1891 in the Tradition of the Patrician
Brothers

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INTRODUCTION

The aim of the handbook is to express in detail how the Assessment Task Programme for Stage 5 is organised at Holy Cross College. It contains an explanation of procedures for assessment tasks in courses provided by the College.

It is important that students know for all subjects:-

- ❑ what is to be assessed
- ❑ how it is to be assessed
- ❑ when it will be assessed

These assessment procedures should reward diligent students, while inadequate effort will be penalised by poor results. The failure to complete sufficient assessment tasks could jeopardise a candidate's Record of Student Achievement (ROSA) eligibility.

The College's assessment programme demands consistent and effective work patterns, a commitment to meeting deadlines and a determination to present work of the highest standard. Indeed, these will be the hallmarks of the successful student.

Through their sons, and by contact with the College, parents are urged to familiarise themselves with the assessment programme. Parents can help and encourage their sons to manage these tasks in order to plan and organise an effective study programme which will assist them in achieving their academic potential. This handbook includes:-

- The School Assessment Task Policy and the general procedures which are followed by all subjects.

Staff members are always available to assist students with the requirements of the Year 10 Assessment Programme. If any student experiences difficulties in meeting the demands of the assessment programme, he should speak to his classroom teacher, Subject Coordinator or Year Coordinator to develop strategies to address the difficulties.

Despite our best intentions, it is possible as with any large assessment programme that changes may occur. Any change, if it does occur, is expected to be minor and ample forward notice will be given to the boys involved.

Thanks to the staff members who have contributed to the development of the Stage 5 Assessment Programme. Should you have any questions regarding assessment in a particular subject then you should contact the relevant Coordinator in the first instance.

Academic success will be the reward for those who are committed to doing their personal best through consistent effort and study. Finally, boys and parents are encouraged to access the Year 9 and 10 Assessment Calendar and Assessment Details documents to assist with organisation and planning. Academic results in Stage 5 will impact on entry into Stage 6 courses (i.e. school based subject pre-requisites for Stage 6 courses).

I hope that the year ahead is both enriching and rewarding.

Mr Michael Croucher
Director of Learning and Curriculum

KEY LEARNING AREA COORDINATORS

Department	Co-ordinator	Subjects
Creative Arts	Mr Peter Keogh	Music Photographic and Digital Media
English	Ms Victoria Keech	English
HSIE	Mr Paul Sands	Australian History Australian Geography Elective History Commerce
Mathematics	Mr Paul Hajjar	Mathematics – Level 5.3 Mathematics – Level 5.2 Mathematics – Level 5.1
PD/Health/PE	Mr Richard Kemp	PD/H/PE Physical Activity and Sport Studies
Religious Education	Mrs Ivanka Rancic	Religion
Science	Mr Jerome Capistrano	Science
TAS & VET	Ms Sabnam Kanta	Design & Technology Food Technology Hospitality Industrial Technology Information Software Technology Graphics Technology WRAP

RATIONALE OF ASSESSMENT

The College Assessment Task procedures in Stage 5 are based on the guidelines set down by NESA in the Assessment Certification Examination Manual, Subject Manuals and on the beliefs stated in the College Vision Statement.

In particular:-

- to commit ourselves to the values of the Gospel and to translate them into the curriculum.
- to create a community where people care for each other and value each other's emotions and feelings.
- to ensure each person feels valued for their talents, is encouraged to give what they are able and is enabled to develop those talents.
- to encourage, recognise and value successes achieved by a genuine commitment to excellence.
- to provide support networks especially for those most in need of support.
- to encourage appropriate standards of behaviour to the capacity of the developmental stage of each person.
- to maintain a climate conducive to quality teaching and learning.
- to provide a wide range of opportunities and experiences which enable creativity and diversity and enhance living skills.
- to provide an education that is appropriate for each individual's needs.

THE PURPOSE OF ASSESSMENT

2.1 Assessment tasks are designed to measure achievements in a wider range of syllabus objectives than can be measured in an examination. They measure performance in the whole course.

RIGHTS AND RESPONSIBILITIES OF STUDENTS IN RELATION TO ASSESSMENT TASKS

RIGHTS	<i>Each student has the right to:-</i>
2.1	Accurate information about the official Board and School Policies as well as those concerning each subject undertaken.
2.2	A schedule of Assessment Tasks that is not unreasonably demanding in terms of workload.
2.3	Details about the Assessment Task Program for each subject which includes information about the nature of each task and their weights, timing, and value.
2.4	Clear and accurate information about the criteria on which each task will be assessed and adequate warning about completion dates.
2.5	Discuss marks/grades with teachers or subject co-ordinators when there is concern about initial awards.
2.6	Have his personal Assessment Task mark kept private from other students.
2.7	Request a school review if he believes his final position in a subject is invalid or inaccurate.
RESPONSIBILITIES	<i>Each student has the responsibility to:-</i>
2.8	Become fully aware of the NESAs requirements, the school policy and the individual subject programs, in relation to Assessment Tasks.
2.9	Note carefully the schedule of Assessment Tasks and negotiate with teachers if the workload seems unmanageable.
2.10	Complete set Assessment Tasks to the best of his ability, to present them on time and to conduct himself honestly.
2.11	Maintain a balance between the time and effort devoted to formal Assessment Tasks and other work.
2.12	Keep a file of all marked Assessment Tasks and results.
2.13	Provide written evidence of reasons for absence from or late submission of formal Assessment Tasks.

FREQUENCY AND SCHEDULING OF FORMAL ASSESSMENT TASKS

3.1	Tasks used to determine the final assessment mark are known as assessment tasks. An assessment task may include examinations, tests, assignments and projects.
3.2	The date for submission of assessment tasks will be clearly made known to students. No task will be given unless two weeks notice has been given.
3.3	Formal assessment activities begin once the HSC course has been started.
3.4	Formal assessment tasks should be derived from the normal assessment activities associated with the conduct of the course.
3.5	The NESA recommends that for a Two Unit Course taken over Year 12, an appropriate assessment schedule would limit the number of tasks to three, excluding major exams.
3.6	In circumstances where an assessment task needs to be rescheduled, students are given notice in writing

PROCEDURES FOR ILLNESS, LATE OR NON-SUBMISSION AND DISHONESTY

Student's Responsibilities when absent:-

4.1	If there is an unforeseen illness or misadventure on the day which has prevented the submission of the task, the student will complete the application for extension based on misadventure/illness on the first day back at school. He must submit the task on his return to school and he will be informed of the result of his application when it has been processed.
4.2	If a student knows about an absence prior to the due date , then he needs to have already applied for an extension. If it has been granted, the task is able to be submitted on the new due date without penalty. Students will collect a form and apply for determination / extension, in same basic manner outlined below, as soon as possible before the original due date of task .
4.3	Acceptable reasons for failing to present/undertake a formal assessment task are unforeseen events which occur immediately before or on the day and prevent a student from performing a task on or by the scheduled time. Such events include significant illness, accidents or misadventures and must be supported by a Doctor's Certificate or some formal documentation for other absences. Exceptions cannot be given for trivial reasons such as head colds, doctor's appointments, sporting commitments etc. Documentation must cover the day of the task and every day until student returns to school or lateness penalty applies.
4.4	A Leader of Learning may accept late submissions of assignment type tasks without penalty if:- (i) The student is absent from school with an acceptable reason on the submission date. (ii) The task is submitted on the first day back or an agreed to later date with documentation.
4.5	Late submission of an assignment type task with an unacceptable reason will incur a penalty of 1 day late – 50%; 2 days late – 0 marks awarded. If task is not submitted on the due date penalties apply:
4.6	If a student is aware that he will be absent for an examination or in class task, he must submit an application for extension/estimate using the illness/misadventure process.
4.7	If a student misses an examination or in class task because of illness/misadventure, he must apply for consideration on the first day back at school. The Leader of Learning will inform the student of his estimate mark based on his previous assessment results and current course rank. The Leader of Learning may request a student to sit a modified task to assist in assessing relevant outcomes for the course. Absence from a test/examination type task with an acceptable reason will incur no penalty.

4.8	If circumstances prevent the administering of a substitute task the Leader of Learning may give approval for an estimate mark to be given.
4.9	A student will be deemed to have made no submission on an assessment if he:- <ul style="list-style-type: none"> ● has not submitted the task within two school days of the due date: ● is found to have cheated or aided another student to cheat: ● is absent from a task with no valid excuse does not make a serious attempt to answer the question: or ● complete the task. Non-serious attempts will be viewed as those that are frivolous, use inappropriate language or attempt to demean particular individuals or groups.
4.10	The Leader of Learning will award zero marks on a task where the student is deemed to have made no submission. The Leader of Learning will inform the student and parent(s) in writing of the zero award.
4.11	Failure to submit assessment tasks totalling 50% or more of the final course assessment will require the Principal to certify that the course has not been studied satisfactorily. This will mean that neither the assessment nor the examination mark will be reported on the HSC.
4.12	Students that undertake Vet courses and/or TAFE courses that require work placement to occur will need to inform their teachers of their absence TWO weeks prior to the work placement if they are going to miss an assessment event. These students will then complete the assessment prior to going on work placement for all in class tasks. Hand in task will be determined by the relevant Leader of Learning

Process to apply for extension due to illness/misadventure

1. Student to print **ASSESSMENT TASK – ABSENCE / MISADVENTURE / EXTENSION FORM** located in this manual and also available at Student Services and on the College website in current students.
2. Complete the form, attach document(s), and seek the relevant signatures.
3. The form and document(s) is to be taken to the Leader of Learning for determination.
4. Submit any hand-in tasks (if applicable) to the Leader of Learning at that time.
5. The Leader of Learning will forward the form and document(s), with their recommendation to the Director of Learning and Curriculum for a final determination.
6. The Director of Learning and Curriculum will provide a record of the form on the student's file in Sentral, a copy will be returned to the Leader of Learning and a copy returned to the student.



**HOLY CROSS COLLEGE, RYDE
ASSESSMENT TASK ILLNESS//MISADVENTURE/EXTENSION FORM**

For Years 9, 10, 11 and 12 Assessment Tasks

STUDENT'S NAME: _____ **YEAR:** 9 10 11 12 (please circle)

SUBJECT: _____

TEACHER: _____ **DATE OF SUBMISSION OF FORM: //**

TASK YOU ARE SEEKING CONSIDERATION FOR: (please provide full details of the task - Task Number, Task Name)

DATE TASK IS/WAS DUE: //

YOU ARE SEEKING CONSIDERATION FOR:
(please tick one)

(A) ILLNESS (B) MISADVENTURE (C) GENUINE REASON FOR EXTENSION

PROVIDE HERE FULL DETAILS AND REASONS FOR YOUR REQUEST:

STUDENT SIGNATURE: _____

Attach all necessary Medical and other Certificates/Documentation

1. PLEASE TAKE THE FORM TO THE Leader of Learning

RECOMMENDATION

LOL SIGNATURE: _____ **DATE: //**

2. LOL PLEASE FORWARD THE FORM TO THE Director of Learning and Curriculum

DETERMINATION

Director of Learning and Curriculum SIGNATURE: _____ **DATE: //**

Office Use Only - Recorded on Sentral, Copy to Leader of Learning and Copy to Student

ROLES IN AREAS OF SPECIAL RESPONSIBILITY IN RELATION TO ASSESSMENT

Responsibilities:

School

- The whole school, under the guidance of the Principal, will be responsible for:-
 - establishing policies and procedures across the school which ensure a consistent approach to such things as advice to students, appraisal, recording and reporting practices
 - ensuring that staff are fully aware of school assessment policies and procedures.e
 - ensuring the valid distribution of grades in different subjects
 - ensuring that students and their parents are fully aware of the scheme, including their rights and responsibilities
 - setting up procedures for dealing with appeals

Leaders of Learning

- The Leaders of Learning will be responsible for:-
 - ensuring that the teachers are fully aware of the assessment requirements of NESA and the School.
 - establishing consistent practices within the subject(s)
 - determining how comparability between different classes will be achieved
 - ensuring that students are informed of their responsibilities and the details of the assessment program
 - establishing the method of recording assessment data
 - monitoring individual teachers' grading determinations

Teachers

- Teachers will responsible for:-
 - setting assessment tasks related to the course objectives
 - informing students as to what is expected of them.
 - measuring the degree of student achievement.
 - recording observations using marks, grades or comments
 - providing appropriate feedback to students on each task
 - making a judgement of each student's level of achievement by choosing the most appropriate overall description in the Course Performance Description.
 - allocating a grade

Director of Learning and Curriculum

- The Director of Learning and Curriculum is responsible for:-
 - Knowledge of the policies of NESAs, the school and tertiary institutions.
 - Monitor emerging policy from NESAs, tertiary institutions and CEO so as to ensure that:-
 - staff, students and parents have up to date information.
 - the school's internal policies and practices remain compatible.
 - publish annually the Assessment Handbook for staff and students/parents, which provides relevant extracts from school and subject policies.
 - Co-ordinate and facilitate the development and implementation of the subject assessment policies by:-
 - informing and advising Leaders of Learning
 - checking to ensure that guidelines and weightings are observed.
 - keeping the school assessment calendar and by monitoring the schedule of formal assessment tasks.
 - acting as an intermediary between the Leaders of Learning and the Principal concerning estimation of formal assessment marks.
 - storing backup copies of formal assessment marks.
 - monitor the implementation and impact of the school policy/practices on students and staff.
 - Manage the periodic review, redevelopment and publication of the school assessment policy and procedures.
 - Keep a copy of all final Assessment task marks with weights and tasks clearly indicated.
 - Keep a copy of RoSA Grades from each subject

SUBJECT ASSESSMENT TASK PROGRAMS

The Assessment Task requirements for each subject are shown in the following section. They include:-

- 5.1 The components and their weights as specified in the Subject Manual.
- 5.2 The number of tasks that make up the assessment program.
- 5.3 An indication of when the various Assessment tasks will take place. In addition there must be provision for adequate notice of the precise timing of each task.
- 5.4 The mark value of each task in relation to the total number of marks for the course.
- 5.5 The nature of each Assessment task e.g. assignment, test, project, etc.
- 5.6 Details of any additional administrative arrangements associated with each task.

Assessment Task schedules for each subject can be accessed via the College website - Current Student - Assessment Details - Year 9 or Year 10.

REASONS FOR WITHHOLDING THE RoSA

In summary, to qualify for the award of a RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW.
- undertaken and completed courses of study that satisfy NESA curriculum and assessment requirements for the Record of School Achievement
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or NESA and
- completed Year 10.

Mandatory curriculum requirements

Students are required to complete the following mandatory curriculum for the RoSA:

English	NESA Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	NESA Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Science	NESA Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
HSIE	To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5.
LOTE	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	NESA Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
Creative Arts	200 hours to be completed, consisting of NESA 100-hour mandatory courses in each of Visual Arts and Music. It is NESA expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
PDHPE	NESA mandatory 300-hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10.

School Attendance

Rules relating to school attendance remain unchanged. Under these rules, NESA does not set a minimum attendance for the satisfactory completion of a course. However, a Principal may determine that, as a result of absence, course completion criteria might not be met.

As was the case with the School Certificate, a requirement for the award of the RoSA is that students attend until the final day of Year 10 as determined by the school system concerned or by the Principal of non-systemic schools. In all cases, schools are to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by NESA are met.

Issuance of RoSA documentation by NESA

The formal Record of School Achievement credential will be awarded to eligible students when they leave school. Schools will be required to notify NESA of eligible students leaving school at the end of Year 10, 2017. The Record of School Achievement will be provided by NESA in printed format. Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study. In addition to students leaving school, transcripts for all students will be available in electronic format for schools to download and print.

Content of the RoSA

The RoSA will contain the following information:

- Stage 5 courses listed in a sequence consisting of English, Mathematics, Science, Australian Geography, Australian History, followed by other Board Developed Courses and then Board Endorsed Courses in alphabetical order with the student's grade shown to the right of each course.
- All mandatory curriculum requirements (ie English, Mathematics, Science, HSIE, Languages, Technology, Music, Visual Arts, PDHPE) listed under a separate heading with an indication of completion by the student.
- A statement that the student is eligible for the award of a Record of School Achievement.
- VET courses will be recorded as 'Completed' with the footnote Refer to Vocational Documentation.
- Courses based on Life Skills outcomes and content will be recorded as 'Completed' with the footnote See Profile of Student Achievement.
-

(Where an 'N' determination is received in an additional study (elective), the course will not appear on the RoSA.)

Content of the Transcript of Study

The Transcript of Study will contain the same information as the RoSA for courses satisfactorily completed. Where an 'N' determination is received in a Stage 5 mandatory course it will be recorded on the Transcript of Study as 'Not completed'. Where an 'N' determination is received in an additional study (elective) the course will not appear on the Transcript of Study. The Transcript of Study will also include a statement that the student is not eligible for the award of the Record of School Achievement.

'N' determinations

'N' determinations are issued for the non-completion of requirements in a course. The 'N' determination process for Year 10 students is unchanged from previous years. The College will issue warning letters to students who are in danger of not meeting course completion criteria. Warnings will be given in time for the problem to be corrected and provide advice about the consequences of an 'N' determination in a course.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising grades cannot be regarded as having satisfactorily completed the course. The principal will then issue an 'N' determination. All students who are issued with an 'N' determination have the right to appeal against the principal's determination.

Where a student fails to satisfactorily complete a mandatory Stage 5 course the student:

- is ineligible for the award of the RoSA if they leave school at the end of Year 10.
- may be ineligible to enter Preliminary (Year 11) courses.

Life Skills

The Profile of Student Achievement provides details of the specific Life Skills syllabus outcomes achieved by students undertaking Life Skills outcomes and content in Year 10.

It will be printed and issued by NESAs to school leavers, together with the RoSA (or Transcript of Study for ineligible students).

In addition to students leaving school, the Profile for all students will be available in electronic format for schools to download and print.

Schools will report students' achievement in Stage 5 outcomes through Schools Online in the same way as occurs for students undertaking HSC Life Skills courses.

General Performance Descriptions

These course Performance Descriptions have been developed by NESAs for each subject and are based on the knowledge and skills required by a student in order to be awarded a particular grade. The assessment programs for elective subjects will be used to establish which one of the grades shown in the performance descriptions is most appropriate for a student.

There are no set proportions in each grade and as long as students meet the requirements set out in the performance descriptions they can be awarded that grade. A copy of the General Performance Descriptions is shown below. Ask your teacher about the course performance descriptions for your subjects if you are interested in seeing them.

Grade	General Performance Descriptions
A	A grade indicating excellent achievement in the course. The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
B	A grade indicating a high level of achievement in the course. The student has a thorough knowledge of and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply this knowledge and these skills to most new situations.
C	A grade indicating substantial achievement in the course. The student has demonstrated attainment of the main knowledge and skills objectives of the subject and has achieved a sound level of competence in the processes and skills of the course.
D	A grade indicating satisfactory achievement in the course. The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
E	A grade indicating elementary achievement in the course. The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.
N	<p>Where A to E grade appears opposite a course, the student has satisfactorily completed the course by meeting the following requirements:-</p> <ul style="list-style-type: none"> (a) attendance - meeting the required number of hours (b) participation in the required learning experiences and assessment tasks (c) meeting requirements in terms of effort and achievement (d) reaching at least some of the course goals <p>Where "N" appears in place of an A to E grade this indicates the student has failed to meet one or more of the above requirements.</p>

Additional detail and Australian Curriculum Content Descriptions for English, Mathematics, History and Science are available at: <http://www.australiancurriculum.edu.au/Year10>

PLAGIARISM

What is plagiarism?

Plagiarism is using the work, words and ideas of others without acknowledging their authorship or giving them credit for their original work. It is dishonest and may also be fraud if you are gaining a benefit from stealing another's work and passing it off as your own.

How can work be plagiarised?

- by copying the writer's exact words without using quotation marks or giving the source
- by using the writer's ideas but writing them in your own words and presenting the ideas as your own
- by buying or borrowing someone else's assignment and copying it
- by cutting and pasting work from several different sources
- by quoting a small part of the original and presenting the remainder as your own

How do I know if I am plagiarising work?

Ask yourself these questions?

- Have I read information or books on this subject?
- Am I using any of this information?
- Am I looking up information as I am working on this assignment?
- If your answer is 'yes' to any of these questions then the books and information you have consulted should be acknowledged in quotations marks, footnotes or your bibliography.

How do I guard against plagiarism?

- Take careful notes and when you use exact words from the source, enclose those words in quotation marks.
- Be clear about which parts you have quoted, which parts you have rewritten in your own words (paraphrased), which parts you have summarised, which parts are your own thoughts and ideas that have occurred to you as you have been reading. If necessary, colour-code each section of notes.
- Write down the details of all the sources you use including web pages. It is a good idea to print out the first page of a web resource so you have a record of the source.
- Keep all your notes and sources until your assignment is marked.
- Acknowledge sources in the main body of the text using brackets or footnotes, and in your bibliography at the end of your assignment.
- If you cannot trace the source but know the words or ideas are not your own, let your reader know this.
- Use your own words and ideas as much as possible. Your teachers know how you normally write and express your ideas so it is usually foolish to try to deceive them.
- Discuss the issue with your teachers so you are clear about their expectations.

What are the penalties for plagiarism?

- You will lose your marks and may fail.
- You may be found guilty of cheating and face disciplinary action.
- You may be sued by the owner of the work you copied.
- You will have missed the chance to improve and deepen your learning.

Declaration of Originality

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person or myself, nor material which to a substantial extent has been accepted for the award of any other unit, degree or diploma of a university or any other institute of higher learning, except where due acknowledgment is made in the text.

Signature:

NESA GLOSSARY OF KEY TERMS

Syllabus outcomes, objectives, performance bands and examination questions have keywords that state what students are expected to be able to do. A glossary of keywords 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, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make, build, put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (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 judgement based on criteria, determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident, provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms, indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion for consideration or action)
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

GUIDE TO REFERENCING

Harvard Method

When writing assignments you will need to acknowledge the bibliographical references of all sources and resources you have used. A bibliography needs to describe a source precisely enough for a reader to identify and locate it, if necessary.

This method of citing (quoting) resources is standardised and is known as the Harvard method. A bibliography should be included at the end of an assignment, with entries listed alphabetically. The following information briefly tell you which details are required for a book, a journal article, and an Internet website.

Book

- a) surname of author or editor, initials
- b) year of publication
- c) title
- d) series and volume, if any
- e) edition, if other than first
- f) publisher
- g) place of publication
- h) page number

Example: Darwin, C. 1968. Origin of Species. Penguin, London

Journal Article

- a) name of author
- b) year of publication
- c) title of article
- d) title of periodical (underlined or in italics)
- e) volume number
- f) issue number
- g) page number

Example:

Shea, T. W. 1959. 'The Car.' Modern Motor, Vol. 2, April 1998. p.32

Internet

- a) name of author
- b) date of publication (if present)
- c) title of website
- d) website address

Example: ASTEC, 1994. The Network Nation, Available at: <http://www.astec.gov.au>

Footnoting

There are two ways of acknowledging references or sources in the text of essays, rather than including a separate footnote:

- a) name of author, year of publication, and page number (in brackets)

Example: Iron is the second most abundant metal in the earth's crust (Brown 2001, p.94)

OR

b) author's name integrated into text of assignment followed by the year of publication (in brackets) **Example:** Brown (2001, p.94) maintains that iron is the second most abundant metal in the earth's crust