

Holy Cross College, Ryde



HSC Course Assessment Manual

2017

Year 12

*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 Year 12 is organised at Holy Cross College. It contains an explanation of procedures for Assessment Tasks in all Board Developed and Board Endorsed 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 Higher School Certificate eligibility.

Today'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 thereby 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.

❑

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.

A special thanks is extended to all members of staff for their contributions to the College's Assessment Task Procedures and finally I offer our student body every assistance and wish them every success with the tasks that lay ahead.

HSC success will be the reward for those who apply themselves diligently.

Mr Michael Croucher
Director of Learning and Curriculum

KEY LEARNING AREA LEADERS OF LEARNING

Department	Co-ordinator	Subjects
Creative Arts	Mr Peter Keogh	Music Visual Arts
English	Mrs Victoria Keech	English Advanced English Standard English Extension 1 English Extension 2 English Studies
HSIE	Mr Paul Sands	Ancient History Modern History Business Studies Legal Studies Economics History Extension
Mathematics	Mr Paul Hajjar	Mathematics General 1 Mathematics General 2 Mathematics 2 Unit Mathematics Extension 1 Mathematics Extension 2
PD/Health/PE	Mr Richard Kemp	PDHPE Sport, Lifestyle and Recreation Studies
Religious Education	Mrs Ivanka Rancic	Studies of Religion 2 Studies of Religion 1 Religious Catholic Studies
Science	Mr Jerome Capistrano	Biology Chemistry Physics Senior Science
TAS & VET	Ms Sabnam Kanta	Design & Technology Industrial Technology Timber Information Processes & Technology VET Construction VET Hospitality VET Information Technology VET Business Services WRAP

RATIONALE OF ASSESSMENT

The College Assessment Task procedures in Year 12 are based on the guidelines set down by BOSTES 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

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 SENIOR 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 BOSTES requirements, the school policy and the individual subject Programmes, 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	BOSTES 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

KLA SIGNATURE: _____ **DATE:** / /

2. KLA PLEASE FORWARD THE FORM TO THE DIRECTOR OF CURRICULUM AND LEARNING

DETERMINATION

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

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



Student Name: _____

HOLY CROSS COLLEGE YEAR 12 Subject Sample Assessment Task Outline

Assessment Task No: Type of Task	Date Handed Out	Due Date	Weighting %	Total Marks
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SUBMISSION INSTRUCTIONS

Record here exactly how and where you want the task submitted e.g. Your written assessment task must be handed to you class teacher in your English class on Tuesday 3 March.

ABSENCE / MISADVENTURE INSTRUCTIONS

E.g. Yr 7 -12 - If you are absent from school on the day the task is to be completed you are required, on your return to school, to obtain an absentee form from the Year Coordinator, complete the form and attach any documentation and submit the form together with the assessment task to the Leader of Learning

MARKING

Mark: ___ / ___

Comment:

Marker(s): _____

Signature: _____

Date: _____

STUDENT CONFIRMATION

This is all my own work. I have referenced any work used from other sources and have not plagiarised the work of others.

Student Signature _____

I have kept a copy of my task

Yes/No

Assessment Task Receipt

Students to record all details before handing in. Teachers sign as a receipt.

Student Name: _____ Class: _____ Subject: _____

Task Number: _____ Date Due: _____ Date Submitted: _____

Student Signature: _____ Teacher Signature: _____



To be completed and submitted with the task

STUDENT EVALUATION	
This is my best work	1 2 3 4 5
I was organised	1 2 3 4 5
I understood the task	1 2 3 4 5
I took notice of the rubric and /or marking guidelines	1 2 3 4 5
I checked the meaning of the keywords in the Glossary of Terms	1 2 3 4 5

Next time I will:

Please complete the following sections following return of the task:

I could improve the following skills in future by:	
Skills	Method of Improvement

I would like to see further clarification or assistance with:

Student Name: _____ **Student Signature:** _____

Parent Comment:

Parent Signature: _____

CONTEXT FOR THE TASK

This section explains to the students how the assessment task links to the unit/topic being studied. E.g. In order to understand and build information systems. Information processes must be understood. This unit examines each of the information processes by focusing on some of the tools used

OUTCOMES BEING ASSESSED

Outcomes listed by the number and description. E.g.

H1	Evaluates how major advances in science understanding and technology have changed the direction of scientific thinking
H3	Assesses the impact of particular advances in chemistry on the development of technologies

IN ORDER TO UNDERTAKE THIS TASK YOU WILL NEED TO:

This section outlines what things the student has to do to undertake the task. E.g.

- Refer to your class and homework on the topic.
- Reflect on information and discussions undertaken in class.
- Use any library time given to undertake guided research into aspects of the task.
- Include a correctly formatted bibliography.

CROSS CURRICULA PERSPECTIVES

Taken from the relevant syllabus – Gospel Values (from the Sense of Sacred), Work Employment & Enterprise, Aboriginal & Indigenous, Civics & Citizenship, Difference & Diversity, Gender. E.g. from the geography syllabus

- Gospel Values - Citizens of the World; Tolerance
- ICT – Desktop Publishing
- Difference & Diversity – National Identity

TASK RUBRIC

What are the students going to be assessed on – needs to be written as SC and HSC Rubrics appear. E.g.

In your answer you will be assessed on how well you:

- demonstrate understanding of the way perceptions of the journey are shaped in and through texts
- describe, explain and analyse the relationship between language, text and context

THE TASK

Describes the task in detail - what needs to be done, how it's done, the due date of progress reports

MARKING GUIDELINES (Samples)

Criteria	Marks
Needs to be an incremental scale of 3 – 5 bands depending on marks awarded. Needs to be based on the sections of “In Order to Undertake this Task” and the “Task Rubric”	17 - 20
	13 - 16
	9 – 12
	5 – 8
	1 - 4

<ul style="list-style-type: none"> • Demonstrates a good understanding of the use of design principles in desktop publishing. • A consistent theme and design is evident throughout all of the corporate stationary. • All of the corporate stationary produced is suitable for its purpose. 	3	3	3
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Category	Marking scale			Mark
Introduction	0-----	-----1-----	-----3	
	-- No introduction	Basic greeting	Greeting, opening with topic, stating your name and purpose	
Body	0-----	-----3-----	-----5	
	-- No sources used	Substantial use of sources	Sophisticated use of two or more sources	
	Total			/ 30

MODERATION OF ASSESSMENT

- 6.1 Schools submit final assessment marks to BOS. These are subject to adjustment, which is called 'moderation', and is carried out by BOSTES.
- 6.2 The rank order of students in the group and the relative differences between their assessments are retained throughout this process.
- 6.3 Because assessments given by the school cannot be compared fairly before they are moderated, schools are **not permitted to reveal candidates' final school assessment marks to them.**

THE CONDUCT OF ASSESSMENT REVIEWS

NOTE: Students who have concerns about any task should firstly consult their teacher. If concerns still remain they should then see their Leader of Learning. Only major issues will go to the Director of Learning and Curriculum for review.

- 7.1 **BASIS OF REVIEW:** Since the final assessment marks are not available to students, any assessment review will be based on the Order of Merit placement and feedback on performance during the course. Students who consider that their placement on the Order of Merit for any course is not correct on the basis of feedback on their performance during the course may seek a school review.
- 7.2 **CONDUCT OF REVIEW:** In the conduct of an assessment review it will be necessary for the review panel to ascertain:-
- the weighting specified by the school in the assessment program conforms with the B.O.S. course requirements as detailed in the syllabuses.
 - the procedures used by the school for determining the final mark conform with the stated assessment program. The weightings used for assessment tasks should be consistent with those specified in the assessment schedules.
 - there are no computational or other clerical errors in the determination of the assessment mark.
- 7.3 A panel to review assessment appeals will consist of:-
- The Year Coordinator or another Leader of Learning representing the interests of the student involved in the review.
 - The Leader of Learning of the particular subject involved in the review course.
 - A qualified person to examine the statistical computations.
 - The Director of Learning and Curriculum Representing the Principal.
- 7.4 Students will be informed of the closing date for assessment reviews.

APPEALS TO BOSTES

- 8.1 After the last HSC examination a card showing each student's rank order for assessment is available.
- 8.2 If a student considers that his relative placement in any course is not correct he may appeal to the College for a review. There is no provision for a review of marks awarded for assessment tasks.
- 8.3 Reviews are limited to assessment procedures. The only matters which the school will consider are whether:-
- the weightings specified in the assessment program conform with the Board's requirements.
 - the procedures used for determining the final assessment mark conform with the assessment program.
 - there are computational or other clerical errors in the determination of the mark.
- 8.4 If a student is dissatisfied with the outcome of any College review he may appeal to BOSTES. There can be no appeal against the marks awarded for individual assessment tasks. The Board will consider only whether:-
- the school review process was adequate.
 - the conduct of the review was proper in all respects.
- 8.5 The Board will not itself revise the assessment marks or rank order. If the appeal is upheld, the Board will direct the school to carry out a further review.
- 8.6 The appeals review will be carried out by the Principal, the Director of Learning and Curriculum and two nominated Leaders of Learning.
- 8.7 The school will advise both the student and the Board of the outcome of the review.

REQUIREMENTS FOR THE HIGHER SCHOOL CERTIFICATE

The following course completion criteria refer to both Preliminary and HSC courses. A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

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

While BOSTES does not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may be not met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

If at any time it appears that a student is at risk of being given an 'N' (Non-completion of course requirements) determination in any course, the principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) should be sent.

Students who have not complied with the above requirements at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The principal will then issue an 'N' determination.

SUBJECT ASSESSMENT TASK PROGRAMMES

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 12.

ROLES IN AREAS OF SPECIAL RESPONSIBILITY IN RELATION TO ASSESSMENT

The Leader of Learning has the responsibility to:-

- 9.1 Know the policy and procedures of BOSTES., school and tertiary Institutions which pertain to Year 12.
- 9.2 Prepare an assessment policy and program for each subject which is in accord with the Board's general guidelines, subject manual and school policy.
- 9.3 Specify in each assessment program:-
 - the components and their weights as specified in the Subject Manual.
 - the nature and approximate timing of each task.
 - the relative weight of each task.
- 9.4 Manage the setting of each formal Assessment task to ensure that it:-
 - is appropriate in terms of the learning experience of students.
 - will discriminate sufficiently between students.
 - will be reviewed and redeveloped or changed to prevent copying in future years.
- 9.5 Determine and specify for each formal Assessment task:-
 - the criteria on which it will be assessed.
 - procedures for marking, checking and recording marks/grades.
 - how performance will be reported to students.
- 9.6 Schedule formal Assessment tasks to be held outside examination times, on the assessment calendar at the beginning of each semester and consult with the Curriculum Coordinator or Assistant Principal about schedule problems.
- 9.7 Provide two weeks warning to staff and students of forthcoming dates for completion of formal Assessment tasks.
- 9.8 Make arrangements for rooming, supervision and collection of formal Assessment tasks and to consult with any teachers who may suffer a disruption to his/her normal routine as a result of these arrangements.
- 9.9 Manage the conduct and marking of each task so that:-
 - teachers are monitored and advised as necessary.
 - absentees, late submissions and dishonest students are identified and dealt with according to uniform school procedures.
- 9.10 Keep records of marks and supply a copy of the final mark with tasks and weights clearly indicated to the Director of Curriculum and Learning.

The Year Coordinator has the responsibility to:-

- 10.1 Be accurately informed about:-
 - the assessment policy and procedures of BOSTES and the school.
- 10.3 Check that every student has received a copy or able to access the assessment program for each of his subjects.
- 10.4 Monitor students concerning their understanding of assessment, review and tertiary entrance policy/procedures and to take appropriate steps to correct misunderstandings.
- 10.5 Monitor the school assessment calendar and student reactions to assessment scheduling and consult with the Director of Learning and Curriculum about problems.
- 10.6 Identify and counsel students who are underachieving, unsuccessful, over-stressed or atypical in other ways and refer any necessary information to appropriate staff.
- 10.7 Inform students transferring from another school about school and subject policies.
- 10.8 Act as a point of contact concerning habitual absenteeism, non-submissions and dishonesty by:-
 - conferring with Leaders of Learning about the validity of reasons given for such exceptional circumstances.
 - issue a form to students who were absent from assessment tasks or wish to apply for an extension and to keep a copy of this form on file until the completion of the students' HSC.
- 10.9 Complete the required administrative procedures associated with the submission of the Preliminary Course Assessment.

The Director of Learning and Curriculum has the responsibility to:-

- 11.1 Know the policy of BOSTES, the school and tertiary institutions.
- 11.2 Monitor emerging policy from BOSTES, tertiary institutions and CSO, so as to ensure that:-
 - staff, students and parents have up to date information.
 - the school's internal policies and practices remain compatible.
- 11.3 Publish annually the Assessment Handbook for staff and students/parents, which provides relevant extracts from school and subject policies.
- 11.4 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.
- 11.5 Monitor the implementation and impact of the school policy/practices on students and staff.
- 11.6 Manage the periodic review, redevelopment and publication of the school assessment policy and procedures.
- 11.7 Keep a copy of all final assessment task marks with weights and tasks clearly indicated.

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:

BOSTES 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.