

**ST MARY AND ST MINA'S COPTIC ORTHODOX COLLEGE**



**STUDENT GUIDE**

**Yr 7 - 12 ASSESSMENT  
POLICY AND PROCEDURES  
2024**

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## YEAR 7 - 11 ASSESSMENT GRADES

### NSW Record of School Achievement

The Record of School Achievement (RoSA) is a credential issued by the NSW Education Standards Authority (NESA) for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC). However, whilst formal RoSA credentials are only for school leavers, all Year 10 & 11 students can access their results electronically and print a transcript of their results.

Core and Elective subjects will be reported using school-determined A to E grades. The only exception is Mathematics that uses 9 Grades - A10, A9, B8, B7, C6, C5, D4, D3 and E2.

The Grades are based on the student's performance throughout Year 7-11. Each course has internal assessment tasks with various weightings. A student's final Assessment Mark for a course is the combination of the weighted assessment tasks as outlined in this booklet.

These results are then compared to Course Performance Descriptors specified and Work Samples provided for each course and Grades are determined. The grades indicate the standard at which the student has performed in a given course, with the grade A being the highest level of achievement and grade E being the lowest level of achievement in each of the courses.

<b>A EXTENSIVE</b>	The student has an <b>extensive</b> knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a <b>very high level of competence</b> in the processes and skills and can apply these skills to new situations
<b>B THOROUGH</b>	The student has a <b>thorough</b> knowledge and understanding of the content and a <b>high level of competence</b> in the processes and skills. In addition, the student can apply these skills to most situations
<b>C SOUND</b>	The student has a <b>sound</b> knowledge and understanding of the main areas of the content and an <b>adequate level of competence</b> in the processes and skills.
<b>D BASIC</b>	The student has a <b>basic</b> knowledge and understanding of the main areas of the content and a <b>limited level of competence</b> in the processes and skills.
<b>E ELEMENTARY</b>	The student has an <b>elementary</b> knowledge and understanding of the main areas of the content and a very <b>limited level of competence</b> in some of the processes and skills.

The grades are defined by the words used to identify them – Extensive, Thorough, Sound, Basic and Elementary - and the descriptions of what can be expected of a student at a given grade. These descriptions are used by all schools across the state and help to alleviate the differences that would otherwise occur from school to school.

The Mandatory Requirements are assessed as Completed or Not Completed in the areas of Languages, Technology, Music, Visual Arts and Personal Development, Health & Physical Education.

## NESA Stage 6 Mandatory Study Requirements

To qualify for the Higher School Certificate students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least two units of a Board Developed Course in Mathematics (*from 2025 for Yr 11*);
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and at least four subjects

To satisfy pattern of study requirements for the Higher School Certificate, a student may count up to six units of Science in Year 11 and seven units of Science in Year 12, but this is not recommended due to the excessive workload which can place a student in jeopardy.

## School Based Requirements

Stage 6 is comprised of TWO distinct courses;

- Preliminary Course (Year 11 – 2024 Terms 1-3)
- HSC Course (Year 12 – 2024 Term 4 to Term 3 2025)

All 2 Unit Board Developed Courses must be studied for a minimum of 120 hours. On the current College timetable, this equates to 8 lessons per fortnight. Any 1 Unit Board Developed Courses must be studied for a minimum of 60 hours. On the current College timetable, this equates to 4 lessons per fortnight.

## How is the HSC calculated?

A student's final HSC mark for each of the courses studied in Year 12, excluding VET courses and Content Endorsed Courses, is determined by two things:

- The student's performance in school based formal assessment tasks; and
- The student's performance in the external HSC examination.

Each of these results contribute to make up the final HSC mark. Thus, performance on internal assessment tasks is very important in helping calculate the final HSC mark for each course, as the HSC mark for a course is the combination of the moderated assessment mark and the HSC examination mark. Students will therefore have gained 50% of their HSC mark for a course before they sit for the HSC examination.

The HSC Course Assessment mark is a mark gained by a student in each HSC course being studied. It is based on the student's performance on each of the formal internal assessment tasks scheduled for completion during the course. Each course has internal assessment tasks with varied weightings according to the NSW Education Standards Authority (NESA) requirements for the particular subject. So, each assessment task will contribute towards the final Course Assessment and, ultimately, the HSC mark.

## The Year 7-10 Assessment Process

Year 7-10 assessments are designed to determine how well students have achieved the outcomes for any given course at Stage 4 (Yr 7 & 8) and Stage 5 (Yr 9 & 10) level. It allows for flexibility in the nature of the assessment tasks and tests a wider range of skills than is possible to test in an examination alone. It gives students credit for what they have achieved throughout their courses and reflects their overall performance during Year 7-10 more fairly and accurately than a single examination would do.

The assessments that determine the grade at the end of each cohort in each course are comprised of examinations and a range of class-based tasks. These may include research work and analysis of findings, oral presentations, practical work or traditional pen and paper tests.

## The Purpose of HSC Assessment

The assessment mark submitted for each course is intended to indicate the student's achievement at the end of the HSC course.

Measuring achievement at several points during the course can provide a better indication of student achievement than a single, final assessment event. Multiple measures also cater for any knowledge and skills outcomes that are better assessed in specific settings or at specific times (e.g. research, fieldwork or practical skills).

The assessment marks submitted by the school reflect the knowledge and skills objectives of the course and the related outcomes.

A student's HSC Course Assessment Mark is the combination of the weighted assessment tasks as outlined in this handbook.

## Student Responsibilities

The procedures set out in this booklet are to ensure a fair and equitable assessment outcome for all students. Thus, all students are required to adhere to the procedures outlined.

A student's work must be consistent and of as high a standard as possible throughout the entire 7-12 course in both assessment and non-assessment tasks. Non-assessment tasks must be completed for the following reasons:

- They prepare students for assessment tasks and exams;
- They supplement the work done in class.

It is vital that all assessment tasks are completed so that students can be shown to have met the outcomes of the course. If students do not complete assessment or non-assessment work related to the course, they risk losing the Head of College's certification at their final HSC entry that they have shown acceptable participation and application in the course. This may lead to them not being awarded the subject concerned at the HSC. This in turn could mean that they are not eligible for the award of the HSC because they do not have a minimum of ten units. Assessment tasks are also very valuable as a learning tool and as practice for the HSC.

Students who do not complete all assessment tasks may not be eligible to receive a prize for coming top of the course for which tasks are missing.

Students who do not complete all assessment tasks may not be eligible to be considered for Dux of their cohort.

## Assessment Components

All students in New South Wales are assessed on the same basis for each course they study. NESA has a set of prescribed Components with prescribed Weightings for use when calculating the final raw assessment mark which is sent by the school to NESA. They have also very clear Band descriptions that outline what students in any Band will be able to do. As part of this assessment booklet, students will be given an information sheet for each course, outlining their Assessment Program as well as the Components and Weightings for each task. Course Syllabus documents and Band descriptions can be accessed on the NESA website (<https://www.educationstandards.nsw.edu.au>)

The St Mary & St Mina's Coptic Orthodox College assessment program for Year 7-12 courses will:

- Usually include a Semester 1 examination and a Semester 2 examination; *some courses such as Technology Mandatory, Music or Visual Arts may be based mainly on project work;*
- Have approximately four assessment tasks per course (three for Yr 11 Preliminary) spread throughout the year, except in practical courses where tasks may be on-going in nature;
- Not usually have assessment tasks set/due during the week immediately prior to examination periods, unless it is a task that is to be submitted on the first day of that time period;
- Not usually have assessment tasks set/due in the week immediately after examination periods unless they are tasks which involve the completion of major works. If holidays fall in that time, this does not apply.

## Timing of the HSC Assessment Program

The Saint Mary and Saint Mina's Coptic Orthodox College assessment program for HSC courses will:

- Begin any time after the commencement of the HSC year in Term 4, 2023; and
- Have assessment tasks spread from November 2023 to August 2024.

## Notice of Assessment

Each teacher will issue an Assessment Program at the beginning of each course. The Assessment Program for each course will show:

- The assessment Components and their Weightings as specified in the HSC syllabus for the course;
- An indication of the week in which each assessment task will take place;
- The nature of each assessment task (e.g. assignment, research project, class essay).

As well, a minimum of two weeks before the task is to be submitted/sat, students will be provided with an Assessment Notification outlining:

- The date and time the task is to be submitted/sat;
- The time allowed for the task if it is an in-class task;
- The weighting of the task;
- The outcomes assessed by the task written out in full;
- The nature of the task e.g. assignment, research project, class essay etc;
- The marking criteria used for the hand-in task; *Exam-type tasks are given the marking criteria after the exam has been sat*
- Feedback to be provided (e.g. class, individual, written, etc.);
- The content, knowledge and skills covered by the task;
- An indication of the length of the task (word limits/time limits) if applicable;
- Details of any administrative arrangements associated with the task.



If it is necessary to change the date of an assessment task, students will be given:

- Formal written notification of the change of date that includes:
  - The new date of the assessment task;
- Sufficient notice to check for clashes and prepare for the new date;
- The usual minimum of two weeks written notice if the task is to be brought forward, unless previous date of task was already known;
- Notice of extensions to assessment tasks.

## Assessment Procedures

Students will:

- Ensure they have a copy of, and have read, the 7-12 Assessment Policy and Procedures Student Guide 2024, and understand all aspects of the policy and procedures;
- Ensure they can view the digital *Assessment Calendars* and are aware of all relevant dates;
- Ensure they have an Assessment Notification for each assessment task. If a student is absent on the day the Assessment Notification is handed out, **students are responsible** for obtaining a copy of it from their teacher. No extra time will be given to students for a task because they did not receive the Assessment Notification when it was handed out in class, except in exceptional circumstances;
- Make every effort to prepare thoroughly for all assessment tasks and to present work of quality;
- Agree to abide by expected standards of academic integrity and ethical scholarship. As a symbol of this recognition, students and parents will sign the *Academic Code of Honour* that is sent digitally to the students from the Head of Secondary.
- Submit tasks prepared at home directly to the teacher involved as per the guidelines outlined on the Assessment Notification. **Tasks must not be given to the College receptionist or left on teacher's desks.** If tasks prepared at home are submitted after the time stipulated on the due date without an acceptable reason, they will be regarded as late and subject to penalties as outlined later in this document;
- Ensure they receive confirmation from their teacher for all tasks submitted after completion at home. *This can be the form of a timestamp when uploaded to via Google Classroom.* If students do not have receive a confirmation from their teacher, they will be regarded as not having submitted the task if a dispute arises over whether the task has been received;
- **Keep a copy of each and every assessment task submitted.** If the work is an artefact the student must keep a photographic record of the making of the artefact. Students may be called upon to re- submit a task or to provide photographic evidence that they have completed a task. If a student cannot meet this condition, they may be penalised.

## Clarification and Drafts

Students may seek verbal clarification of a general nature pertaining to a task during school hours.

It is not appropriate for students to seek proof-reading assistance from their teacher(s) prior to the submission of a formal, assessment task. The main reason for this procedural item is that the receiving of such assistance would see a student achieving an unfair advantage over other students. This policy does not apply to students undertaking a major project in their course.

## Collection of Assessment Tasks

Where a Receipt of Assessment Task is issued by a teacher for the submission of assessment tasks, students must:

- Ensure that the details on the form are correct;
- Ensure that it is signed by a staff member at the time an assessment task is submitted;
- Retain their Receipt of Assessment Task as evidence of submitting the task. This does not apply to digital submissions whereby a timestamp is recorded as proof of submission.

Assessment tasks must be submitted according to the details provided on the Assessment Notification sheet. An assessment task submitted later in the day than the specified time will be regarded as one day late and will attract a penalty. It is the student's responsibility to submit an assessment task on time as specified in the Notification.

The use of e-mail as a means of submitting tasks is not acceptable, unless specified by your teacher in the assessment notification. **The College accepts no responsibility for the loss of tasks submitted electronically.** Tasks submitted via Google Classroom can be accepted, only if the teacher has requested for your submission to be uploaded via this learning platform. However, tasks submitted electronically (that need to be submitted as a hard copy) will not be accepted and as such, will incur late submission penalties until it is submitted personally to the class teacher. In exceptional circumstances, a teacher may negotiate with individual students or parents for a task to be submitted electronically.

Students are responsible for printing their own assessment tasks as there are no facilities for students to print tasks at school. Staff members will not print assessment tasks for students.

When assessment tasks are completed in class, students:

- Must remain in the room until all work is collected from each student;
- Be responsible for ensuring all work is handed in. **Any work that is not handed in at the end of the assessment task, then submitted by the student after leaving the room where the task was held, will not be marked.**

## Illness and Misadventure

The illness/misadventure appeals process is designed for cases where, because of illness or misadventure, your performance in an Assessment Task is not a good measure of your achievement. **It does not cover:**

- Difficulties in preparation or loss of preparation time;
- Misreading of a schedule or timetable;
- Misreading of examination or task instructions;
- Long-term illness unless there is evidence of a sudden recurrence during a task; or
- Conditions for which you have been granted disability provisions, unless you experience further difficulties.

NESA states that schools *“must assess the student’s actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations.”*



## Acceptable reasons for non-attendance/late submission of assessment tasks

The only satisfactory reasons for non-attendance, or late submission of assessment tasks are:

- Illness on the day the task is sat/submitted as evidenced by the SMSM Medical Form (filled out by a qualified GP);
- Special Leave granted by the Head of College before the date of the assessment task;
- Misadventure (accidents or extreme non-medical problems that can be documented, major transport delays that can be verified);

## Unacceptable reasons for non-attendance/late submission of assessment tasks

The following reasons are not acceptable for non-attendance, or late submission of assessment tasks:

- Any type of computer/printer malfunction (be sure your work is backed up every time you leave the computer, regardless of whether it is finished or not). This includes error/file corruption during transmission;
- Illness without the SMSM Medical Form (filled out by a qualified GP) presented on the first day of return to School;
- Illness with the SMSM Medical Form (filled out by a qualified GP) provided by a relative of the student;
- Lateness due to minor transport problems (you must allow for variations in time of travel);
- Lateness due to sleeping in;
- Holidays/Extended Leave during term time;
- Loss of task;
- An extension/permission to be absent, being granted by anyone other than the Head of Secondary.
- Computer/printer malfunction.

Compensation should not be expected during the marking of assessment tasks or upon completion of all tasks for factors including:

- Prolonged illness;
- Long-term domestic problems;
- Holiday trips which affect preparation or performance on a task;

Lateness to an in-class task or examination will not normally be compensated by extended time.

## Attendance before a task is to be sat/submitted

Students must attend a full day of school on the day before and on the day that an assessment task is to be sat/submitted – this includes on Fridays before the task is to be sat on a Monday. If a student is absent for the full day or part of the day prior to the day an assessment task is to be sat/submitted **they must submit the SMSM Medical Form (filled out by a qualified GP) accompanied with an illness/misadventure form or a penalty will apply.** If a student is absent for a part of the school day and arrives at school to sit/submit an assessment task later in the day, **they must submit the SMSM Medical Form (filled out by a qualified GP) with an illness/misadventure form or a penalty will apply.**

To get a copy of the SMSM Medical Form (filled out by a qualified GP) please refer to the Appendix section of the handbook or download a copy from our college website under Policies and Procedures.

## What to do if you are not at school on the day a task is to be sat/submitted

When an assessment task clashes with other official school activities, it is the responsibility of the student to negotiate alternative arrangements with the Head of Faculty or the Head of Secondary. These new arrangements are to be made well before the clash of events occur. If a student is involved in an ongoing activity, then the student has the responsibility of negotiating all relevant, alternative arrangements. Failure to follow these procedures may result in the student incurring a penalty.

### Students absent from an assessment task due to illness (non-COVID) must:

1. Submit the SMSM Medical Form (filled out by a qualified GP)
2. Advise the College of their absence by 8:30 am on the day of the task.
3. Submit an Illness and Misadventure Form along with the original copy of the medical form to the Head of Secondary before 8:30am on the first day of their return to school.
4. An Illness and Misadventure Form accompanied by the SMSM Medical Form (filled out by a qualified GP) must be sent to the Head of Faculty/Head of Secondary within 48 hours of the set date of the Assessment Task being sat / submitted **even if the student has not returned to school.**
5. Submit the assessment task before 8:30am on the first day of their return to college.
6. A student needs to contact
  - The Head of Faculty/Head of Secondary for missed Examinations;
  - The Class Teacher/Head of Faculty for all other missed assessment tasks;

before 8:25am on the day of absence and sit for the replacement task as directed by the staff member as soon as possible after their return to school. Teachers are not required to issue another notification of assessment task in this event.

For oral assessment tasks, the student has the responsibility to apply the appropriate attendance procedures until that student has completed their oral assessment task.

In most cases, there will be a limit of five school days - after the scheduled date of a task or the completion of the examination period - in which a student can obtain marks from an alternate task. Once this limit has been reached, a student with an appropriate medical form, will need to resit an alternate examination or may be awarded an estimate or based on the results of similar assessment tasks. **Only in exceptional circumstances will an estimated mark be awarded.** This will be at the discretion of the Head of Faculty/Head of Secondary.

## Illness and Misadventure

If a student is ill before they sit an Assessment Task, they must:

1. Obtain an Illness and Misadventure Form
2. Hand the Illness and Misadventure Form to the task supervisor
3. Submit the SMSM Medical Form (filled out by a qualified GP) covering the duration of the illness
4. Submit an Illness and Misadventure Form along with the original copy of the medical form on the first day of return to school to the Head of Faculty.

If a student becomes ill during an examination or in-class assessment task, or is unable to complete an examination (for whatever reason), the student must:

- Bring the matter to the attention of the teacher/examination supervisor at the time of the examination or task. The teacher/examination supervisor will fully document the circumstances and inform the Head of Faculty/Head of Secondary.
- Submit the SMSM Medical Form (filled out by a qualified GP) that day which explains the illness.
- Submit an Illness and Misadventure Form along with the original copy of the SMSM Medical Form (filled out by a qualified GP) on the first day of return to school to the Head of Secondary.

If a student feels that they have been disadvantaged in any way during an in-class assessment task, they must:

- Bring the matter to the attention of the teacher/examination supervisor at the time of, or immediately after, the examination or task. The teacher/examination supervisor will fully document the circumstances and inform the Head of Faculty/Head of Secondary.
- Submit an Illness and Misadventure Form by the next school day to the Head of Faculty/Head of Secondary.

**A student who does not alert the supervisor of illness/misadventure before or during an Assessment Task cannot submit an Illness and Misadventure Appeal retrospectively.** Illness and Misadventure Forms may not be submitted after results are returned to students. Students with a prolonged illness should not expect special consideration for a task unless they alert the teacher / examination supervisor of an acute attack during the task and follow the above procedure.

### Extensions for submission of assessment tasks

Extensions will only be granted for extraordinary circumstances and are not commonly issued. Illness or other issues in the days immediately prior to the submission of an Assessment Task would not normally be considered. However, if a student has a genuine Illness/Misadventure claim, **they should submit a completed Variation to Assessment Task Form (see below)** accompanied by supporting evidence such as the SMSM Medical Form (filled out by a qualified GP) to the Head of Secondary at least 2 school days **before** the task is due to be submitted. If the appeal is accepted, the Head of Secondary will negotiate a new submission date with the relevant Head of Faculty/Class Teacher. Even if an extension is granted, a student may be required to submit the work that they have completed on the due date.

### Acceptable Medical Forms at SMSM College

- Independent evidence must be written by a Medical General Practitioner.
- **Cannot be provided by someone who is a relative of the student.**
- Must be written on the day of (or the day/s prior to) the missed task.
- Must not be dated retrospectively.
- Must cover the entire period of the student's absence.
- Should indicate the nature of the illness – 'a medical condition' or 'unfit for school' will not suffice.
- Must clearly indicate that the doctor's recommendation is that the student is too ill to complete or submit the Assessment Task, or, that the student's illness will have impacted their performance during the task.
- Must be submitted on the first day that a student returns to school.

If for any reason you cannot obtain the SMSM Medical Form on or before the day of an Assessment Task, you must contact (email acceptable) the Head of Secondary on or before the day of the task to explain the reason and make appropriate arrangements.

## Assessment Review Panel

There may be times in which a student may wish to review an assessment. In this case, an Assessment Review Panel will need to be established.

- A student may only enquire about the result of an assessment task at the time it is returned to them within 48 hours of receiving their assessment.
- If a student is not satisfied with the response, it may then be raised by the student outside the classroom:
  - o With the Head of Faculty/Head of Secondary within two school days of the task being returned. The Head of Faculty will work with the relevant teacher to review the process by which the mark was determined and inform the Head of Secondary;
  - o If a student is not satisfied with the result of the review, he/she may appeal to have the process by which the mark was determined further reviewed by a panel usually consisting of the Head of Secondary and 2 senior members of staff. A review of this nature will be at the discretion of the Head of Secondary.

If the appeal is upheld, the panel will make a recommendation to the Head of College based on the best course of action considering that particular circumstance:

- The mark obtained on the task sat at a later date will be accepted; or
- The mark obtained after late submission of a task will apply; or
- The Panel will review the student's performance across the full assessment program and determine whether the performance on the claim task has impacted adversely on the ranking of the student in relation to like tasks.

Any estimates given for tasks will be for NESA purposes only and will not be published.

If the appeal is not upheld, the relevant points below will apply:

- The mark obtained in a task done on the scheduled day will apply; or
- (Yr 11&12) A zero mark will be awarded for a task not sat on the scheduled day; or
- (Yr 11&12) A zero mark will be awarded for a task that is submitted 24-hours late; or
- (Yr 7-10) A 20% penalty (up to 5 days) will be awarded for a task submitted 24-hours late after the original due date.

The decision of the Review Panel is final.

***Failure to follow the above procedures for Illness and Misadventure could result in the appeal not being upheld and zero being awarded for the task.***

## Special Leave

Students should only apply to the Principal for Special Leave in the most extraordinary circumstances. A family holiday or travel plans would not be deemed as appropriate reason for Special Leave. Except in the case where a student is attending an approved school activity, **students must advise their Head of Faculty and Head of Secondary for any reason** for which a student knows ahead of time that they will miss an Assessment Task. Applications should be made at least 2 weeks prior to the leave being taken or failing that as soon as it is known that a student will miss an Assessment Task.

Should Special Leave be granted, in-class Assessment Tasks will be rescheduled in consultation with the Class Teacher/Head of Faculty. Other Assessment Tasks will need to be submitted before the student goes on leave. The possible effect of such leave on any assessment task will not constitute reason for a misadventure claim.

If Special Leave is not granted, all assessment tasks must be completed/sat on time as per the assessment notification, otherwise further penalties will apply.

Failure to sufficiently advise the Head of Faculty/Head of Secondary of your intention for special leave may result in a zero award for any missed Assessment Tasks.

## Penalties for Non-Attendance At/Late Submission of Assessment Tasks

### Yr 7 - 10

**A 20% penalty may apply each day (up to a maximum of 5 days) if:**

- Students submit an assessment task more than 24-hours late (with no acceptable reason)
  - Students are absent on the day that an assessment task is sat (with no acceptable reason)
  - Students are partially absent on the day that an assessment task is sat (with no acceptable reason)
- A student may be awarded zero if:**
- They do not attend the full day before an assessment task is to be sat/submitted (with no acceptable reason)

### Yr 11 & 12

**A student may be awarded zero if:**

- They submit an assessment task more than 24-hours late (with no acceptable reason)
- They do not attend the full day before an assessment task is to be sat/submitted (with no acceptable reason)
- They are absent on the day that an assessment task is sat (with no acceptable reason)
- They are partially absent on the day that an assessment task is sat (with no acceptable reason)

**Assessment tasks awarded a zero score must still be completed to ensure the student satisfies the minimum outcomes and so completes the course.** If a course is incomplete the student may not qualify for the award of the Higher School Certificate or completion of their current cohort course.

## Disability (Special) Provisions (Yr 11 & 12 Only)

To be granted special provisions for internal assessment tasks a student must have requested the college to lodge an application for HSC disability provisions to NESA on their behalf. That application must be accompanied by supporting documentation. While awaiting final NESA approval the need for disability provisions will be assessed on a case-by-case basis by the Special Provisions Committee. The SPC can offer some provisions to the student, leading up to their HSC Examinations. **However, any decision made by the SPC to provide special provisions can be overruled by NESA and declined.** If the application is formally approved by NESA, disability provisions will be provided according to NESA guidelines during the Preliminary and HSC Examinations.

## Students Joining the College During the Academic Year

Students who arrive at Saint Mary and Saint Mina's Coptic Orthodox College after the academic year has commenced and before the end of Term 2 will have marks estimated at the completion of the course based on the performance of the student in all tasks since their date of commencement.

## Accelerated Students

Accelerated students:

- Will be required to complete all assessment tasks in the normal timeframe.
- Will be eligible to receive a prize for first in course for any course, in the year that the course is undertaken;

**NOTE: Accelerated Students completing any HSC courses WILL NOT be granted any time off to study for their examinations as per the college's acceleration policy.**

## Invalid Tasks/Parts of Tasks or Non-Discriminating Tasks

If for some reason a task or part of a task proves to be invalid, the task may need to be discarded, either partially or in its entirety, or a new task may be needed with sufficient notice being given to students in writing.

## Malpractice in Assessment Tasks and Examinations

*'Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your ... results.'* (NESA).

As such, you must acknowledge any part of your work that was written, created or developed by someone else. This includes any material from other sources like books, journals, electronic resources and the internet.

Malpractice includes plagiarism and is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- Using Artificial Intelligence engines (such as ChatGPT, bots etc) as submission for homework and/or assessment tasks;
- Copying someone else's work in part or in whole, and presenting it as their own;
- Using material directly from books, journals, CDs or the internet without reference to the source;
- Building on the ideas of another person without reference to the source;
- Buying, stealing or borrowing another person's work and presenting it as their own;
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- Paying someone to write or prepare material;
- Paying someone to complete practical work;
- Breaching school examination rules;
- Cheating in an examination or assessment task;
- Behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination;
- Using non-approved aides during an assessment task;
- Contriving false explanations to explain work not handed in by the due date or non-attendance at an in-class task;
- Assisting another student to engage in malpractice;
- Submitting work for an assessment task that has already been submitted for a task in the same or another course;
- Fabricating data for an assessment task;
- Submitting an altered medical certificate.



Assessment Tasks may be scanned by “anti-plagiarism” software as a part of the marking process.

You must acknowledge any part of your work that was written, created or developed by someone else. This includes any material from other sources like books, journals, electronic resources and the internet.

If you take a sentence from a source and change around a few words, it is still plagiarism. Paraphrasing another person’s work with minor changes, but keeping the meaning, form and/or progression of ideas of the original is unacceptable.

Piecing together sections of the work of others into a new whole is plagiarism. You cannot simply cut-and-paste various phrases, sentences or paragraphs from a number of different sources and present it as your own work. **Any section of a task that is submitted by the student and recognised as plagiarism by the marking teacher will have that plagiarised section omitted (not marked) from their task.**

Students will be expected to conform to the highest standards of academic integrity and ethical scholarship and will be asked to digitally sign the *Academic Code of Honour* as confirmation of their intention to do so.

If a student/s are suspected of malpractice, they may be interviewed by the teacher of the course. In such cases, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas;
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

If a student is not satisfied with the outcome of the interview, they may appeal to have the outcome reviewed by a panel usually consisting of the Head of Secondary and 2 senior members of staff. A review of this nature will be at the discretion of the Head of Secondary.

**Where malpractice is established to have occurred, the marking teacher will have that section omitted (removed) from the overall marking of the task.** If students refuse to cooperate in this process, malpractice will, by default, be deemed to have occurred. If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given, at the discretion of the Head of Secondary.

## Zero Awards

Zero awards may be given in the following circumstances:

- A student is absent from an assessment task, and has not provided acceptable evidence to justify that absence on the first day of return to School;
- A student submits an assessment task more than one day late;
- A student has behaved in manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination;
- A student has provided a false explanation for the late submission of an assessment task;
- A student submits an altered medical certificate;
- A student is deemed to have breached principles of academic integrity and ethical scholarship as outlined in the *Academic Code of Honour*;
- A student has engaged in any form of malpractice;
- A student is in breach of the In-class and Assessment Task Examination Rules;
- A student has made a non-serious attempt at a task.

## Vet Courses Delivered by TAFE (TVET)

A wide range of Content Endorsed and NESAs Endorsed VET Courses are available through TAFE for our Yr 11 & 12 Students. These are referred to as TVET courses. If you would like to study a course outside at TAFE then you should check with the Head of Secondary as to the TAFE delivered HSC VET courses available.

## Extension Courses (Yr 11 & 12)

**Students at the completion of Yr 10 will be invited to take up an extension course.** These are available in Years 11 and 12 in Mathematics and English and in Year 12, only for Extension 2 English and Mathematics. Invitations will be sent by the appropriate Head of Faculty to invite students in Yr 10 to study extension courses. The Extension 2 courses in Mathematics and English require students to work beyond the standard of the Extension 1 course and are only available in Year 12.

## Yr 11 Specific Course Selection and Requirements

We value the individualised and focused education that SMSM High School provides to its students. To maintain our commitment to quality education, each cohort is limited to 50 students. Consequently, to ensure optimal learning environments, we cannot accommodate more than the threshold that is set by the Heads of Faculty for students per course in Year 11.

The selection process for Year 11 courses is based on a thorough evaluation of students' aptitudes for the required course, including their Year 10 grades. Students meeting the specified selection criteria will secure a spot in their desired course. **For those beyond the initial threshold set, a meeting with the appropriate Head of Faculty, along with their parents is required to discuss potential pathways into the desired course.**

Below is a guide to the grades that will need to be achieved in Yr 10 to study particular courses in Yr 11:

Yr 11 Preliminary Course	Yr 10 Minimum Required Grades
English Standard	E or higher in English
English Advanced	B or higher in English
English Extension 1	By invite from HoF
Maths Standard	E or higher in Maths
Maths Advanced	B or higher in Maths
Maths Extension 1	By invite from HoF
Physics	B or higher in Maths and Science
Chemistry	C or higher in Maths and Science
Biology	C or higher in Maths and Science
Legal Studies	B or higher in English
Economics	C or higher in English and Maths

## Warning Letters and N-determination

If a penalty is incurred or a zero mark is awarded for an assessment task, a Warning Letter will be sent to the student's parent/guardian. If a student fails to complete the tasks outlined on the Warning Letter by the due date, a further Warning Letter will be issued.

NESA requires schools to issue students with official warnings for failing to meet school assessment requirements. A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completion of course) determination being made for a course.

### **Course Completion Criteria**

The satisfactory completion of a course requires that the Head of College to have sufficient evidence that the student has:

- a) followed the course; and
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the college; and
- c) achieved some or all of the course outcomes.

Where it is determined that a student has not met the 'Course Completion Criteria', they place themselves at risk of receiving an 'N' determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the HSC.

## Feedback

Students will receive clear and explicit feedback on their performance in each assessment task. A two-week turnaround from the date a student sits for an assessment task is expected by the teacher to provide feedback. Such feedback should indicate:

- Marks awarded for the task based on the criteria;
- The outcomes that students have and have not attained;
- The relative position of students in the cohort for that task;
- Suggestions as to how performance could be improved.

The Semester 1 and Semester 2 Reports will indicate the student's performance in assessment tasks up until that point and will show the rank for each of those tasks.

Note: Random papers will be scanned by teachers before being returned to students. If the student shows evidence to have tampered or cheated in their paper, a zero mark will be awarded for the malpractice and no further avenue to dispute the decision will be available.

## Final Assessment Grades (Yr 10 & 11) and Marks (Yr 12)

Students in Yr 10 & 11 may obtain their final Grade and Yr 12 their final Marks for each course from Students Online on the date specified by NESA.

The final School HSC assessment mark will be moderated by NESA according to the School's performance in that course at the HSC examination. Following a NESA directive, the final school assessment mark, as submitted to NESA is confidential. Students may obtain their final Assessment Rank for each course from Students Online after their last HSC examination.

A student may query the final rank for a course if it seems inaccurate, based on their rank order placement and feedback on their performance during the course. **This query should be submitted in writing with evidence to the Head of Secondary before the date specified by NESA.** A school review will examine the administrative procedures used by the school only and will not revise the marks awarded for individual assessment tasks. The student will be notified of the outcome of their appeal by the Head of Secondary. If the student is dissatisfied with the school review, an appeal may be lodged with NESA concerning the conduct of the school review only.

## HSC MINIMUM STANDARDS

Students need reading, writing and numeracy for everyday life after school. Therefore students in NSW are required to meet a minimum standard of literacy and numeracy to receive the HSC.

Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve literacy and numeracy outcomes for students.

### **What does it mean to meet the HSC minimum standard?**

Meeting the HSC minimum standard means having the skills to do things like write a letter for a job application or understand a mobile phone plan.

### **How will students demonstrate they have met the standard?**

Students can sit each minimum standard reading, writing or numeracy test up to four times a year, until they meet the standard.

At least 30 calendar days is required before re-attempting a test in the same domain. The minimum standard online tests are 45 minutes long and include a multiple-choice reading test, a multiple-choice numeracy test and a short writing test based on a choice between a visual or written prompt.

### **When should we expect students to meet the HSC minimum standard?**

Students will demonstrate they have met the minimum standard online tests in either Year 10, Year 11 or Year 12.

### **What can students who haven't reached the HSC minimum standard by Year 12 do?**

Students can sit the tests from Year 10 until up to five years after starting their first HSC course. Students don't need to have met the standard to study HSC courses, sit the HSC exams, receive their HSC results, get an ATAR or receive the RoSA.

The Record of School Achievement, or RoSA, is an alternative credential that contains a student's record of academic achievement up until the date they leave school.

The RoSA does not require the HSC minimum standard. You can show the RoSA to potential employers or places of further learning.

## IN-CLASS AND ASSESSMENT TASK EXAMINATION RULES

### **Attendance**

- On the day of an assessment task or examination, students must arrive at school on time for Roll Call (except for the Yr 11 Preliminary Exams and Trial HSC Examination period).
- Ensure that you are ready to enter the examination room at the published time. Extra time will not be granted to complete the assessment task or examination if you are late.
- Full school uniform is expected at all assessment tasks or examinations.
- Students should go to the bathroom before an assessment task or examination. You will not be permitted to leave the room in the first 60 minutes or the last 15 minutes of an assessment task or examination. Only one student at a time may visit the bathroom during an examination.
- You may not leave an assessment task or examination early.

## Equipment

- You should bring to the assessment task or examination the required equipment as outlined on the task notification. Make sure that your equipment is in good working order.
- Equipment may only be brought in clear pencil cases or clear plastic bags.
- Equipment may not be borrowed during assessment tasks or examinations.
- You may bring the following items into an assessment task or examination:
  - black or blue pens;
  - pencils, erasers and a sharpener (use pencils only when instructed to)
  - a ruler marked in millimetres and centimetres;
  - highlighter pens;
  - a clear bottle of water with no label;
  - a non-programmable watch, which you must take off and place on your desk in clear view during the examination; and
  - an approved scientific calculator if permitted.
- You **may not bring** any of the following items into an assessment task or examination:
  - mobile phones;
  - programmable watches, like smart watches;
  - any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players or electronic dictionaries;
  - paper or any printed or written material (including your examination timetable);
  - dictionaries;
  - correction fluid or correction tape;
  - pencil cases or other containers that are not clear; or
  - food or drinks (other than water in a clear container with no label.)

## Behaviour

- Students must behave politely and courteously towards staff members and other students during assessment tasks or examinations.
- During each assessment task or examination, you must:
  - always follow the instructions of staff;
  - make a serious attempt at the assessment task or examination by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt; and
  - answer in English, unless the question paper directs otherwise. If you don't write in English, you will get zero marks for your answer.
- During each assessment task or examination, you must not:
  - cheat;
  - include frivolous or objectionable material;
  - speak to anyone other than quietly to a staff member;
  - behave in any way likely to disturb another student or upset the examination's running;
  - eat when undertaking the assessment; or
  - take any examination material, whether used or not, out of the room.



## STUDENTS ONLINE

Students in Years 10, 11 & 12 will be provided with a Login PIN for the Students Online website. They should regularly check the site for NESA Updates.

<https://studentsonline.nesa.nsw.edu.au/>

From this site, students can access the HSC Rules and Procedures.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>

It is important that students are familiar with the information pertaining to the Higher School Certificate available at this site including:

- Honesty in Assessment and Malpractice
- Examination Attendance and Rules
- Examination Equipment
- Oral Examinations, Performances and Practical Submissions

### HSC EXAMINATIONS AND PROJECTS / PERFORMANCES

Projects and submitted works must be handed in to the supervising teacher by the time and date specified by NESA. No work may be undertaken on submitted works after this time.

If you become ill or suffer an accident that affects your HSC Examination performance, you should submit a NESA Illness/Misadventure Appeal Form available from the Head of Secondary and notify the Presiding Officer when entering the examination or as soon as possible.

It is important that you attend the HSC Examinations where possible even if you believe your performance in the examination will be affected. If you cannot attend an examination because of illness or misadventure, notify the Head of Secondary immediately. You should never risk harm in order to attend an examination or attend an examination against medical advice.

You must obtain documentary evidence generally on the day of the examination to support your Illness/Misadventure Appeal. If you did not sit the examination this evidence must indicate why you were unable to attend.

# APPENDIX



## **St Mary & St Mina's Coptic Orthodox College**

*"In Whom are hidden all the treasures of Wisdom and Knowledge" (Colossians 2:3)*

## **ASSESSMENT TASK COVER SHEET**

This cover sheet must be attached to all assessment tasks (in both digital and hard copy form) at the time they are handed in. It is important that you keep a copy of your work, which could be requested by the teacher or Head of Secondary.

**STUDENT NAME:**

**ASSESSMENT TITLE:**

**SUBJECT:**

**YEAR GROUP:**

**DATE SUBMITTED:**

### **LATE or NON-SUBMISSION**

You are reminded that guidelines and procedures relating to Assessment are included in the HSC Assessment Policies and Procedures Booklet.

### **CODE OF HONOUR PLEDGE**

In submitting the assessment task for marking, I agree that;

- I have read and understand the school's policy regarding malpractice and plagiarism.
- I understand the consequences of being involved in any form of malpractice or plagiarism.
- I am abiding by the school's expectations regarding ethical scholarship, and personal and academic integrity.
- I am abiding by the school's expectations regarding the completion and submission of assessment tasks.

I declare that all material in this assessment is my own work, except where there is clear acknowledgement and appropriate reference to the work of others. I give permission for my assessment work to be copied and retained in a form suitable for electronic checking of plagiarism and for NESA purposes if so required. I have kept a copy of the submitted work.

Signed: ..... Date: .....



## St Mary & St Mina's Coptic Orthodox College

*"In Whom are hidden all the treasures of Wisdom and Knowledge" (Colossians 2:3)*

# YEAR 7-12 ILLNESS AND MISADVENTURE APPEAL

Complete the following details and submit this form to office **before OR on the day you return to school**. Please attach any additional documentation e.g. SMSM Medical Form with this appeal.

**NB: Retrospective claims after the date of the original task will not be considered**

Name: \_\_\_\_\_ Yr: \_\_\_\_\_ Subject: \_\_\_\_\_

Date of Task/s: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

Name of Task/s: \_\_\_\_\_

Date/s Covered on the attached SMSM Medical Form: \_\_\_\_\_

**Specific description of the illness/misadventure and how this has adversely affected your performance and/or inability to attend a task (to be completed by student):**

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*You must collect signatures of all people below, before submitting to the office.*

1. Student's Signature

Date

2. Parent's Signature

Date

3. Head of Faculty's Signature

Date

## OFFICE USE ONLY

*I/M Form must be scanned and emailed to all stakeholders, including the Head of Secondary.*

Office Admin Signature

Date



## St Mary & St Mina's Coptic Orthodox College

### SMSM Medical Form

#### Independent Evidence of Illness

[Doctor or appropriately qualified health professional to complete]

#### Important information for the student

- Only one health professional should complete this form. If multiple health professionals need to contribute information, each one should complete a separate form.
- SMSM College will not accept this form if anyone other than the signatory has written on it.
- Providing false or fraudulent information, including editing, or adding to the health professional's comments, is a breach of the HSC rules. The College Executives may deem this malpractice and impose a penalty on your assessment task.

#### Important information for the medical/health professional

- Students are required to attend all assessment tasks, even where they believe their performance may be adversely affected by illness (unless it is not safe to do so, in accordance with medical advice).
- SMSM College's Illness/Misadventure panel considers the specific impact of the situation on the student's performance in the assessment task.
- Students who are unwell must seek independent medical advice either immediately before or after the assessment task.
- Answer all questions based on your own professional opinion.
- Any fee for providing this report is the responsibility of the student and their parent.

**A medical certificate that merely states student was unfit for work/study is unacceptable.**

Answer all fields in this form to support the consideration of the student's application.

Patient (student) name	
Diagnosed medical condition	
Date of onset/diagnosis of illness	
Doctor or health professional details	
Name	
Profession	
AHPRA Registration Number	
Practice/organisation of employment	
Phone number	
Signature	
Date	

Continue onto next page please →



## St Mary & St Mina's Coptic Orthodox College

<b>1. List all date(s) and time(s) of consultations/meetings related to this illness</b>	
<b>2. Describe fully how the student's condition and symptoms will or has impacted their assessment task performance (or the student's medical inability to attend an exam if applicable)</b> Additional sheet(s) may be attached if necessary	



# REFERENCING AND BIBLIOGRAPHY

NESA requires students to acknowledge sources used in work submitted for an Assessment Task and provides the following guidelines for doing this.

When you quote, paraphrase, summarise or copy information from the sources you are using to research your work, you must always acknowledge the source.

There are two places where you need to acknowledge the source: in the text (this is called 'citing'), and at the end of the work (this is your bibliography).

There are many different styles of referencing. At our college, the following format **MUST** be used. Do not go on the internet and search another style of referencing. You should use the examples below, and if there is a source that does not adhere to one of these categories you should consult your teacher.

## In the Text

If you quote an author directly and the quotation is a short quotation (less than three or four lines), you should place the quotation in quotation marks and identify the source.

### **Example:**

*"There can be no doubt that the overall effort of the Australians as part of the Anzacs in Gallipoli....really was an extraordinary one."* (Fitzsimons, 2014, p.689)

If you quote an author directly and the quotation is a long quotation (more than three or four lines), you should indent your text and identify the source.

### **Example:**

*"However many men might have given in to civilian sanity and sought shelter on the first day... there can be no doubt that the overall effort of the Australians as part of the Anzacs in Gallipoli, from the first day to the last, really was an extraordinary one. Beyond debate regarding its enduring legend and legacy, however, there were many important lessons for the Australian military to come from Gallipoli."*(Fitzsimons, 2014, pp.689-90)

In both cases, the source can be identified by providing the author's or organisation's name, the year of publication and the page number(s) in brackets.

When you are using another person's idea but not quoting directly, you must acknowledge the source by placing the author's or authority's name and the year of publication in brackets after referring to it.

### **Example:**

Even though there is still discussion over the involvement of Australians at Gallipoli, historians recognise that the Australian soldiers did make a large contribution to the campaign. (Fitzsimons, 2014).

## At the End of the Work

A bibliography is a list of all the resources you have used to complete a task; including, but not just those that have been cited in the text of the work. This includes Internet sites, DVD's, emails, CD ROMs, interviews, books, magazines, newspapers and other sources of information. The bibliography is located at the end of the piece of work and is listed in alphabetical order of the authors of the different sources used.

Students will be required to use the following format for bibliographies.



**Books with an author**

1. Author's surname, initials. (full stop)
2. Year. (in brackets) (full stop)
3. Title of book. (italics) (include any relevant edition information in brackets) (full stop)
4. Publisher, (comma)
5. Place of publication. (full stop)

**Examples:**

Fitzsimons, P. (2014). *Gallipoli*. Random House, North Sydney.

Smith, P. (1999). *How to write good assignments*. Penguin Books, Ringwood.

E Collinson, D., Kirkup, G., Kyd, R., Slocombe, L. (1992) *Plain English (2nd ed)*. Open University Press, Buckingham.

**Books with an editor**

1. Editor's surname, initials. (full stop)
2. (ed.) (in brackets)
3. Year. (in brackets) (full stop)
4. Title of book. (italics) (full stop)
5. Publisher, (comma)
6. Place of publication. (full stop)

**Example:**

Mawson, S. (ed.) (2001). *Easy assignment writing*. Doubleday Books, Sydney.

**Internet**

1. Author's surname, initials. (with websites, the author is the person or organisation responsible for the site) (full stop)
2. Year. (in brackets) (full stop)
3. Title. (italics) (full stop)
4. [Internet]. (in square brackets) (full stop)
5. Publisher. (if known) (comma)
6. Place of publication (if known), (full stop)
7. Available from: <URL> [accessed date, in square brackets]. (full stop)

**Examples:**

Florek, S. (2014), *Chinese scroll painting H533*. [Internet]. Australian Museum, Sydney. Available from: <<https://australianmuseum.net.au/chinese-scroll-painting-h533>> [accessed 20 November 2017].

World Health Organisation (2013), *Financial crisis and global health*, [Internet]. The United Nations. Available from: <[http://www.who.int/topics/financial\\_crisis/en/](http://www.who.int/topics/financial_crisis/en/)> [accessed 20 November 2017].

**Newspaper Articles**

1. Author's surname, initials (full stop)
2. Year. (in brackets) (full stop)
3. Title of the article. (full stop)
4. Title of the newspaper. (italics) (full stop)
5. Date of publication, (comma)
6. Page number of article. (full stop)

**Example:**

Keene, N. (2016). Reach for the Heavens. *The Daily Telegraph*. 11 November 2016, p.29.

### Academic Journal Articles

1. Author's surname, initials (full stop)
2. Year. (in brackets) (full stop)
3. Title of the article. (full stop)
4. Title of the journal. (*italics*) (full stop)
5. Volume, number, month/season, (comma)
6. Page number(s) of article. (full stop)

#### Example:

Travers, T. (1994). Command and Leadership Styles in the British Army: The 1915 Gallipoli Model. *Journal of Contemporary History*, 29(3), pp.403–442.

### Interviews

1. Name of interviewee, first initial (full stop) Surname (full stop)
2. Kind of interview (Personal or Telephone) (full stop)
3. Date of interview (full stop)

#### Example:

A. Rombola. Telephone Interview. 20 November 2017.

### Videos & DVDs

1. Series title. (full stop)
2. Series number. (full stop)
3. Title. (*italics*) (full stop)
4. Year. (in brackets) (full stop)
5. Publisher, (comma)
6. Place of publication. (full stop)
7. Date of transmission, (comma)
8. Medium: format. [in square brackets] (full stop)

#### Example:

World War I: The Great War 1914-1918. Disc 3. *WWI: The Somme*. (2010). History Channel, Magna Home Entertainment, Melbourne, 2010, [DVD].

## GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions use 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 Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses and examination questions.

<b>Account</b>	Account for - state reasons for, report on. Give an account of - narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implication
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgment about the quality of
<b>Assess</b>	Make a judgment of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes or categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analyse/evaluate)</b>	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgment based on criteria; find the value of

<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationship between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan inquire into and draw conclusions about
<b>Justify</b>	Support and argument of conclusions
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example: a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour of
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Put forward various elements to make a whole