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RoSA
Record of School Achievement

The RoSA testamur (the formal documentation provided to students who leave school before completing their HSC) is one part of the RoSA package available to students. Other RoSA components include:

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

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

Eligibility and issuance

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

- attended a government school or accredited non-government school within NSW, or a school outside NSW recognised by the Board of Studies NSW;
- satisfactorily completed the prescribed pattern of courses of study (see below);
- satisfactorily completed the required school-based assessment program; and
- completed Year 10.

Prescribed pattern of courses

The following are the Board’s mandatory curriculum requirements for the award of a Record of School Achievement:

- courses in each of English, Mathematics, Science and Human Society and Its Environment are to be studied substantially throughout each of Years 7–10, with 400 hours in each to be completed by the end of Year 10. Included in the Human Society and Its Environment requirement are 100 hours each of History and Geography to be studied in Years 7–8, and 100 hours each of Australian History and Australian Geography to be studied in Years 9–10;
- courses in each of Creative Arts and Technological and Applied Studies are to be studied, with 200 hours in each to be completed by the end of Year 10. Included in the Creative Arts requirement are 100 hours of Visual Arts and 100 hours of Music;
• a course in Personal Development, Health and Physical Education is to be studied in each of Years 7–10, with 300 hours to be completed by the end of Year 10;
• one language is to be studied for at least 100 hours, over one continuous 12-month period between Years 7 and 10, preferably in Years 7–8.

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

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

School attendance

• The Board does not set a minimum attendance for the satisfactory completion of a course but a principal may determine that, due to absence, course completion criteria may not be met.
• One requirement for the RoSA is that a student must attend until the final day of Year 10 at their school.
• Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.
• The following words will appear at the bottom of the Transcript of Study – Not eligible for a Record of School Achievement.

Absence during the Year

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

Satisfactory course completion requirements

For the satisfactory completion of a course, it is your responsibility to:
  a) follow the course developed or endorsed by the Board; and
  b) apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
  c) achieve some or all of the course outcomes.

Satisfactory completion of a course is judged by your level of involvement in class, the completion of assessment tasks, homework and your level of achievement.
**N' determinations**

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

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

If a student has been given an ‘N’ determination in a mandatory course, they will not be eligible for a Record of School Achievement. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an ‘N’ determination was given. The words ‘Not completed’ will appear next to each ‘N’ determined course.

The following words will appear at the bottom of the Transcript of Study – *Not eligible for the Record of School Achievement.*

If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

**Reporting Measures**

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

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.</td>
</tr>
<tr>
<td>B</td>
<td>The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.</td>
</tr>
<tr>
<td>C</td>
<td>The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.</td>
</tr>
<tr>
<td>D</td>
<td>The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</td>
</tr>
<tr>
<td>E</td>
<td>The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.</td>
</tr>
</tbody>
</table>

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

- Achieved – for outcomes that are achieved independently or with adjustments required for demonstration on the same basis as their peers.
- Achieved with support – for outcomes that have been achieved with additional support such as visual or verbal prompts.

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

Literacy and numeracy testing

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

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

- consists of 60 multiple-choice questions and will be 60 minutes long.
- will be reported separately from the Record of School Achievement. They are not a requirement for the award of the credential.
Life Skills – Profile of Student Achievement

Eligibility and issuance

The Profile of Student Achievement is issued to students who have satisfactorily completed one or more courses based on Life Skills outcomes and content. It is a record of the syllabus outcomes achieved by students in each course based on Life Skills outcomes and content studied.

Reporting of achievement

Outcomes reported on the Profile of Student Achievement can be achieved independently or with support. Where a student has achieved an outcome with support, this is indicated against the outcome. Achievement of outcomes may be demonstrated in a range of school and community contexts.

The Profile of Student Achievement may also list outcomes achieved from an additional course(s) based on Life Skills outcomes and content in order to supplement the study undertaken in courses for which the student has been entered. The additional course(s) will not be listed on the student’s Record of School Achievement.

Student eRecord

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

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

This is to certify that
Sample Student Name
of
Sample High School
has met the requirements for the Record of School Achievement and has received the results shown below.

### STAGE 5 COURSES

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>English (200)</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Mathematics (250)</td>
<td>C3</td>
</tr>
<tr>
<td></td>
<td>Science (200)</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>Australian Geography (100)</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>Australian History (100)</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>History (100)</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>Industrial Technology - Electronics (200)</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Personal Development, Health and Physical Education (100)</td>
<td>A</td>
</tr>
</tbody>
</table>

**Board Endorsed Courses**

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Physical Activity and Sports Science (100)</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Religion, Catholic Studies (100)</td>
<td>D</td>
</tr>
</tbody>
</table>

**Years 7 to 10 Mandatory Curriculum Requirements**

- English: Completed
- Mathematics: Completed
- Science: Completed
- Human Society and Its Environment: Completed
- Languages: Completed
- Technology: Completed
- Music: Completed
- Visual Arts: Completed
- Personal Development, Health and Physical Education: Completed

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**RECORD OF SCHOOL ACHIEVEMENT**

This is to certify that
Sample Student Name
of
Sample High School
has met the requirements for the Record of School Achievement and has received the results shown below.

### STAGE 5 COURSES

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<tbody>
<tr>
<td>2012</td>
<td>English (Life Skills) (200)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics (Life Skills) (200)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science (100)</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>Australian Geography (100)</td>
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<td>Australian History (100)</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>History (100)</td>
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</table>

**Years 7 to 10 Mandatory Curriculum Requirements**

- English: Completed
- Mathematics: Completed
- Science: Completed
- Human Society and Its Environment: Completed
- Languages: Completed
- Technology: Completed
- Music: Completed
- Visual Arts: Completed
- Personal Development, Health and Physical Education: Completed

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Student Number: 230096553

Issued without alteration or erasure on 10th December 2012

by the Board of Studies at Sydney, NSW, Australia.

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Student Number: 230096553

Issued without alteration or erasure on 10th December 2012

by the Board of Studies at Sydney, NSW, Australia.
Profile of Student Achievement

Sample Student Name
of
Sample High School
has achieved the outcomes listed below for
English (Life Skills) (Stage 5),

- Listens for a variety of purposes in a range of contexts
- Uses technology and aids to communicate with a range of audiences
- Uses visual texts in a range of contexts
- Reads and responds to short written texts
- Writes short texts for everyday purposes
- Composes increasingly complex written texts*
- Communicates with a range of audiences
- Explores social and cultural issues through texts*
- Uses individual and collaborative skills in the learning process*

* Achieved with support

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Board of Studies

Student eRecord

Sample Student Name
of
Sample High School

STAGE 5 COURSES

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<tr>
<td></td>
<td>Personal Development, Health and Physical Education (100)</td>
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</tr>
</tbody>
</table>

Board Endorsed Courses

| 2012 | Physical Activity and Sports Science (100) | A      |
|      | Religion, Catholic Studies (100)          | D      |

Years 7 to 10 Mandatory Curriculum Requirements

- English: Completed
- Mathematics: Completed
- Science: Completed
- Human Society and its Environment: Completed
- Languages: Completed
- Technology: Completed
- Music: Completed
- Visual Arts: Completed
- Personal Development, Health and Physical Education: Completed

Eligible for Record of School Achievement

Student Number: 123456789
Date produced: 14 December 2012

Issued without alteration or amendment on 13th December 2012 by the Board of Studies at Sydney, NSW, Australia.
Literacy Test

Sample Student Name
of Sample High School
sat for the Board of Studies test in literacy for school leavers on xx November 2012, and achieved the results shown below.

Level: 2

Typical performance at this level

60
50
40
30
20
10
0

Level 3

Individuals performing at this level can locate and comprehend information in detailed written material such as a job description. They can interpret information from charts and tables such as flight schedules and use the "help" facility in a software program. They can compare information from different sources and use organisation, such as headings and indexes, in manuals. They can use punctuation such as apostrophes and quotation marks as an aid to understanding and spell with reasonable accuracy.

Level 2

Individuals performing at this level can locate information and comprehend the main ideas in written material such as a payslip. They can compare information from different sources such as product catalogues and can understand instructions in words and diagrams such as safe operating procedures for machinery. They can locate information online such as job search results. They use basic punctuation such as capital letters and commas and can use a spelling checker.

Level 1

Individuals performing at this level can comprehend brief written information such as simple emails. They can locate specific information such as time on an appointment calendar and can interpret visual information such as safety signs. They can identify information in a simple diagram, map or table and recognise numerals such as prices in advertisements. They can use basic punctuation such as a full stop and use their knowledge of the alphabet to consult a dictionary.

Numeracy Test

Sample Student Name
of Sample High School
sat for the Board of Studies test in numeracy for school leavers on xx November 2012, and achieved the result shown below.

Level: 3

Typical performance at this level

60
50
40
30
20
10
0

Level 3

Individuals performing at this level can identify and compare mathematical information in written material such as building specifications. They can identify and compare information in diagrams, charts and tables and use large whole numbers in words and figures, such as on cheques. They understand and can convert fractions, decimals and percentages to sale prices and use and apply rates such as in bulk buying. They can understand and convert metric measurements to work out the quantities required for a routine task such as painting a wall. They can organise data and construct charts using a spreadsheet and use scales and keys to read everyday maps.

Level 2

Individuals performing at this level can identify mathematical information in written material such as recipes and advertising brochures. They can identify information in diagrams, charts and tables such as a bus timetable. They use whole numbers into the thousands and simple everyday fractions, decimals and percentages. They can perform one-step calculations to add, subtract, multiply and divide. They use simple measuring instruments such as speedometers and use knowledge of direction and simple coordinates to read maps and plans.

Level 1

Individuals performing at this level can locate mathematical information in simple written material such as a bill. They can understand place value and recognise whole number amounts in the 100s. They add and subtract whole number amounts up to 100 and quantities including money, in personally familiar contexts. They can identify basic measurement tools such as a calendar, ruler and digital clock and use them appropriately. They can compare basic metric measurements such as length and give and follow simple directions.
RoSA Assessment Policy

Due to the unique nature of each course, students will be issued with an Assessment Schedule for each course they study that is consistent with syllabus requirements.

**Total Number of Tasks**

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

**Written Notification Given to Students**

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

A copy of the *Assessment Task Notification Sheet (Attachment 3)* can be found on page 19.

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

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

**Across School / Subject Co-ordination**

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

Teachers will ensure that:

- individual faculty assessment tasks have a reasonable spread
- consultation with other staff will occur to avoid several major tasks falling due in the same week.

**Non-Completion of Assessment Tasks**

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

- If a student does not hand in any evidence of work by the due date and period, or fails to attend an assessment task he or she will automatically be awarded a zero. A warning letter will be sent home to communicate this to parents.
• If the student has submitted an illness misadventure for the task (ie a valid reason for missing the task or submission date – see below) and then completes the task within 1 week, or a negotiated time frame with the teacher, full marks will be awarded.

• If there is no illness or misadventure form and the student completes the task within 1 week they will receive a 10% reduction in marks per day the task is late (ie 2 days late = 20% reduction; 5 days late = 50% reduction).

• If the student does not submit an illness/misadventure form and does not complete the task within 1 week the zero mark will stand. The student will still be required to complete the task to resolve the warning and progress to the next academic year.

If the principal determines that you are in danger of not completing a course satisfactorily, you will be warned in writing in time for you to correct the problem and satisfactorily complete the course. You will receive a warning each time you have not completed a task. If you do not resolve the N Warning (complete the task) these will accumulate until you are considered not completing the course.

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

You have the right to appeal against an ‘N’ determination. The appropriate form can be obtained from your principal. Appeals against ‘N’ determinations should be lodged with your principal, who will advise you of the date by which your appeal must be submitted.

Special consideration will be provided when tasks are not completed due to circumstances of illness and misadventure. (See Illness Misadventure forms below)

Technical Failures

Difficulties related to computing equipment will not constitute sufficient grounds for the granting of an extension. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable back up copies, allowing sufficient time to deal with potential technical failures and the retention of printed drafts.

In the event of printer failure, students may submit work via a thumb drive or an email attachment to the appropriate teacher.

The school’s email address is ….. swansea-h.school@det.nsw.edu.au

Satisfactory completion of an assessment program

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

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

• award zero for that task and record this in the assessment records
• inform the Head Teacher of the non-attempt, the head teacher will then inform the parents. Consideration will be given if further information is received to explain the non-attempt.

If at any time it appears that a student is at risk of receiving an 'N' (Non-completion of course requirements) determination in any course, the school will inform the student (and parent) in writing. (See attachment 2 page 17)

**Illness/Misadventure Appeals**

A student may submit an Illness/Misadventure Appeal if:

i) the student has been unable to complete or submit an assessment task by the due date and period due to special circumstances eg illness / misadventure (unforeseeable issues that have arisen and prevent the student from completing the task)

ii) the student was unable to fully complete an assessment task by the due date and period. In this case the student must still hand in what has been completed.

iii) the student completes or submits an assessment task but feels that the standard of work was affected by special circumstances

A student’s appeal will be considered by the school’s Assessment Appeals Panel. An appeal must be submitted to the student’s class teacher **within two days** following the specified due date (due to misadventure) or upon return to school in the case of illness.

*If an intention to appeal is not lodged under these conditions then the awarded mark will stand.*

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

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

See Attachment 1 on page 15 for the Swansea High School Illness/Misadventure Appeal form.

After considering the appeal, one of the following actions will be taken:

• grant an extension of time for the assessment task without any penalty;
• grant an extension of time with reduced marks;
• permit a substitute assessment task to be set;
• **confirm the mark, zero or otherwise, which the teacher has already given**;
• give an estimate based on other evidence.
Note: There are no grounds for appeal against the value of the mark awarded.

The Year Adviser will maintain a register of all appeal forms lodged. Lodged forms will be filed in the student’s pupil record file once it has been processed.

**Malpractice and RoSA Assessment Tasks**

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

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

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

**Cheating** - A student is considered to have been cheating if they:

- deliberately copy any work that is not their own and submit it for assessment, lend their work for copying, knowing that whole or part of it will be submitted by another student
- seek/provide assistance from/to another student during test and examinations
- plagiarise material, not acknowledging the source. (See page 22 & Attachment 4 on page 21)

Students involved in cheating will be awarded a zero assessment mark.

Students, however, may appeal to the Assessment Appeals Panel within two days following the notification of the zero award. If an appeal is not lodged under this condition then the zero assessment mark will stand. Such an appeal will be processed according to the procedures set out for Illness/Misadventure Appeals procedures on page 9.

**Plagiarism**

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

i. Direct copying of text from a book, article, fellow student's essay, handout, thesis, web page or other source without proper acknowledgement.

ii. Claiming individual ideas derived from a book, article etc. as one's own, and incorporating them into one's work without acknowledging the source of these ideas.

iii. Overly depending on the work of one or more others without proper acknowledgement of the source, by constructing an essay, project etc. by extracting large sections of text
from another source, and merely linking these together with a few of one's own sentences."

Reference


Please see following page 20 for Referencing Procedures.
MISADVENTURE/APPEAL FORM

To be used in the case of:

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

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

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

---

**SECTION A**  
*To be completed by the student*

**NAME:** ____________________________  **YEAR**  10 / 11 / 12 *(circle)*

**SUBJECT:** ________________  **TEACHER:** ________________  **DATE DUE:** _______

**TASK:** ________________________________________________________________________

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

**REASON FOR MISADVENTURE or APPEAL:**
(State sufficient details to support your case)

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

**MEDICAL CERTIFICATE / STATUTORY DECLARATION (copy attached) FROM:**

_________________________________________________________________________________

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

**Student’s signature:** ____________________________  **Date:** _______

**Parent’s signature:** ____________________________  **Date:** _______
**SECTION B**

To be completed by the SC/HSC Review Committee

<table>
<thead>
<tr>
<th>Discussed with Teacher:</th>
<th>Yes / No</th>
<th>Interview with Student:</th>
<th>Yes / No</th>
</tr>
</thead>
</table>

Interviewer: _____________________________ Date: _______

Decision: Approved / Not Approved

APPROVAL: Decision:

- [ ] An estimate based on other evidence
- [ ] Additional time or complete assigned task or test
- [ ] An alternate task

NOT APPROVED: A zero mark will be awarded.

Comment: ______________________________________

Head Teacher’s signature: ___________________________ Date: _______

Deputy Principal’s Signature: ________________________ Date: _______

---

**SECTION C**

To be completed by the Head Teacher

Has a copy of this completed form been:

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

Head Teacher’s signature: ___________________________ Date: _______
SAMPLE WARNING LETTER

OFFICIAL WARNING
Non-completion of a Record of School Achievement Course

I am writing to advise that your son/daughter ____________________________ is in danger of not meeting the Course Completion Criteria for the Record of School Achievement in ______________________ . COURSE NAME

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to correct the problem. Please regard this letter as the ________ (eg 1st, 4th) official warning we have issued concerning ____________________________ . COURSE NAME

A minimum of two course-specific warnings must be issued prior to a final ‘N’ determination being made for a course.

Course Completion Criteria

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

a) followed the course developed or endorsed by the Board; and
b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; 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’ (non-completion of course) determination. Students who receive an ‘N’ determination in a mandatory course are not eligible for the award of the Record of School Achievement.

COURSE NAME □ is a mandatory course □ is not a mandatory course

To date, ____________________________ has not satisfactorily met the Course Completion Criteria.

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

<table>
<thead>
<tr>
<th>Task name/course requirement/s</th>
<th>Date/s task/s course requirements initially due (if applicable)</th>
<th>Action required by student</th>
<th>Date completed by (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>


Please discuss this matter with _______________________ and contact the school if further information or clarification is needed.

Yours sincerely

____________________________________

CLASS TEACHER/HEAD TEACHER       PRINCIPAL

---

PLEASE DETACH THIS SECTION AND RETURN IT TO THE SCHOOL

Requirements for the Satisfactory Completion of a Record of School Achievement Course

• I have received the letter dated _______ indicating that ________________________ is in danger of not having satisfactorily completed _______________________________

• I am aware that this course may appear on his/her Record of Achievement Part A with ‘Not Complete’ indicated.

• I am also aware that the ‘N’ determination may make him/her ineligible for the award of the ROSA.

Parent/Guardian’s signature:__________________________________
Date:____________

Student’s signature:_________________________________________
Date:____________

19
Referencing Harvard System

Introduction

Why reference?

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

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

When to reference

You must reference when:
- quoting the exact words of another writer
- paraphrasing - putting the work of another writer into your own words
- summarising - using ideas or material directly based on the work of another writer

How to reference

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

Referencing styles

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

In-text Citations

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

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

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

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

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

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

   (Harvey 1993; Braddon 1995)

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

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

   (Slater & Johnson 1996)

   (Johnson, Greene & Slater 1997)

   Johnson, Greene and Slater (1997) theorised that ...

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

   (Blackett et al. 1995)

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

6. **Page numbers may be included.**

   (Lawson 1989, p. 154)

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

   (Robinson 1992a; Robinson 1992b)
8. When there is no publication date, use n.d. for no date.

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

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

(Oxford dictionary for scientific writers and editors 1991)
Oxford dictionary for scientific writers and editors (1991) defines ...

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

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

(You will only list the work by Randall in your bibliography)

Formatting a bibliography

Bibliographies must:

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

Print Resources

Books

List the following details, in order:

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

Single author/editor


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


No author/editor

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


Chapters in Books

List the following details, in order:

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


Journal Articles

List the following details, in order:

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


Newspaper Articles

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


Conference Papers
List details as for chapters in books.


Non-book Resources (Multimedia) Videos

List details as for book, and include the form of the item, e.g., videorecording, after the title.

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

Electronic Resources Online Journal Articles

List the following details, in order:

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

Full text journal article from database


Full text journal article from an electronic journal

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

Web pages

List the following details, in order:

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


Web pages with no authors


Reference

A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents. Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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