

# ASSESSMENT HANDBOOK

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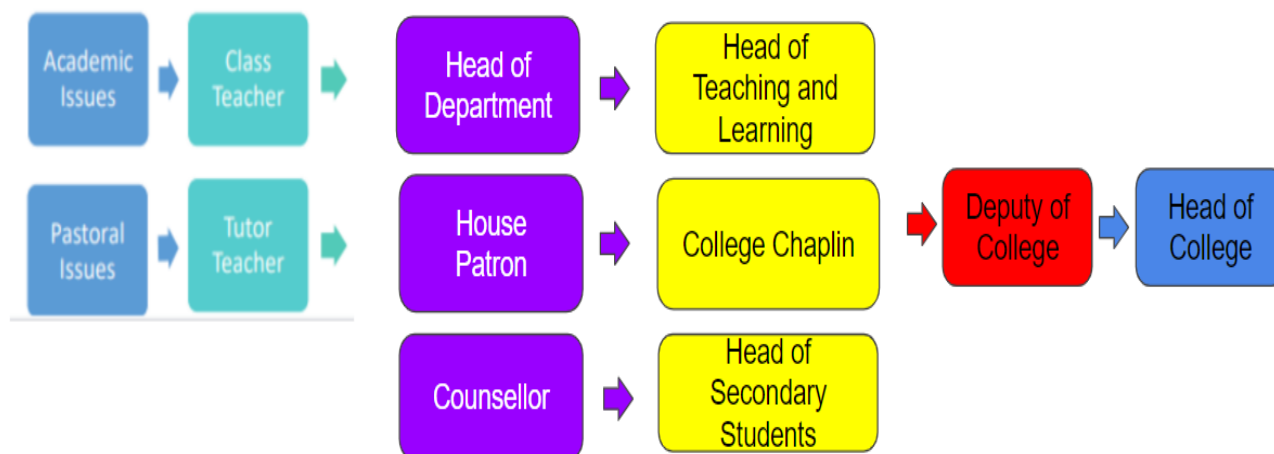
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## College Structure and Contacts

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## Student and Parental Chain of Communication



## Introduction

This Assessment Handbook provides students with information about the procedures relating to Assessment. Students and parents are advised to read the booklet closely and keep it for reference.

## Purpose of Assessment

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of purposes, including to:

- ☐ assist student learning
- ☐ evaluate and improve teaching and learning programs
- ☐ provide information on student learning and progress in a course in relation to the syllabus outcomes
- ☐ provide evidence of satisfactory completion of a course
- ☐ report on the achievement of each student at the end of a course

### Stage 6 (Years 11 and 12)

In the context of the Higher School Certificate (HSC), a requirement of a school-based assessment program is to provide a summative measure of a student's achievement in relation to course outcomes. This includes:

- ☐ a wider range of syllabus outcomes that may be measured by external examinations alone
- ☐ multiple measures and observations made throughout the course rather than a single assessment event

Assessment tasks are conducted throughout all grades and each has a weighting determined by the school within requirements provided by NESA. Each formal task enables teachers to collect information about the students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance, highlighting their strengths and where they could make improvements.

Measuring achievement at several points during the course can provide a better indication of student achievement than a single, final measure on its own as:

- ☐ multiple measures generally give a more accurate measure of each student's achievement
- ☐ this caters for any knowledge and skills outcomes that are better assessed in specific settings or at specific times (for example research, fieldwork or practical skills).

## **Student Responsibilities**

Each student has a responsibility to:

1. Understand the NESA course requirements and procedures for each course of study.
2. Attend school and apply himself/herself to the best of his/her ability to all coursework, whether it is class work, homework or an assessment task.
3. Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook.
4. Plan a study timetable that gives careful consideration to the requirements of assessment tasks in their overall pattern of study.
5. Seek help and advice from the Teaching Staff.
6. Be aware of due dates for assessment tasks and complete tasks on time.
7. Be present to do all in-school assessment tasks. This means being present all day on the day a task is due.
8. Be on time for all assessment tasks.
9. Provide written evidence (e.g. Independent Evidence of Illness/Misadventure) of reason for absence from an assessment task or late submission of an assessment task.
10. Keep a personal record of the results of assessment tasks.

## **School Responsibilities**

The College has a responsibility to:

1. Teach courses in accordance with the relevant NESA syllabuses.
2. Develop an assessment program for each course that meets the requirements set out in the NESA Assessment Certification Examination website.
3. Inform students in writing of the nature, timing, mark value and weighting of each assessment task in the assessment program.
4. Provide feedback to students on their performance in each assessment task and on what they must do to improve.
5. Keep records of students' performance in each assessment task.
6. Consider appeals after each assessment task.
7. Provide a report at the end of each semester on the performance and achievements of each student in each one of their courses.

## Year 12 School Assessment Mark versus HSC Examination Mark

### How the HSC mark is calculated

For each course, the HSC mark is a 50:50 combination of a student's school assessment mark and HSC examination mark.

### School assessment mark

For each course, the school assessment mark is made up of a combination of the marks for each Assessment Task; the marks are combined according to the weighting of each Assessment Task.

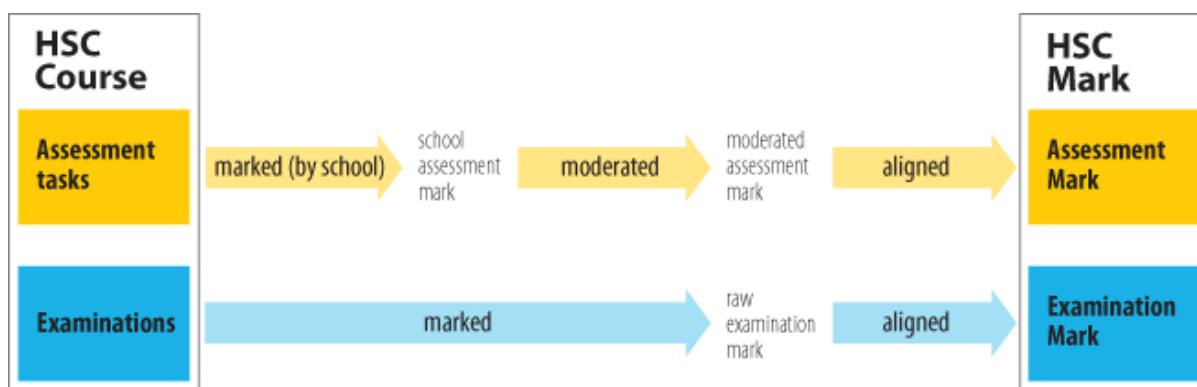
School-based Assessment Tasks measure student performance in a wider range of course outcomes than can be tested in the final HSC examination. Assessment Tasks may include tests, research reports, oral presentations, practical activities, fieldwork and projects.

Schools submit a school assessment mark for every student in every course. The NSW Education Standards Authority (NESA) puts the marks through a process of moderation to allow a fair comparison of marks in each course across different schools.

### HSC examination mark

For each course, the HSC examination mark shows the student's performance in the HSC examination ONLY; the HSC examination is set and marked by NESA. The examination consists of a written paper and, for some courses, speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.

A unique part of the standards approach is a special procedure called 'judging'. Judging means a student's raw exam marks can be matched to the standards and the reporting scale used by the Board. It means a student is rewarded for their performance with the mark they deserve, no matter how many other people performed at a similar, higher, or lower level.



## Assessment Tasks

Assessment is a process of gathering information about student achievement at various stages in a course. The College uses a variety of assessment tasks to assess performance across a range of syllabus outcomes. The nature of tasks varies within and across courses – they include assignments, fieldwork and reports, oral presentations, tests and exams, portfolios, practical investigations, long term pieces of work and performances. Each task in a course is given a weighting (percentage of the total), based on syllabus requirements.

A student's final assessment mark in a course is derived from the assessment tasks. It is a numerical measure of what a student knows, understands, and can do in that course. Assessment is standards referenced – achievement is assessed against the standards specified in a course.

Generally, the specific details of each assessment task are given to students in writing two weeks before the task is due. These include the nature of the assessment task, its components, the weighing of the task and its due date. Students may also be provided with the marking criteria if appropriate to the type of task.

The learning process includes students preparing themselves as well as possible for all aspects of assessment. If students return to school after an absence, they should check with teachers to see whether an assessment task was issued. It is advisable to keep all assessment information including calendars prominently displayed in a home study area.

In some instances, assessment tasks may be prepared on a computer and printed for submission. Unfortunately, technology and particularly printers can break down at the most inopportune times. Faulty equipment is not an acceptable excuse for late submission. This also applies to printing (ink and toner shortages) as facilities are available via the school library network for printing hardcopies of assessments. Students should make regular backup copies of files, print their working drafts and keep drafts in order to support their work in case of late final submission.

As with all assessment and homework dilemmas, students should consult with the class teacher in the first instance. Any foreseeable problems should be addressed as soon as possible.

## Assessment Information

The date of an assessment task can be changed if school circumstances make it advisable. In such cases, students will be given reasonable written notice (usually at least two weeks where possible) of the alteration via an amended assessment task notification. The three key principles in this procedure will be that:

- a) the date will not generally be made earlier than that originally advised – unless the amount of notice given is deemed sufficient.
- b) the weighting of the task in the overall assessment program (Assessment Schedule) will not generally be varied.
- c) every consideration will be given to ensure that students do not suffer disadvantage.

A task being 'pushed back' - a day, or to the next lesson - due to teacher absence or other unforeseen circumstances is deemed acceptable and does not require additional two-weeks' notification. This is due to the additional preparation time given to students. In the event of this situation, the teacher or Head of Faculty will communicate the circumstance and the postponement to students.

## Submitting Assessment Tasks

Assignment-type tasks must be **handed personally to the class teacher** at the beginning of the appropriate subject period on the specified day. If no period for the subject is timetabled for that day, the task must be given to the teacher, or in the case of his or her absence, to the relevant Head of Faculty, as indicated on your assessment notification.

An assessment task submitted later on the day than the timetabled period for that subject 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.

The use of e-mail or fax as a means of submitting tasks is **not acceptable** unless indicated on the assessment notification. The College accepts no responsibility for the loss of tasks submitted electronically. Tasks submitted electronically 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 subject teacher may negotiate with individual students or parents for a task to be submitted electronically. This should be done prior to the assessment's due date.



## Extensions

Extensions will only be granted by a Head of Faculty in the most exceptional circumstances and should not be assumed by students. Should a student wish to seek an extension for an assessment task, he or she must apply in advance – **at least a week before the task is due** – to the relevant Head of the Faculty. This application form is available in the Appendix of this Handbook. The Head of the Faculty will deal promptly with the application and advise the outcome. Late applications for an extension will only be considered if special circumstances exist.

Grounds for extension may be:

1. Illness or valid injury (Independent Evidence of Illness/Misadventure form must be provided)
2. Severe family disruption
3. Student involvement in an official school function
4. Other (at the discretion of the Head of Faculty)

## Late Submission of an Assessment Task

A penalty will apply for any late submission of an assessment task not covered in the above. **Students will lose 10% of the mark that would otherwise have been issued to them for every day late** (for example, the loss of 40% of the mark awarded if a student submits work 4 days late). In this context, “day” means calendar day; for example, a piece of work due on a Friday and submitted on the following Monday is three days late. In most instances, parents will be notified of penalties incurred due to the late submission of work. **A student will receive zero marks for work submitted 10 or more days late.**

Students are expected to submit all assessment tasks, even in cases where a zero mark will be recorded. Students *must* complete assessment tasks that contribute in excess of 50% of the available marks in a course. Consistent failure to submit assessment tasks could result in failure to satisfy College course requirements and could result in the ‘N Determination’ process being pursued where applicable. Students and parents will be informed via a Letter of Concern (see Appendix) in the event of failure to submit an assessment task.

## **Illness or Misadventure**

### Assessment Task to be Submitted

If a student is unable to attend school on the day an assessment task is due, a telephone call in the morning to the relevant Head of Faculty is needed. If the assessment task can be delivered to the class teacher on time by a parent or other person acting on the student's behalf, that would be appropriate and helpful.

If it is not possible to submit an assessment task on the set date due to illness, the student must present the task, along with an Independent Evidence of Illness / Misadventure form (see Appendix) and a parent or guardian note, on the first day of return to school. All three items should be presented to the teacher before the first period. The items should then be presented to the relevant Head of Faculty.

### In-Class Assessment Task or Examination

If a student is absent on the day of an in-class assessment task or examination, a telephone call in the morning to the relevant Head of Faculty is needed. In addition, the student must see the Head of Faculty before the first period on the first day back at school. An Independent Evidence of Illness / Misadventure form and a parent or guardian note explaining the absence needs to be presented then. The student may be asked to sit the missed assessment task or a substitute task.

If a student commences an in-class assessment task or examination and then feels ill, he or she must advise the teacher immediately. The student should complete the assessment task or examination as much as possible and see a doctor on the same day to fill out an Independent Evidence of Illness / Misadventure form. This form should be presented to the teacher. The teacher, along with the relevant Head of Faculty, will review the case and decide whether the assessment task is valid, or whether a substitute task should be given.

There will be no penalty imposed if the above procedure is followed. To arrive at school without the Independent Evidence of Illness / Misadventure form on the first day back from illness / misadventure may result in a zero mark.

### Students with Approved Leave

Approval for student leave will not be finalised until the Approved Leave Assessment Variation Form is completed (see Appendix).

As part of this process, students with approved leave must make alternative arrangements with their teacher and the Head of Faculty to submit or undertake assessment tasks that take place during the period of leave.

Students who are absent without approved leave will be given a zero mark if they miss an Assessment Task.

## Alleged Malpractice in Assessment Tasks or Examinations

NESA defines malpractice, or cheating, as “dishonest behaviour by a student that gives them an unfair advantage over others”. Any form of dishonesty in completing an assessment task, such as cheating, assisting someone to cheat or plagiarising (using other people’s work without acknowledgement) will result in a **zero mark**. Any verbal or non-verbal communication, or breach of examination etiquette, will result in a **zero mark** for that assessment or examination. Examples include talking, gestures, laughing, disruptive sounds, amongst others as deemed by the Head of Teaching and Learning or equivalent.

Plagiarism is the presenting of the words and ideas of others as if they were your own. It includes copying sections from books, articles (and other print material), CD-ROMs and websites (and other electronic material), without indicating a quotation and acknowledging the author. Paraphrasing (changing a passage into your own words) is also plagiarism when the author of the original works is not acknowledged. Copying from other students and presenting it as your own is also plagiarism. A guide on how to reference material is provided in the Appendix.

Students who are absent for either part or the whole of the day before an assessment is due, whether it is a submitted task or an examination, are to bring in an **Independent Evidence of Illness / Misadventure form** (see Appendix) along with a parent or guardian note explaining their absence. Failure to do this may result in a **zero mark** being recorded. (This procedure has been put in place to ensure that students do not intentionally stay at home to study or complete a task, and hence gain an unfair advantage over students attending school.)

When sitting for an in-class assessment task, students must attend all other prior classes on this day. For example, if a task is in Period 4, students must attend their Period 1 – 3 classes as normal. Students arriving to school just to sit for an in-class assessment task, without a genuine reason and an **Independent Evidence of Illness / Misadventure form** (see Appendix), will be deemed to have truanted class and may receive a **zero mark**; this penalty also applies to students who are at school but do not attend their lessons.

## Grievance & Appeals

Concerns may arise from time to time about aspects of a course. It may be about resources, facilities, another person, an assessment task or an assessment result. A grievance is any type of problem, and may be about an act, omission, situation or decision, you feel is unfair, discriminatory or unjustified. Students have **48 hours** from the point they receive the task back to lodge an Assessment Appeal Form (see Appendix) if they are unhappy about their result. Any requests made after this will not be accepted.

The following procedure applies:

- (a) Try to clarify the situation with the class teacher involved.
- (b) If the situation is unresolved, obtain an Assessment Appeal Form from the appendix in this handbook.
- (c) Complete the form and return it to the Head of Faculty.
- (d) The Head of Faculty will hold a meeting with you. Notes will generally be taken and agreed to at the end of the meeting. A remark is not automatic nor guaranteed.
- (e) If a satisfactory resolution cannot be achieved, then the HoTL must be contacted in bringing about a resolution. All procedures that are followed will be consistent with policy and requirements.

## **‘N’ Determinations**

For a student to satisfactorily complete any course (including HSC), he or she must meet the following course completion criteria:

1. The student followed the course developed or endorsed by the Board; and,
2. The student applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and,
3. The student achieved some or all of the course outcomes.

If a student receives a zero mark for an Assessment Task OR fails to submit an Assessment Task OR does not attend a course regularly, he or she is in danger of not meeting the course completion criteria. In these instances, the Head of College will meet with the student and the parent or guardian and issue a written warning that the student is at risk of not completing the course. The Head of College will also advise the student of what actions need to be taken in time for the problem to be corrected. If these actions are not taken by the set time, a follow-up warning letter will be issued setting out what remedial actions need to occur by a certain time. If this is still ignored, the Head of College will have no choice but to issue an ‘N’ Determination (non-completion determination) in respect of the student for that course, and advise both the student and NESAs (via Schools Online).

A school assessment mark will still be awarded to the student and forwarded to NESAs, in case the ‘N’ determination is reversed on appeal.

## **Procedure for Appeals against ‘N’ Determinations**

A student can lodge an appeal for a review of an ‘N’ determination. He or she must apply to the Head of College by the date listed in NESAs Timetable of Actions for Schools.

A College Review Committee will be formed consisting of the Head of College, Deputy Head of College, Head of Teaching & Learning and relevant Head of Faculty. This Review Committee will consider the appeal.

If the College upholds the appeal, the College advises NESAs by the date stipulated in NESAs Timetable of Actions for Schools. The student’s school assessment mark will be re-instated.

If the appeal is declined, the student may appeal to NESAs. NESAs review will focus on whether the College review properly and correctly considered the matters before it.

Appeals must reach NESAs by the date stipulated in NESAs Timetable of Actions for Schools. NESAs will advise the student and the Head of College of the outcome of any appeal as soon as possible after the Higher School Certificate examinations.

If the student makes no appeal to NESAs, all documentation is kept at the College and no further action is taken.

## **HSC Procedure for Appeals against Assessment Rankings**

After the final HSC examination, a student can view their final assessment ranks for each course via Students Online. If a student feels that their placement in any course is not correct, they should firstly talk to their course teacher and relevant Head of Faculty. If the matter is not resolved, the student may lodge an appeal against their HSC Assessment Ranking with the Head of Teaching and Learning and must do so by the date specified in NESA Timetable of Actions for Schools.

A College Review Committee will be formed consisting of the Head of College, Deputy Head of College, Head of Teaching & Learning and relevant Head of Faculty. This Review Committee will consider the appeal.

There is no provision for a review of the marks received for individual assessment tasks. Reviews are limited to the assessment process. The only matters that the College will consider are whether or not:

- (a) the weightings specified by the College in its assessment program conform with NESA requirements as detailed in the relevant syllabus packages;
- (b) the procedures used by the College for determining the final assessment mark conform with the stated assessment program;
- (c) computational or other clerical errors have been made in the determination of the assessment mark.

The College will advise the student and parent or guardian in writing of the outcome of its College review, and will advise NESA of any changes to assessment rankings.

If a student is dissatisfied with the outcome of the College review, he or she must advise the Head of College that there is a wish to lodge an appeal with NESA. The Head of Teaching and Learning will arrange and explain to the student the required documentation associated with this appeal. This must be done by the date specified in NESA Timetable of Actions for Schools. NESA conducts the review of the student appeal and notifies both the student and Head of College of the decision.

If the student makes no appeal to NESA, all documentation is kept at the College and no further action is taken.

## Assessment Scheduling

Student assessments are scheduled on the SAD Calendar (Student Assessments and Deadlines). While every effort is made to keep this calendar updated, changes may occur. As such, the Assessment Task Notification will contain the most accurate information about the date of an Assessment Task. All students should refer to the Assessment Task Notification for the explicit scheduling and requirements of each assessment.

Where possible, the College will work to ensure that each student does not have more than three assessments scheduled in the same week and no more than two scheduled for the same day. This is, however, not always possible. In the event where this guideline cannot be applied, the Head of Faculty will work in conjunction with the Head of Teaching and Learning to ensure students have fair and equitable access to the task.

## Examination and In-class Assessment Etiquette

Examinations and in-class assessments offer a range of stresses to students. As such, the following etiquette must be adhered to in order to ensure equitable access of the assessment to all students.

- Students must arrive at the examination room 15 minutes before the commencement of the examination
- Students are not to have mobile phones or smartwatches in their possession. Mobile phones not signed in at the Office may result in a mark of zero for the assessment. This is aligned to the College' 'no mobile phones' policy
- No notes are to be taken into the examination room
- ONLY clear pencil cases or plastic sleeves are permitted to hold required stationery
- Students may only write in blue or black pen unless specifically stated on the Assessment Notification for the examination
- If a student arrives late to an exam, without appropriate misadventure documentation, no additional time will be granted. In this case, the HoF, HoTL and/or DHoC should be contacted
- Students are not permitted to leave the room in the first 30 minutes or the last 15 minutes of an examination
- No examination booklets are to be removed from the room regardless if they have not been written in
- Students who are caught communicating in the examination room (either verbal or non-verbal) may receive a mark of zero. This will be considered as a form of dishonest behaviour or a breach of examination/in-class assessment etiquette
- Excessive religious paraphernalia is not permitted in the examination room
- Students are not permitted to use the toilet during an in-class assessment or any assessment/examination with the duration of 1 hour. Students are only permitted to use the toilet during 1.5 hour exams or longer. Supervising staff reserve the right to cease permission for amenities use at any time.
- Students will remain for the entire duration of any exam / assessment and is not permitted to leave early – this includes the HSC examinations

## Appendix



## Independent Evidence of Illness/Misadventure

For appeals based on illness, this section will normally be completed by a doctor or other health professional. In the case of misadventure, it may be completed by another person, e.g. a police officer, counsellor. **This person should not be related to the student.**

***Evidence such as a Medical Certificate may be attached (stapled) to this page.***

### **Attention: Health Professionals, Counsellors, etc.**

For the circumstances of the student's absence to be accurately assessed, the following information is required:

#### **In case of illness: In the case of misadventure:**

- The date of the onset of the illness, plus any
- The date and time of the occurrence, and additional dates of consultation subsequent events
- A description of the student's symptoms
- A description of the occurrence
- An indication of the duration of the condition
- The likely impact of the condition on the student's test performance

### **Independent Evidence of Illness or Misadventure**

(Please ensure you have read the instructions above. If this space is insufficient, please attach a separate sheet)

Student Name: \_\_\_\_\_

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Please complete this section carefully. You may be contacted if additional information is required.

Name: \_\_\_\_\_ Profession: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_





## Extension Request for Assessment Task

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_

I hereby apply for an extension in the following Assessment Task.

Course: \_\_\_\_\_

Nature of Task: \_\_\_\_\_

Due Date: \_\_\_\_\_ Task Name: \_\_\_\_\_

Reason for Extension: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*(Documentary evidence from parent / doctor to be attached)*

In applying for this extension, I assure the Head of Faculty that I am not seeking any unfair advantage over the other students in the course.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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I have noted the above request and have decided

- ☐ To grant an extension      New Date for Submission: \_\_\_\_\_  
☐ Not to grant an extension

Reason: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Class Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Head of Faculty's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Assessment Appeal Application

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_

Date: \_\_\_\_\_

Subject: \_\_\_\_\_

Class Teacher: \_\_\_\_\_

Head of Faculty: \_\_\_\_\_

Reason for Appeal:

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Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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### Appeal Outcome

I have noted the above and have decided:

☐ To grant this appeal

☐ Not to grant this appeal

Reason:

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Head of Faculty's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## **Intended Approved Leave Request:** **Assessment Variation Form**

**Section 1: To be completed by student(s) from Years 7-12 prior to applying for Approved Leave.**

Student Name: \_\_\_\_\_

Year: \_\_\_\_\_

Leave dates: From \_\_\_\_\_ to \_\_\_\_\_ (inclusive)

**Section 2: Student takes this form to be completed by each Head of Faculty (HoF).**

Faculty	Course	Assessment (Y or N)	Assessment Original Date	Assessment Amended Date	HoF Signature
COS					
English					
Maths					
Science					
HSIE					
PDHPE					
Music					
TAS					
Visual Arts					

*It is the student's responsibility to ensure that all assessments impacted by leave are negotiated and rescheduled in consultation with the HoF. Each HoF at the College must sign off to ensure no assessment is impacted. Following this, the student must obtain signatures from the House Patron and Head of Teaching and Learning, before attaching this completed form to the College's official Approved Leave documentation. Final approval for leave rests with the Head of College. As per the College Assessment Handbook, failure to adhere to this process may result in a mark of zero for each assessment impacted.*

\_\_\_\_\_  
House Patron

\_\_\_\_\_  
Head of Teaching & Learning



## ASSESSMENT TASK STUDENT EVALUATION

Student:
Subject:
Mark:

Circle the face which best represents your reaction to this result:



Happy



Confused / Not Sure



Disappointed

How did you prepare for this task?

Now that you have received your assessment result, based on the criteria, what specific skills do you need to improve on?

How could you better tailor your study/preparation for the next assessment?

Set ONE goal for you to work towards in preparation for the next assessment:

## A Guide to Writing Bibliographies Based on The Harvard Style

### (i) Background:

A Bibliography is a list of resources used in preparing a piece of work.

When writing up a piece of work you will need to cite (quote) the bibliographical references of all resources you have used.

Bibliographical references need to be cited in two different places:

1. Where a document is referred to in the text.
2. In a list at the end of the work which is arranged alphabetically by author then by date. This author/date system of description is referred to as the Harvard System.

### (ii) Citing in the Text:

1. Citing in the text (without direct quote)  
At each point in the text which refers to a particular resource, insert the author's surname and publication year. (Initials not necessary unless two authors have same name)

The work of Thompson (1994), Bryant (1998) and Eastman (1986) were all concerned with the importance of consistency in bibliographies and citations.

2. Citing direct quotations  
After the quote include the author's surname, publication year followed by page number. [One page (p) pages (pp) (full stop)]

As Thompson says, "all direct quotations must be acknowledged" (Thompson, 1994, p. 45).

### (iii) Bibliographical referencing of books (incl. Reference)

Include the following information in this order:

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

For a reference book: Title of book. (underlined OR italics) (full stop)  
Year. (in brackets) (full stops)  
Publisher, (comma)  
Place of publication. (full stop)

Dixon, J. (1993). How to be a successful student. Penguin Books, Ringwood.

#### (iv) Bibliographical referencing of books (edited)

Include the following information in this order:

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

For an article in an edited book:

Before 1 to 5 add:

- a) Article author's surname, initials. (full stop)
- b) Year. (brackets) (full stop)
- c) Title of article. (full stop)
- d) Followed by In: (underlined) (colon)
- e) Back to number 1 and omit 3

Morgan, J. (ed.) (1993). How to be a successful author. Penguin Books, Ringwood.
--

#### (v) Bibliographical referencing of World Wide Web

Include the following information in this order:

1. Author's surname, initials. (full stop)
2. Year. (in brackets) (full stop)
3. Title (underlined OR italics)
4. [Internet]. [in square brackets] (full stop)
5. Publisher, (comma)
6. Place of publication. (full stop)
7. Available from: <URL> [Accessed date].

If there is no author start at Step 3.

If there is no date write n.d. (no date) after the author's name

Eg. Hanson, B. n. d. Central Nepal. (cont. on from step 3.)

If there is no publisher or place of publication skip 5 and 6 and conclude with 7.

Holland, M. (1996). Harvard System [Internet]. Bournemouth University, Poole. Available from: <a href="http://www.bournemouth.ac.uk/service-depts/lis/LIS_Pub/harvardsys.html">http://www.bournemouth.ac.uk/service-depts/lis/LIS_Pub/harvardsys.html</a> [Accessed 6 May, 1998].
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#### (vi) Bibliographical referencing of CD-ROMS

Include the following information in this order:

1. Author's surname, initials. (full stop)
2. Year. (in brackets) (full Stop)
3. Title. (underlined OR italics)(full stop)
4. CD ROM. [in square brackets] (full stop)
5. Publisher, (comma)
6. Place of publication (full stop)

Hawking, S.W. (1994). A brief history of time: an interactive adventure. [CD-ROM].  
Crunch Media, N.Y

#### (vii) Bibliographical referencing of E-mail

Include the following information in this order:

1. Sender's surname, initials. (full stop)
2. (Sender's E-mail address), (brackets) (comma)
3. Day, (comma) month, (comma) year. (full stop)
4. Subject of message. (underlined OR italics) (full stop)
5. E-mail to (recipient's email address). (brackets)(full stop)

Lowman, D. ([Deborah@pbsinc.com.au](mailto:Deborah@pbsinc.com.au)), 4 April, 1998. Internet referencing.  
(awill@dva.gov.au).

#### (viii) Bibliographical referencing of interviews

Include the following information in this order.

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)

N. Archer. Personal Interview. October 11, 1998.

#### (ix) Bibliographical referencing of Journal articles

Include the following information in this order:

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. (underlined OR italics) (full stop)
5. Volume, number, month/session, (comma)
6. Page numbers of the article. (full stop)

Burns, S. (1989). There's more than one way to learn. Australian Wellbeing. No 33,  
October, pp 42-44.

**(x) Bibliographical referencing of Newspaper Articles**

Include the following information in this order:

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. (underlined OR italics) (full stop)
5. Date of publication, (comma)
6. Page numbers of article. (full stop)

Popham, B. (1997). Saving the future. Weekend Australian. 7 February, p. 10.

**(xi) Bibliographical referencing of Videos**

Include the following information in this order:

1. Series title. (full stop)
2. Series number. (full stop)
3. Title. (underlined OR 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)

Fragile Earth. 5. South American Wetland. (1982). BBC, London. 17 October, [video: VHS].



## A Glossary of Key Terms

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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

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