



YEAR 12 2017

HSC ASSESSMENT INFORMATION
FOR MATHS ACCELERANTS

Young women
of integrity
and purpose

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PLC HSC ASSESSMENT POLICY

The NSW Board of Studies, Teaching and Educational Standards (BOSTES) prescribes that schools must submit an internal assessment mark for each student in each course in order for students to be eligible for the HSC. This document outlines the PLC Sydney assessment policy and procedures which will be followed in producing the School Assessment mark. This document has been written in accordance with the NSW BOSTES guidelines as outlined in the **Assessment, Certification and Examination Manual**. For more information about the NSW Board of Studies, Teaching and Educational Standards requirements, please see www.boardofstudies.nsw.edu.au/yourhsc.

General Information

- Assessment is the process of gathering information and making judgements about student achievement.
- The NSW BOSTES has adopted a Standards-Referenced approach to assessment for the HSC where levels of student achievement will be reported in terms of performance standards as measured against the syllabus standards published in each Board Syllabus.
- The NSW BOSTES prescribes components, weightings and task requirements for school-based assessment programs in each course. School-based assessment provides students with essential feedback about their level of achievement as measured against performance standards expressed in the syllabus. It also provides a measure of student achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone.
- The internal assessment mark submitted by the school in each course provides the summation of each student's achievement measured at points throughout the course. It also reflects the rank order and the relative level of performance of students in each course.
- Assessment marks submitted to the BOSTES are moderated against student performance in the actual HSC examination in order to ensure the validity of marks across the state.
- HSC marks in each subject are based on the average of the moderated school assessment mark (submitted by the school and produced in accordance with the Board's requirements) and the external HSC examination mark (i.e. the school assessment is worth 50% of the final HSC Mark).
- Where a student suffers illness or misadventure during the HSC examination the moderated school assessment may become the HSC result for that student (at the discretion of the BOSTES).

PLC Assessment Procedures

1. NOTIFICATION OF TASKS

- a. Set out in this booklet is a general timetable of all assessment tasks for each subject. Specific dates for tasks will be published early in 2017. Students should expect **between 2 and 4 tasks** over the HSC year in each subject. Some tasks will measure more than one component of the subject assessment requirements. It may be necessary to schedule more than one assessment task (for different subjects) on the one day. This will be avoided wherever possible.
- b. At least **two weeks before** each task students will receive **written notification** outlining the **outcomes** being tested, the **due date**, the assessment **component**, the **weighting** for the specific task and, for some tasks, **a rubric or marking scheme**. Students must sign the "**Task Notification/Declaration Sheet**" to acknowledge receipt of the notification and to indicate that they are aware of the date, nature and value of the task as well as their responsibility with regard to appropriate academic conduct.
- c. Where students are absent when tasks are notified the class teacher will follow up with each absentee. A copy of the notification will be attached to the assessment task on the **Student and Parent Portal**.

The school reserves the right to include additional tasks after this notification, if necessary, for measurement, validation and evaluation purposes. No task will be discarded. If further tasks are required students will receive full details on how this alters the weightings of previous tasks.

- d. Changes to an assessment task after written notification has been distributed will be accompanied by a re-issued and amended written notification. Students must sign the re-issued **"Task Notification/Declaration Sheet"** to acknowledge receipt of the amended notification.

2. COMPLETION OF HSC ASSESSMENT TASKS

- a. The Board requires all HSC students to follow an assessment program and to have an assessment mark submitted. The minimum requirement is that the student makes a **genuine attempt** at assessment tasks. **Students who do not comply with the assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course.** In the case of Extension courses, students who fail to meet the assessment requirements for the common (2 or 3 unit) part of the course will not receive a result for both the Common and Extension courses.
- b. **Failure to submit a task by the due date or to sit a scheduled task at the prescribed time will result in a mark of zero** being awarded unless an acceptable Illness/Misadventure Claim is made at the time of the task. Illness/Misadventure processes are in place to maintain parity not to provide advantage. Please refer to the section below for specific details about Illness/Misadventure Claims.
- c. **Failure to complete assessment tasks which contribute in excess of 50% of the available mark in any Board determined course, will make a student ineligible for an assessment mark and hence a Higher School Certificate.** Students should sit a minimum of 51% of the internal assessment tasks under common conditions with their course cohort.
- d. Assessment tasks must be according to the submission processes outlined on the task notification.
 - i. **Tasks must be submitted directly to the class teacher or their delegate.** Under no circumstances should students submit tasks via a peer.
 - ii. Students may be required to submit digital copies of tasks via a dropbox on enable, email or setting sharing permissions of a google doc. **A claim of 'technical difficulties' which prevent or delay printing/submission is not acceptable.** It is the responsibility of the student to back up all work and ensure the task is submitted on time. Students of PLC Sydney are expected to have the technological skills required to ensure submission of a task through alternate pathways should the need arise. (Note: It is possible to determine whether additions have been made to a file after the scheduled submission time & date).

3. ILLNESS AND MISADVENTURE

The rank order of students and the relative differences between student achievements plays a very significant role in the purpose of assessment. Assessment tasks must therefore measure actual not potential performance. Assessment marks will not be modified to take into account possible effects of illness or domestic situations. Raw marks are recorded and maintained as a basis for the determination of course marks. The College has developed procedures to deal with illness and misadventure in a way that is fair to both the group and individual students. These procedures may include the scheduling of an alternate task and/or a process of review at the end of the internal assessment schedule.

Students and parents should familiarise themselves with the procedures required for making an Illness/Misadventure Claim. Ignorance of the procedures cannot be accepted as justification for not adhering to the procedures.

- a. **Illness:** If a student is unable to submit a task/or sit an examination on time because of illness, the steps outlined below must be followed:
- i. A parent or guardian should contact the Head Teacher Curriculum immediately to discuss alternate procedures.
 - ii. A medical certificate (dated for the day of the task) should be provided for the Head Teacher Curriculum on the day of return to school. A report of the illness should be provided on the **"PLC Illness and Misadventure Appeal"** form the day of the return to school (**see Appendix 1**). The student should be prepared to sit an alternate task **as soon as possible** (generally on the day of return), without further notice (unless otherwise negotiated with the Head Teacher Curriculum).

The Illness Claim must:

- i. **Be supported by evidence approved by the NSW Board of Studies, Teaching and Educational Standards**
 1. A Medical Certificate issued at the time of the task by a doctor who is not related to the claimant is acceptable and the most common evidence provided to support successful claims.
 2. A certificate from Pharmacists/Health Professionals in unrelated specialties (e.g. a dentist providing a certificate outlining mental health issues) is **not acceptable**.
 3. Certificates that are contrary in nature (e.g. one giving a clean bill of health for one activity accompanied by another certificate claiming an illness which impacts on the performance in an assessment task) are **not acceptable**.
 4. Student actions that are contrary to information outlined on medical certificates **may result in an illness claim being declined**. In such instances the provider of the certificate will be contacted and the situation fully discussed.
- ii. **Be made at the time of task submission/sitting the task**
 1. It is recommended that medical treatment be sought on the same day as the scheduled time of the task/task submission.
 2. Claim for lost preparation time is not an acceptable reason for the NSW BOSTES. e.g. **requests for extensions on due dates are not acceptable**. Students should submit the task (even if incomplete) on the due date (**electronically if absent from school**) and accompany the submission with an Illness Claim supported by an appropriate Medical Certificate on their return to school. This will enable a review of the task performance at the end of the assessment schedule.
 3. **Retrospective claims** will be recorded but not processed. A retrospective claim is one that has been made after the results for the task have been released (e.g. a claim made after a result indicating a low level of performance is received, citing illness as a possible cause 'after the event') and is **not acceptable**.

Please note: Students are advised that they should **not** sit an assessment task/examination if they genuinely fall ill at the time of the task. They should seek *Sick Leave* and obtain a *Medical Certificate* to substantiate illness. It should be further noted that it is only in exceptional circumstances that an *Illness and Misadventure Appeal* will be accepted or upheld after a task has been attempted. In such cases detailed medical and other documentation (which may include statements from supervising teachers) will be required prior to the release of results. (e.g. if a claim cites anxiety leading to hyperventilation on a medical certificate, the supervisors may be asked to summarise their observations of the student during the examination).

- b. **Misadventure:** Applies for non-health issues that prevent a student from sitting/submitting a task. The decision to offer an alternate task will be made by the Principal (supported by appropriate evidence/documentation). The rules that apply to an Illness claim apply equally to a Misadventure claim. **A poor performance that is deemed to be 'atypical' is not grounds for a misadventure claim.**
- c. **Prolonged illness and chronic conditions:** All conditions affecting performance in any task must be declared to the Head of Year at the time. The school will make every effort to provide alternate tasks. In exceptional circumstances, however, where the completion of an alternate task is not possible, or where the missed task is difficult to duplicate, the Principal will authorise the use of an estimate (based on the appropriate evidence of demonstrated performance).
- d. **Misreading an instruction:** No special consideration will be allowed. HSC examination rules will be applied. **Please note:** Catholic Trial Papers may be used and may have replacement questions. Errors associated with misinterpretation associated with replacement questions cannot be considered.
- e. **Late arrival at an assessment task:** No extra time will be given unless approval is given by the Principal (and only in the case of substantiated misadventure; misadventure documentation must be completed in accordance with the process outlined above).
- f. **Unexplained absence:** A mark of zero will be awarded where a student is absent from an assessment task without appropriate reason and validated documentation.

Note: In cases where students have submitted appeals for tasks constituting 50% or more of tasks in any subject, tasks subject to a claim may need to be included in the final assessment mark determination. In exceptional cases, additional tasks may be required when determining the final assessment mark.

4. CONDUCT IN ASSESSMENT TASKS

Students are expected to conduct themselves in all assessment tasks in a manner appropriate for the HSC. The following rules are based on HSC guidelines:

- a. Students should not speak to any person other than a teacher during an Assessment.
- b. Students should not behave in any way likely to disturb the work of any other candidate or upset the conduct of the examination.
- c. Unauthorised books or notes must not be taken into the examination room.
- d. Mobile Phones, smart watches and electronic devices must be switched off and placed on the supervising teacher's desk.
- e. **Under no circumstances may students absent themselves from school on the day prior to an assessment task, or arrive late on the morning of an assessment task, for non-medical reasons.** If illness is cited as a reason for absence prior to a task, a Medical Certificate will be required.
- f. **At home or hand in tasks:** It is expected that all work submitted by students for assessment **is entirely their own work**. Students are expected to observe the conventions of **appropriate academic behaviour (see page 11)** in order to **avoid plagiarism and malpractice**.

Malpractice is defined by the Board of Studies in *HSC assessment in a standards-referenced framework- A Guide to Best Practice 3.1.4 page 16* as:

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

- *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*
- *breaching school examination rules*
- *using non-approved aides during an assessment task*
- *contriving false explanations to explain work not handed in by the due date*
- *assisting another student to engage in malpractice*

Inappropriate academic behaviour is considered to be a serious breach. It indicates disrespect of peers, teachers, the College and most importantly, self.

Suspected infringements of any of the above at PLC will be evaluated by an Assessment Panel. The panel will be comprised of the Head Teacher Curriculum, the Head of Faculty and/or the relevant class teacher. The panel's procedures will be underpinned by principles of procedural fairness. In all cases of suspected infringements students' parents will be contacted by the Head Teacher Curriculum. The Assessment Panel will make a preliminary determination which will be communicated to both the student and parents. An opportunity to appeal the preliminary determination will be provided. If required, the determination will be reviewed by an Assessment Review Panel which will include an external representative to ensure procedural fairness. The Assessment Review Panel will provide advice to the Principal.

If the infringement is upheld the task may attract a mark of zero.

5. RESULTS OF ASSESSMENT TASKS:

- a. Results of assessment tasks will provide **feedback to students** about their level of achievement of the indicated outcomes in line with HSC standards as expressed in the HSC Standards Packages. Task specific feedback will also be provided to the student both on the portal and by the teacher in order to:
 - i. Clarify the application of the HSC standards to the assessment process
 - ii. Support student reflection on ways to improve performance in future tasks
- b. Students should raise any concerns they may have about their assessment result/rank with their teacher as soon as possible. Better outcomes are achieved if questions are asked in a non-emotive manner and a genuine dialogue, which promotes understanding for both student and teacher is developed rather than taking an adversarial approach. The most common causes of concern are:
 - i. **Addition errors:** The task will be clerically checked. Amendments will be recorded if necessary.
 - ii. **Claims for remarking:** This will be done in consultation with the original Marker and the Head of Faculty of that subject. The task result will be reviewed against the marking guidelines applied to all candidates of the task. The student will be informed of the final outcome of the review. Once reviewed, the result will not be open to further debate. However, students are encouraged to enter into a dialogue with their teachers with a view to maximise learning from the tasks and better prepare for future tasks.

Please note: An individual external to the assessment process cannot provide an informed opinion that takes into account the range of performance levels across the subject cohort and the uniform application of the assessment criteria. External opinions regarding an individual piece of assessment, whilst well-meaning, will not be considered in the remarking process. This is to ensure parity for the course cohort is maintained.

- c. **Student ranks and position relative to the course cohort for each task will be indicated on the**

Task Feedback published on the Portal. It is important to remember that position relative to the course cohort is more important than rank. In the larger courses, there can be a large difference in rank for an insignificant difference in mark. Student results will be confirmed on the Year 12 Statement of Results.

- d. Ranks in individual tasks may be adjusted after publication, student confirmation on the portal and 'sign-off', due to task reviews. Illness/Misadventure claims may further impact the final course rank. Illness/Misadventure considerations and adjustments do not occur until after all assessments for the course have been completed.
- e. **At a date published by the NSW Board of Studies (after the last HSC paper), students may obtain their official notification of their HSC assessment rank in each subject via <http://studentsonline.bostes.nsw.edu.au/> or from the Curriculum Office.** There is a brief period in which to lodge an appeal with the NSW Board of Studies if this rank differs significantly from expectations. **Please Note:**
- i. If students have concerns about the rank they should alert the Head Teacher Curriculum immediately to allow a review.
 - ii. In the case of an assessment appeal all assessment data will be reviewed by the Head of Faculty and the Head Teacher Curriculum. If required, the assessment data will be reviewed by an Assessment Review Panel which will include an external representative to ensure procedural fairness. The student will be informed of the result of the appeal.
 - iii. Appeals can only be based on questions regarding accuracy of data (i.e. the correct results have been recorded) and/or correct processing of the data in accordance with the published task weightings.
 - iv. **The NSW Board of Studies, Teaching and Educational Standards will not uphold appeals based on disagreement with the awarded marks.** (Please refer to section b ii above).
- f. Individual assessment marks may change when subjected to component weightings before inclusion in the aggregate mark for a course (e.g. a task may be marked out of 50 to reflect HSC style component questions but may only contribute to 20% of the total assessment mark).

Notes:

- Final subject assessment **marks** are not published to students. **Ranks** only are published, in accordance with BOSTES regulations. This is because these "marks" undergo changes before contributing to the final HSC mark and are therefore not as relevant as the rank, since it does not change.
- Ranks can be deceptive as they do not describe relative position against the course standards. A low rank does not automatically indicate poor performance.
- A number of students can share the same course rank as the BOSTES deals only with whole numbers (i.e. there are no ½ marks or decimal places).

6. UNSATISFACTORY PROGRESS:

Failure to complete assessment tasks which contribute in excess of 50% of the available mark in any Board-determined course will result in the Principal indicating to the NSW Board of Studies, Teaching and Educational Standards that the student has not satisfactorily studied the course.

If, during the year, it is becoming obvious that a student is not meeting course and/or assessment requirements in a course, the school will notify both the student and parents with a view to correct the problem. Formal notification is provided in writing and is referred to as an **n-notice**. Written acknowledgement of the receipt of an n-notice is required from both student and parents/guardians. In extreme cases, a student may be deemed as not satisfactorily completing course/assessment requirements of the NSW BOSTES. This would reduce the academic profile and the total number of units studied. As such, it could have a major impact on the qualification for the HSC and/or ATAR.

COURSE ASSESSMENT SCHEDULES

Each course has developed a **Provisional Assessment Schedule** for the HSC 2016-17. The range of assessments employed and the weightings of the assessment components is in accordance with the specific course requirements as dictated by the NSW Board of Studies, Teaching and Educational Standards in the relevant syllabus and support documents. Specific weeks are given for tasks scheduled for 2016. Dates and times for tasks scheduled for 2017 will be determined when the timetable for next year is finalised. Task requirements will be outlined in the Task Notification (please refer to section 1 on page 2 above). Any variation to the Provisional Assessment Schedule will be incorporated into the Task Notification.

It is recommended that students keep a record of all tasks for their courses in their diary and organise their time accordingly. Success is dependent on efficient time management. **Students can, on occasion, have more than one task per day (c.f. HSC examinations) and several within a given week.** It is important that students plan ahead and use all available time wisely.

Tasks will not be rescheduled in response to student/parental requests based on conflicting commitments e.g. sport/music/productions.

The tables on the following pages summarise all Provisional Assessment Schedules. Please note the provisional dates and details are subject to change; please refer to Task Notifications, which will be published on the portal, for the specific details.

MATHEMATICS

MATHEMATICS

Task #	Term & Year	Week	Formal examination, in class or hand in	Task Description	BOSTES Outcomes	Task Weighting %
1	T1, 2017	3A	In class	Task 1 – Assessment Task	H1; H2; H4; H5; H7; H9	20
2	T1, 2017	8B	In class	Task 2 – Assessment Task	H1; H2; H3; H4; H5; H6; H8; H9	20
3	T2, 2017	15A	In class	Task 3 – Assessment Task	H1; H2; H3; H4; H5; H6; H7; H8; H9	20
4	T3, 2017	3A/4B	Formal examination	Trial Examination	H1; H2; H3; H4; H5; H6; H7; H8; H9	40
						100%

ASSESSMENT COMPONENTS	Task 1	Task 2	Task 3	Task 4	Weighting %
Concepts, Skills and Techniques	10	10	10	20	50
Reasoning and Communication	10	10	10	20	50
TOTAL	20	20	20	40	100

MATHEMATICS EXTENSION 1

Task #	Term & Year	Week	Formal examination, in class or hand in	Task Description	BOSTES Outcomes	Task Weighting %
1	T1, 2017	4B	In class	Task 1 – Assessment Task	HE1; PE2; PE3; PE4; H4; H6; HE7	20
2	T1, 2017	9A	Formal examination	Task 2 – Assessment Task	HE1; HE3; H5; H8; HE6; HE7	20
3	T2, 2017	16B	In class	Task 3 – Assessment Task	HE1; HE2; HE3; HE5; HE6; HE7	20
4	T3, 2017	3A/4B	Formal examination	Trial Examination	HE1; HE2; HE3; HE4; HE5; HE6; HE7	40
						100%

ASSESSMENT COMPONENTS	Task 1	Task 2	Task 3	Task 4	Weighting %
Concepts, Skills and Techniques	10	10	10	20	50
Reasoning and Communication	10	10	10	20	50
TOTAL	20	20	20	40	100

APPROPRIATE ACADEMIC CONDUCT

Good research skills are essential for academic success. Teachers set research tasks to give students experience in developing good research skills and appropriate academic conduct. In marking research tasks teachers are looking for evidence that students have followed the steps involved and have developed a personal understanding of the research topic.

A research process which observes appropriate academic conduct follows these steps:

Define:

- Clarify what the question/task is asking.
- Develop a task plan (requirements, scope, sequence, format, timing etc).

Locate:

- Find appropriate, reliable resources.
- Gather a range of sources.

Select:

- Review your understanding of the question as you sort the information.
- Choose information that is relevant to the question (content and scope).
- Check the reliability of the information.
- Keep a record of the references you have decided to use in your response.

Organise:

- Make connections between the information from the various sources you have consulted.
- Show that you have understood and synthesised the information you have selected by using your own words and/or original ideas to answer the question.

Present:

- Confirm the format for presenting your answer to the question.
- Verify that the format matches the purpose of the task and its requirements.
- Acknowledge the sources you have drawn on to frame your response.

Assess:

- Check at each stage in the process that you are developing your own understanding of the topic and that the information selected is appropriate for the question.

The Benefits

- When students observe the steps of appropriate academic conduct:
- Teachers are better able to facilitate, direct, evaluate and advise students about their learning.
- Students are better able to meet marking criteria to develop higher levels of achievement.
- Students will display the appropriate academic integrity needed for higher education.

The Responsibilities

There are responsibilities and consequences involved in appropriate academic conduct:

- Students must acknowledge the ideas of others by using the conventions of writing, e.g. referenced quotes and ideas and bibliographies.
- **“Plagiarism”** is the misappropriation or imitation of another person’s ideas and then presenting them as one’s own. In the world beyond school this is treated very seriously and can be a legal offence. At PLC we treat it equally seriously, particularly, with regard to work submitted for assessment purposes. Penalties may be imposed for plagiarism.

WRITING GUIDELINES

Background information

Referencing is the necessary citing or acknowledging of the author/s of the information (source) that you wish to use in an essay or assignment. The things you need to acknowledge are:

- Research findings (e.g. calculations, measurements, graphs, maps, statistics etc).
- Original ideas, arguments, theories.
- Direct quotations.

(Note: You do **not** have to reference “common knowledge” i.e. information that is widely known, not controversial or is contained in multiple sources)

Types of Sources

Primary source: authoritative material used in research.

Secondary source: analysis, interpretation or commentary of material produced by another.

Methods of referencing

In the academic world beyond school there are many different conventions (habits or rules) used in acknowledging sources in formal writing. All universities, and departments within universities, have their own rules for referencing. The conventions may differ depending on the type of writing or the subject of the writing.

The following represents a general guide for good writing across a range of subjects at PLC.

A.

In-text referencing/citations: acknowledging authors **inside the body of an essay** by directly quoting from them or by paraphrasing their work. When doing this you must give: the author’s name, year of publication, page number where relevant. Look at the samples below and note that full details of the reference must also be provided in the bibliography.

i) Quotations

The source from which the above quotation was taken would then be detailed in the bibliography. Direct quotations larger than 40 words should be **indented** and **single spaced** but referenced in the same way as above.

ii) General reference or paraphrase

The full reference would be detailed in the bibliography.

B.

Footnoting/End-noting: acknowledging sources but placing the details either at the bottom of the page or at the end of the document and appropriately numbered.

As Stewart (1982, p.6) said: “Engineers are vital to the survival of the planet”

Engineers play a vital role in the survival of the planet. (Stewart 1982.p.6)

Note:

If two or more references in a row are cited from the same source you do not have to cite the whole reference again you can use the Latin word **“ibid.”** (ibidem - meaning in the same book or chapter) The page number should also be cited.

C.

Bibliography: This should contain a list of all the material you consulted including books, articles, magazines, newspapers, maps, music scores, diagrams, images, graphs). It should be set out in alphabetical order by author or editor and it should contain:

For books

- Full name/s of author/s or editor/s (surname/s first).
- Full title of book (italicised if printed underlined if not).
- Relevant volume number and edition.
- The publisher's name and city where it was published.
- The date of publication.

For Articles

- The full name of the author (surname first).
- The full title of the article.
- The full title of the journal/periodical (italicised if printed underlined if not) in which the article appeared.
- The precise place in the journal/periodical e.g. volume, issue, and page number/s.
- Year of publication.

For the Internet

- Full name of author (surname first) - if available.
- Full title of site.
- The date of creation of site and/or updating.
- The nature of the site (encyclopaedia, primary source, organisation etc).
- The URL (website address). Present this between angle brackets <>.
- The date you looked at the site.

Citation and Style Guides, 2002, Document created by Fisher Library, University of Sydney, Australia.

<http://libguides.library.usyd.edu.au/citation>

<http://www.lib.uts.edu.au/help/referencing/harvard-uts-referencing-guide>

Note: Any internet site listed in a bibliography for work presented at PLC Sydney must be accessible to our staff through the PLC web server.

Campbell, P.S., *Songs in their Heads*, Oxford University Press, New York, 1998.

Engineers play a vital role in the survival of the planet **1** (body of essay)

1. Stewart 1982 (at end of page or document)

Orff's philosophy has been adopted in many countries **1** (body of essay)

Orff is recognised as an expert in his field **2** (body of essay)

1. Rottweiler and Katz 1998, p.4. (At end of page or document)

2. *ibid.*, p.10.

Dewhirst, C., 'Hot air over the Himalayas', *World Geographic*, vol.1,

October – December, 1996.

An annotated bibliography

Sometimes in addition to a simple bibliography as referred to above, you will be asked to write an "annotated" bibliography. In this case you need to include comments for each entry which show how and in what way you found the material useful for your purpose. For further information about referencing try the following sites.

<https://student.unsw.edu.au/annotated-bibliography>

<http://libguides.mq.edu.au/content.php?pid=459099&sid=3778407>

<https://academicskills.anu.edu.au/resources/handouts/writing-references-list-or-bibliography>

APPENDIX 1 – ILLNESS AND MISADVENTURE APPEAL FORM

PLC Sydney Year 12 Assessment

Illness and Misadventure Appeal (Please read the extract overleaf)

Student Name _____

Subject/s affected	Task Number	Date of Task

Details of Illness or Misadventure (Please attach medical documentation)

Student signature

Date

Parent signature

Date

ILLNESS AND MISADVENTURE

If a student is unable to submit a task/or sit an examination on time because of illness, the steps outlined below must be followed:

1. A parent or guardian should contact the Head Teacher Curriculum immediately to discuss alternate procedures.
2. A medical certificate (dated for the day of the task) should be provided for the Head Teacher Curriculum on the day of return to school. A report of the illness should be provided on the **"PLC Illness and Misadventure Appeal"** form the day of the return to school (**see Appendix 1**). The student should be prepared to sit an alternate task **as soon as possible** (generally on the day of return), without further notice (unless otherwise negotiated with the Head Teacher Curriculum).
3. The Illness Claim must:
 - i. **Be supported by evidence approved by the NSW Board of Studies, Teaching and Educational Standards**
 - a) A Medical Certificate issued at the time of the task by a doctor who is not related to the claimant is acceptable and the most common evidence provided to support successful claims.
 - b) A certificate from Pharmacists/Health Professionals in unrelated specialties (e.g. a dentist providing a certificate outlining mental health issues) is **not acceptable**.
 - c) Certificates that are contrary in nature (e.g. one giving a clean bill of health for one activity accompanied by another certificate claiming an illness which impacts on the performance in an assessment task) are **not acceptable**.
 - d) Student actions that are contrary to information outlined on medical certificates **may result in an illness claim being declined**. In such instances the provider of the certificate will be contacted and the situation fully discussed.
 - ii. **Be made at the time of task submission/sitting the task**
 - a) It is recommended that medical treatment be sought on the same day as the scheduled time of the task/task submission.
 - b) Claim for lost preparation time is not an acceptable reason for the NSW BOSTES. e.g. requests for extensions on due dates are not acceptable. Students should submit the task (even if incomplete) on the due date (digitally if absent from school) and accompany the submission with an Illness Claim supported by an appropriate Medical Certificate on their return to school. This will enable a review of the task performance at the end of the assessment schedule.
 - c) Retrospective claims will be recorded but not processed. A retrospective claim is one that has been made after the results for the task have been released (e.g. A claim made after a result indicating a low level of performance is received, citing illness as a possible cause 'after the event') and is not acceptable.

Please note: Students are advised that they should not sit an assessment task/examination if they genuinely fall ill at the time of the task. They should seek *Sick Leave* and obtain a *Medical Certificate* to substantiate illness. It should be further noted that it is only in exceptional circumstances that an *Illness and Misadventure Appeal* will be accepted or upheld after a task has been attempted. In such cases detailed medical and other documentation (which may include statements from supervising teachers) will be required prior to the release of results. (e.g. if a claim cites anxiety leading to hyperventilation on a medical certificate, the supervisors may be asked to summarise their observations of the student during the examination).

- **Misadventure:** Applies for non-health issues that prevent a student from sitting/submitting a task. The decision to offer an alternate task will be made by the Principal (supported by appropriate evidence/documentation). The rules that apply to an Illness claim apply equally to a Misadventure claim. **A poor performance that is deemed to be 'atypical' is not grounds for a misadventure claim.**
- **Prolonged illness and chronic conditions:** All conditions affecting performance in any task must be declared to the Head of Year at the time. The school will make every effort to provide alternate tasks. In exceptional circumstances, however, where the completion of an alternate task is not possible, or where the missed task is difficult to duplicate, the Principal will authorise the use of an estimate (based on the appropriate evidence of demonstrated performance).
- **Misreading an instruction:** No special consideration will be allowed. HSC examination rules will be applied. **Please note:** Catholic Trial Papers may be used and may have replacement questions. Errors associated with misinterpretation associated with replacement questions cannot be considered.
- **Late arrival at an assessment task:** No extra time will be given unless approval is given by the Principal (and only in the case of substantiated misadventure; misadventure documentation must be completed in accordance with the process outlined above).
- **Unexplained absence:** A mark of zero will be awarded where a student is absent from an assessment task without appropriate reason and validated documentation.

Note: In cases where students have submitted appeals for tasks constituting 50% or more of tasks in any subject, tasks subject to a claim may need to be included in the final assessment mark determination. In exceptional cases, additional tasks may be required when determining the final assessment mark.