



Merewether High School

**Higher School Certificate
Assessment Information 2021/22**

Merewether High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT BOOKLET

This booklet is issued to students of Merewether High School who are candidates for the Higher School Certificate examination(s). Every school is required by the NSW Education Standards Authority (NESA) to devise an assessment programme for each Board-developed and Board-endorsed course operating within the school.

Students are provided with an assessment schedule showing tasks to be completed, due dates and weightings for components of each course studied.

A copy of the assessment booklet can also be accessed at any point on the school website at <http://www.merewether-h.schools.nsw.edu.au>

Year 11 Course and HSC Course

The Higher School Certificate program is divided into two courses, a Year 11 Course and an HSC Course. **Satisfactory completion** of the Year 11 Course is a **prerequisite** for entry into the HSC Course. For examining purposes, the Year 11 Course is to be regarded as assumed knowledge which has been covered by all candidates. Examination specifications ensure that the major focus of the examination will be on HSC Course content.

The HSC Course is to be defined in terms of course content, i.e. the knowledge, skills and understanding of achievable outcomes.

Merewether High School curriculum will offer only those courses of study that may contribute to a student's ATAR.

Year 11 and HSC syllabuses are structured into two approximately equal components. Formal assessment to determine the Higher School Certificate assessment mark awarded by the school takes place only during the HSC Course. At Merewether High School the changeover from Year 11 Course to HSC Course will take place after completion of the Year 11 Course, which for most courses is at the end of the first week of Term 4. Formal HSC assessment will start at this time and continue to the completion of the HSC Course. Since assessment is progressive, each student should be able to determine his/her relative position in each course at any time throughout the course.

Course Completion Criteria

The following course completion criteria refers to both Year 11 and HSC Courses.

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; 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.

If at any time it appears that a student is at risk of being given an 'N' (Non-completion of course requirements) determination in any course, the Principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) should be sent. Students who have not complied with the above requirements at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The Principal will then issue an 'N' determination. An appeal process exists for students – details of this are contained later in this booklet.

Year 11 Courses

Satisfactory completion of the Year 11 Course, or its equivalent, is a prerequisite for entry into a HSC Course (for the exception regarding HSC Mathematics Extension 1 see *Assessment and Curriculum Information for the Mathematics, Mathematics Extension 1 and Mathematics Extension 2 Courses* on the NESA website at (<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>). In cases of non-completion of course requirements, an 'N' determination will be submitted. Courses that were not satisfactorily completed will not be printed on the Record of Student Achievement.

The Extension courses in English and Mathematics comprise 60 hours of Year 11, 60 hours of HSC Extension Course 1 and 60 hours of HSC Extension Course 2. HSC Extension Course 1 may not be completed without completion of the Year 11 Extension Course. HSC Extension Course 2 may not be completed without completion of the Year 11 Extension Course and HSC Extension Course 1. With the exception of VET, in all other subjects where extension courses are available, they comprise a 60 hour HSC Course which may not be commenced until the related Year 11 Course has been completed.

Principals may allow a student who has received an 'N' determination to proceed to the HSC Course provisionally while concurrently satisfying any outstanding Year 11 Course requirements. Principals will be required to confirm, at the time of HSC entries, that the student has now satisfactorily completed Year 11 Course requirements and that their entry for the HSC Course is valid.

Students who have received an 'N' determination have a right of appeal.

Credentialing

NESA will withhold a course if a student is found to have engaged in malpractice or non-serious attempt at the examination. The basis for withholding the Higher School Certificate is the Education Act 1990, Section 95.

Note: An 'N' determination or NESA decision to withhold a course will have the following consequences:

- in a 1 or 2 unit course, that course will not contribute in that year to the required pattern of study;
- in the common component of a related course, neither that course nor the related extension course will contribute in that year to the required pattern of study;
- in the extension course, that course only will not contribute in that year to the required pattern of study.

Learning Adjustments/Disability Provisions

Learning adjustments will be made for identified students to ensure their ability to access syllabus outcomes and content.

When a student makes an application for disability provisions, the student and family will be informed of the outcome of the application and appropriate provisions put in place. For formal examinations, the Deputy Principal and supervising staff will ensure these provisions are available for the exam. Students should liaise with their individual classroom teacher or head teacher regarding the access to these provisions for all other tasks.

Attendance in relation to the satisfactory completion of a course

For post-compulsory students, Principals may determine an appropriate attendance pattern that will allow each student to achieve the outcomes of each course being studied. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

Granting of leave

Granting of leave is a matter for the individual school Principal to determine. The Principal has discretion in granting leave provided that he or she is satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected.

Where the period of leave requested is extensive, the student must demonstrate to the Principal that outcomes in each course will be achieved.

To maintain the integrity of the school's assessment program, candidates will not be permitted to complete any assessment task in advance of their cohort.

Acceleration

Students may undertake Year 11 and/or HSC Courses (except VET framework courses and beginners language courses) in advance of their usual cohort or in less than the Board's stated indicative times. Decisions about the acceleration of Higher School Certificate students will be made by Principals in accordance with the principles contained in the *NESA Guidelines for Accelerated Progression* (revised 2013) (available on NESA's website).

Accelerating students may count units of study towards their Higher School Certificate results obtained in advance of their cohort. This means that acceleration, other than grade advancement, can be regarded as a form of accumulation.

At Merewether High School, students are expected to present 12 units for their HSC. 2 Units of acceleration and 10 units of study in the Year 12 Year. Students will not be permitted to drop units of study until after accelerated units are awarded by NESA and no earlier than the second Term of the HSC course.

Year 11 and HSC Courses

Satisfactory completion of the Year 11 Course or its equivalent is a prerequisite for entry into an HSC Course (the exception being HSC Maths Extension 1. Topics from the *Mathematics Extension 1* HSC Course may be taught before all the topics of the *Mathematics Extension 1* Year 11 Course have been taught).

For HSC examining purposes, the Year 11 Course is regarded as assumed knowledge that has been covered by all candidates. Examination specifications ensure that the major focus of the examination will be on HSC Course content.

The HSC Course is defined in terms of course content (i.e. knowledge, skills and understanding outcomes) achievable following completion of the Year 11 Course or its equivalent.

The study of prescribed texts (in any medium) for the Higher School Certificate must not commence until the relevant Year 11 Course has been completed.

Work on the following projects must not commence until the relevant Year 11 Course has been completed:

- dance core performance, composition, appreciation or major studies – performance, composition, appreciation, dance and technology;
- design and technology major design project;
- drama group performance or individual projects;
- English Extension 2 major work;
- industrial technology major project;
- music performances, core & elective compositions, elective musicology essays or Viva Voces;
- society and culture personal interest project;
- textiles and design major textiles project;
- visual arts body of work.

With the exception of the General Mathematics, Mathematics and Mathematics Extension 1 courses, internal assessment of a course for the Higher School Certificate is to be conducted in relation to the HSC course only. For the General Mathematics course no more than 30 percent, and for the Mathematics course no more than 20 percent, of the assessment is to be based on the Year 11 course. Assessment for Mathematics Extension 1 can be based on the whole of the Extension 1 course (Year 11 and HSC).

Changes of Courses / Units, HSC Courses

Students studying an HSC Course may not change courses unless the Principal is satisfied that they:

- have satisfactorily completed the Year 11 Course (or equivalent) of the course they wish to enter; and
- will be able to complete all HSC Course requirements, including assessment.

No changes in HSC entries may occur after September in the Higher School Certificate examination year, except that the Principal may approve withdrawal from a course up until the due date for the submission of assessments (see *Higher School Certificate Events Timetable*).

In Mathematics, a change from Extension 2 to Extension 1 or the 2 unit course is permitted only if the school can provide a valid assessment for the 2 unit course. Such changes are permitted up until the due date for submission of assessments.

What is the Purpose of Assessment?

The purpose of assessment is to judge competence on the basis of performance. This judgement is made on the basis of evidence which may be in a variety of forms.

Teachers will assess the student's actual performance, not potential performance. Assessment marks will not be modified to take into account possible effects of illness or domestic situations. Schools may offer substitute tasks or, in exceptional circumstances, estimates based on other tasks.

Note: An exam estimate mark is required for VET courses.

VET courses are competency based. No internal assessment mark is required for these courses. The Board and the Vocational Education and Training Accreditation Board (VETAB) require that for each student a competency based approach to assessment be used and that a record be held by the registered training organisation (RTO) of the competencies achieved by students. A student's performance is judged against a prescribed standard, not against the performance of other students.

Commencement of HSC Internal Assessments

With the exception of Mathematics Extension 1, assessments for the HSC Course must not commence until after the completion of the Year 11 Course. Students who have been allowed to enter the HSC Course on probation will need to complete outstanding Year 11 assessment tasks concurrently with HSC assessment tasks.

Assessment for the Mathematics Extension 1 HSC Course can be based on the whole of Mathematics Extension 1 (both Year 11 and HSC Courses). Assessment for Mathematics Extension 1 should not begin until the school program of HSC assessments for other subjects begins (i.e. no earlier than term 4 of Year 11).

Completion of HSC Internal Assessment Tasks

NESA expects students to attempt all assessment tasks set.

For all Board Developed Courses (except VET courses and life skills courses) NESA requires all students to follow an assessment program and have an assessment mark submitted irrespective of the number of units in which they are enrolled. The minimum requirement is that the student must make a genuine attempt at assessment tasks which **contribute in excess of 50 percent** of available marks in the course. A student who does not comply

with the assessment requirements in a course will have neither an 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 co-requisite 2 unit course will not receive a result in either course.

Internal Assessment at Merewether High School

The assessment marks submitted by the school for each course are intended to indicate students' achievements at the end of the HSC Course. The assessment marks are based on achievements measured at points throughout the course. This measure of students' relative achievements is based upon:

- a wider range of syllabus outcomes than can be measured by the external examination, although internal assessment must cover all the objectives measured by the examination;
- multiple measures and observations made throughout the HSC Course rather than at a single, final examination.

Measuring achievement at points during the course provides a better indication of student achievement than a single examination. It caters for any knowledge and skills outcomes that are better assessed in specific settings (e.g. research, fieldwork or practical skills), thus broadening the base of the assessment.

The assessment marks submitted by the school reflect the knowledge and skills objectives of the course and the related outcomes. The school will not include measures of objectives and outcomes from the affective domain (i.e. values and attitudes) in their assessments. Assessments will not be influenced by factors such as student conduct.

All students are expected to attend lessons where ever instruction is timetabled.

A whole school assessment calendar will be prepared for HSC courses detailing all assessment tasks and their scheduled dates. This will be posted on the school website. A minimum of two week's notification is given for formal assessment tasks. A register is maintained to indicate the date that each student receives such formal notification. If a student is absent, it is their responsibility to acquaint themselves with the details of any task notifications.

Where two or more classes undertake a common test, the relevant cohort will complete the test simultaneously. If not logistically possible, every endeavour will be made to ensure that no student is advantaged/disadvantaged.

Each faculty employs specific strategies in the marking of formal assessment tasks to ensure consistency of teacher judgement. As a minimum, check marking of formal assessment tasks is essential. Formal feedback is provided on all assessment tasks. This may involve exemplar scripts, marking grids, verbal discussion and written advice.

NESA standards will be adhered to in the marking of the Trial HSC examinations. In the event of any anomaly, moderation/standardisation may be undertaken to ensure that reported results are consistent with HSC standards. There is an expectation that provided an appropriate study program continues from the Trial to the HSC, student performances will improve.

Illegible Scripts

Students have a responsibility to present work for assessment which is legible. Where legibility of student writing is of concern, this will be identified and appropriate support strategies will be put in place aimed at improving handwriting.

Where a student script is considered illegible within the internal assessment program, every attempt to determine the content of the script will be made. The HT of the course of study will, (as the supervisor of the marking process and senior marker) make a determination and may seek further support to have the script

read. Where content is identified, marks will be awarded accordingly at the determination of the senior marker (HT).

The Higher School Certificate

The Higher School Certificate awarded will show 2 marks for each course studied, an examination mark and a moderated assessment mark.

The HSC report will show the HSC mark earned, ranging from 0 to 100 in each 2 unit course studied or ranging from 0 to 50 in 1 unit courses. A mark of 50 out of 100 on the performance scale will correspond to the minimum standard expected as determined by the examiners in each course. A mark of 50 will separate Band 1 and Band 2 descriptor statements. Marks of 60, 70, 80 and 90 will similarly separate Bands 3, 4, 5 and 6 respectively. A student's achievement in a course will place his or her performance into one of six bands. A descriptor associated with each band will summarise the attainments typically demonstrated by students. The report will also show graphically the state-wide distribution of all students' achievements in each course. Information about how many students in the cohort have achieved a particular standard will also be provided. In extension courses the minimum standard will correspond to a mark of 25 out of 50 on the performance scale. It will separate Band E1 and E2 descriptor statements. Marks of 35 and 45 will similarly separate Bands E3 and E4 respectively.

Merewether High School HSC Reporting and Examination Policy

Two formal assessment periods will be held. These are:

1. HSC Mid Course Assessment Period
2. Trial Higher School Certificate Examination

School reports will be issued following these Major Assessment periods. The examination mark, examination ranking and assessment ranking in each course will be shown on both the HSC Mid Course Report and the Trial Higher School Certificate Report. In addition, the report will show the student's level of achievement of relevant outcomes for each course.

Merewether High School Policy with Regard to Non-Completion of Assessment Tasks

Assessment tasks will be scheduled to be completed and submitted to teachers for marking on or by specified dates throughout the HSC Course. Attendance, on the day the assessment task is either to be performed or submitted, is essential. At least two calendar weeks notice of the details of a task will be given.

The NSW Education Standards Authority expects students to attempt all assessment tasks set. It requires all students to follow an assessment program and have an assessment mark submitted irrespective of the number of units in which they may be enrolled.

Students studying a HSC Course must make a genuine attempt at assessment tasks, which **contribute in excess of 50% of the available marks**. The minimum requirement is that the student makes a genuine attempt at assessment tasks which contribute in excess of 50 percent of available marks in that course. If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one. If a candidate does not attempt tasks worth in excess of 50%, the Principal must indicate that the course has not been satisfactorily completed. If this was to happen in a 2 unit course for a student who had 11 Units of study, then that student would not have studied satisfactorily the required minimum of 10 units, and so the student would become ineligible for the award of the Higher School Certificate.

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 corequisite 2 unit course will not receive a result in either course.

1. If a student is unable to complete any assessment task by the due date, he or she may hand it in unfinished and receive marks according to the quality of the work done.
2. If however, the student
 - (a) does not hand in any evidence of work by the due date; or
 - (b) is absent from an assessment task, he or she will automatically be awarded zero.
3. If a student is found to have engaged in malpractice in an assessment task a zero mark will be awarded.

In either 2 (a) or (b) above, the student may request ***consideration for illness or misadventure***. This request is to be submitted using the prescribed school form to the class teacher within two school days following the specified due date for the task or by the second day of return to school after an absence which encompasses the due date. Students are required to supply independent evidence to support consideration of their claim in such circumstances.

Class teachers will make a recommendation regarding the request in consideration of NESA and school assessment guidelines. The relevant Faculty Head Teacher will then make a comment and refer the application to the relevant Senior Executive (Deputy Principal for that Year) for consideration.

If an application for Illness / Misadventure Consideration is not lodged under these conditions then the awarded mark will stand.

Copies of the Application for Illness / Misadventure Consideration are in this HSC Assessment Booklet and are also available on the school website.

After considering the reasons for application for Illness / Misadventure Consideration the Senior Executive will decide whether:

- a. the candidate will be given an estimate based on evidence and is to complete the same task to meet course outcomes at a time arranged by the teacher, or
- b. the student will have confirmed the mark of zero
- c. there is another determination based on NESA Guidelines.

The Head Teacher of the faculty concerned will inform the student of the result of their application when consulted by the student and maintain a file of all application forms lodged. Any 'estimate based on evidence' will result in the final mark for the task being determined at the end of the assessment program.

Notes

- a. There is no ground for appeal against the value of the mark awarded.
- b. Computer, printer or technology malfunction will not be considered as valid reasons which impact on assessment submission. Students are encouraged to make regular backups and retain draft copies.
- c. Medical certificates and/or other supplementary evidence will be requested to cover absences.
- d. The NSW Education Standards Authority guidelines of illness and misadventure shall form the basis for determination of applications.
- e. In the event of a student missing a significant number of tasks, other assessment avenues may be explored.

Appealing the Outcome of an Application for Illness / Misadventure Consideration

Students may lodge an appeal regarding the outcome of an application for Illness / Misadventure Consideration. This appeal will be considered by the Appeals Committee which comprises the Principal, the other Deputy Principal and an impartial member of the executive.

The outcome of the appeal will be communicated to the student after the determination is made.

What is Malpractice?

In accordance with NESA requirements, all students must complete the All My Own Work program prior to commencing their HSC program of study.

Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating.

Examples of behaviour considered to be cheating include:

- copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as their own. (*See appendix 1 for guidelines for assessment referencing*)
- using material directly from books, journals, CDs or the Internet without acknowledging the source;
- submitting work that contains a large contribution from another person, such as a parent, coach or subject expert, that is not acknowledged;
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.

These examples are generally referred to as plagiarism.

Students who submit work for assessment purposes that contain evidence of plagiarism will be awarded a zero mark for the task. A student may appeal against the value of the mark awarded if plagiarism is believed to exist. It will be the student's responsibility to prove to the appeal's panel at the school that the submitted work in question is their own.

'N' determination

The Principal will submit an 'N' determination if a student fails to complete tasks which contribute in excess of 50 percent of the final assessment marks in that course.

The Principal must advise the student of the determination, its consequences and the student's right to a school review and subsequent appeal to NESA using the form supplied by NESA.

Review of 'N' determination

The procedures for a school review of an 'N' determination will follow those laid down for other school reviews of assessments as follows:

- a student seeking a review of an 'N' determination must apply to the Principal by the date listed in the *Higher School Certificate Events Timetable*.
- if the school upholds the appeal, the school advises the NSW Education Standards Authority by the date stipulated in the *Higher School Certificate Events Timetable*.
- if the appeal is declined, the student may appeal to NESA. The NESA review will focus on whether the school review properly and correctly considered the matters before it.

- appeals must reach NESA by the date stipulated in the *Higher School Certificate Events Timetable*. NESA will advise students and Principals of the outcome of any appeal as soon as possible after the Higher School Certificate examinations.

Courses Studied at another School or Institution

Schools are not required to submit internal assessments for students studying courses at a school or college other than their own (ie courses studied at the Open High School, OTEN, the Department of Education and Communities' Saturday School of Community Languages, or another secondary school or TAFE). These schools or colleges will submit the assessments. For the purpose of moderation, students will be considered as being part of the course candidature at the school or college where the course is being studied.

In schools where common study programs exist across two or more schools and where the schools require that assessments be moderated as part of a combined group, schools must make special arrangements with the New South Wales Education Standards Authority.

Higher School Certificate Assessment Reviews

NESA will make available online an individual assessment rank order notice for each student, to be available at the completion of the Higher School Certificate examination. The assessment rank is of the school group for each course.

If the student believes a ranking to be incorrect, an appeal may be lodged with the school for an assessment review. This must be done on the prescribed NESA form available from the Deputy Principal, and must be submitted by a specified date.

The Assessment Review Panel within this school, consisting of the Head Teacher of the subject concerned, the Year Adviser and Deputy Principal will meet, and will notify the student in writing of the outcome of the review.

Students are not entitled to seek a review of teachers' judgements. An assessment review will relate only to the order of merit, and should focus on the school's procedures as follows:

- a. has the school followed the NESA specified weightings in its assessment program?
- b. have the assessment procedures been followed as detailed by the school?
- c. has a computational or clerical error occurred?

If the school is satisfied that these conditions have been met, no change to the assessment will be made.

The school will inform the student of the outcome of the review. It will also advise the student of their right to appeal to NESA on the grounds as outlined below.

Appeals to the NSW Education Standards Authority

If an appeal is not resolved within the school the student may appeal to NESA. There is no appeal against the marks awarded for individual assessment tasks. NESA will consider only whether:

- a. the school review process was adequate as outlined in (a), (b) and (c) above;
- b. the conduct of the review was proper in all respects.

The appeal to NESA should be submitted by the date stipulated in the *Higher School Certificate Events Timetable* on the appropriate form.

Submission of Assessments to the NSW Education Standards Authority

To enable the moderated assessment marks to give an accurate presentation of student performance, it is important that marks submitted to NESA establish the rank order and reflect the relative differences between students' performance for the course.

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Hopefully this information has clarified assessment for students and parents. Naturally you need to be very conversant with the NSW Education Standards Authority procedures, and with the particular policy of Merewether High School. It is essential that the appropriate course assessment details be read thoroughly. You are welcome to contact the school should you require further clarification on the information presented in this booklet.

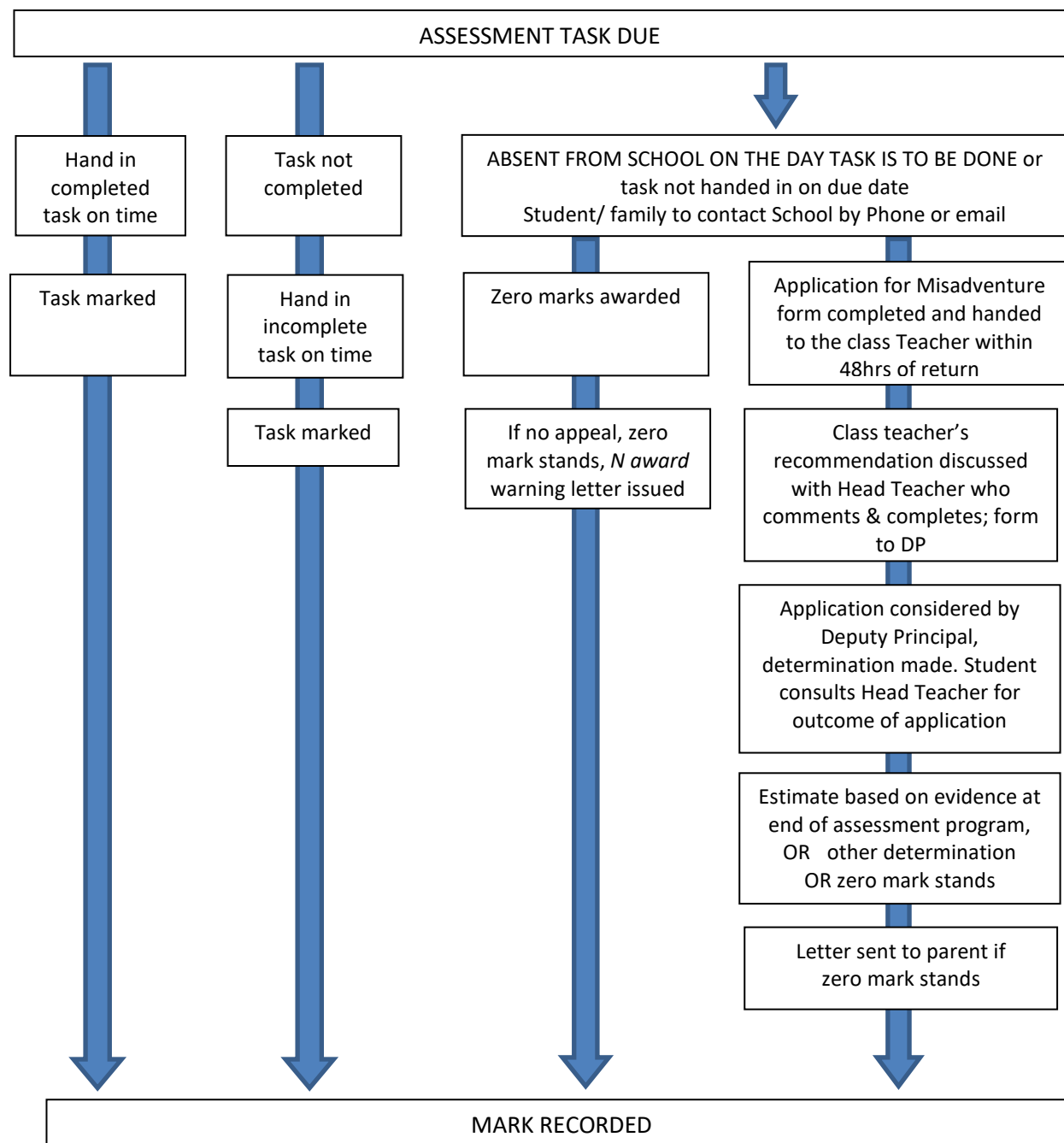
R Dooley
Principal

Merewether High School

Assessment Flow Chart

If a candidate knows beforehand that they are going to be absent on the day that an assessment task is due, or is to be conducted, the candidate must notify their class teacher beforehand. Leave approval may need to be sought – candidates will not be permitted to complete a task in advance of their cohort as the integrity of the task/confidentiality may be breached.

Any student who will be absent from school on the day of an assessment or when task is due is to have student/family contact the school by phone, email or personally.



NOTE:

There are no grounds for an appeal in regards to the mark awarded to a completed assessment task. If a candidate becomes ill during the course of an examination an Illness/Misadventure Appeal must be lodged as per policy.



Applications for Consideration of Illness/Misadventure

Merewether High school will be guided by the information provided to students by NESA (New South Wales Education Standards Authority) and the ACE Manual in terms of determinations regarding applications made for Stage 6 courses.

The details below indicate the intent of the process and outlines the limitations on application. Students should be guided by these prior to submitting any application.

HIGHER SCHOOL CERTIFICATE EXAMINATION APPLICATIONS DUE TO ILLNESS OR MISADVENTURE

Information Guide for Students

The NSW Education Standards Authority (NESA) Illness/Misadventure program assists students who:

- are prevented from attending an examination or assessment (including a practical examination) due to illness or unforeseen misadventure, or
- consider that their performance in an examination or assessment has been affected by illness or misadventure immediately before or during the examination or assessment.

Applications may be in respect of

➔ Illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the assessment (eg: influenza, asthma attack, cut hand)

➔ Misadventure – any event beyond the student's control which allegedly affected the student's performance in the assessment (eg death of a friend or family member, involved in traffic accident, isolation by flood)

Limitations on Applications

Students may only apply in relation to circumstances that occur immediately before or during an assessment and that affect their performance in the assessment.

You cannot submit an application on the basis of:

- difficulties in preparation or loss of preparation time; for example as a result of earlier illness
- alleged deficiencies in teaching; eg: extended teacher absences or long term matters relating to loss of preparation time, loss of study time or facilities during Yr 11,12
- long term illnesses such as asthma, epilepsy or glandular fever, unless you suffer a flare up of that condition during the assessment
- the same grounds for which you received disability provisions, unless you experience additional difficulties during an assessment.
- Computer/prINTER/technology malfunctions or difficulties
- Misreading the assessment timetable.
- Misreading assessment instructions or notification

If you are unsure whether you are eligible, you should ask your Principal, Deputy Principal

Yes ☐

Appendix 1 : Assignment and assessment referencing

When completing any work requiring a bibliography or reference list the following guidelines indicate a form of referencing.

BOOK

One Author: Author's last name, Initial/s of first and other names. (Year). *Title*. Place of Publication: Publisher.
e.g. White, M. (2003). *Earth alive*. Sydney: Rosenberg.

Two or Three Authors:

e.g. Timms, L.G., Ole, J.C., and Mills, B.R. (1999). *Basic chemistry*. New York: McGraw-Hill.

Editor:

e.g. Ellie, S. (Ed.). (2001). *Fundamental of biology*. London: Penguin.

JOURNAL ARTICLE in print

Author's last name, Initial (s) of first and other names. (Year). Title of article. *Title of Journal*, Volume(issue), pages.

e.g. Jones, G. (1999). The drug war. *Time*, 7(4), 48-52.

JOURNAL ARTICLE from electronic database

Author's last name, Initial (s) of first and other names. (Year). Title of article. *Title of Journal*, Volume(issue), pages. Retrieved from (provide URL).

e.g. Jones, G. (1999). The drug of war. *Time*, 7(4), 48-52. Retrieved from
<https://www.ebscohost.com/australia-new-zealand-schools/australia-new-zealand-reference-centre/>

NEWSPAPER ARTICLE

Author's last name, Initial/s of first and other names. (Year, Month Date). Title of article. *Title of Newspaper*. Page number/s using the prefix p. or pp.

e.g. Brown, L. (2009, May 4). Racism in Australia. *Newcastle Herald*. p. 2.

NEWSPAPER ARTICLE from electronic source.

Author's last name, Initial/s of first and other names. (Year, Month Date). Title of article. *Title of Newspaper*. Page number/s using the prefix p. or pp. Retrieved from -provide URL.

e.g. Brown, L. (2009, May 4). Racism in Australia. *Newcastle Herald*. p. 2. Retrieved from
<https://www.ebscohost.com/australia-new-zealand-schools/australia-new-zealand-reference-centre/>

ENCYCLOPEDIA

Author's last name, Initial (s) of first and other names. (Year). Title of article. In *Title of Encyclopedia* (Vol., page number using prefix p. or pp.). Place of Publication: Publisher.

e.g. Smith, J. (2004). Martin Luther. In *Encyclopedia of science and religion* (Vol. 4, p. 898).

INTERNET SITE – with author

Author's last name, Initial/s of first and other names. (Year). Title of page: Subtitle. Retrieved Month Day, Year from . . . provide URL. NOTE: No italics.

e.g. Krystek, L. (1998). The tale of the Tasmanian tiger. Retrieved January 27, 2010 from
<http://www.unmuseum.org/ttiger.htm/>

INTERNET SITE – with no author

Title of page: Subtitle. Retrieved Month Day, Year from . . . provide URL. NOTE: No italics.

e.g. Drums from Africa. (2002). Retrieved May 17, 2005 from <http://www.abcd.com/africa/b2k/>

DVD or VIDEO RECORDING

Producer's name and initials (Producer), and/or Director's name and initials (Director). (Year). *Title* [Media]. Country of Origin: Studio.

e.g. Harrison, S. (Director). (2001). *Othello* [video recording]. London: B.B.C. Worldwide.

IMAGES FROM THE WEB – author & date unknown –n.d.

Subject [type of work] (n.d.). Retrieved Month Date, Year from . . . URL.

e.g. Spirillus bacteria [image] (n.d.). Retrieved December 6, 2009 from
<http://www.microbionet.com.au/bacteria.htm/>