This document outlines assessment and examination information and procedures, details the academic integrity policy and outlines the assessment schedule for each subject.

THIS IS AN IMPORTANT DOCUMENT TO BE KEPT AT HAND FOR THE YEAR

St John Bosco College
Introduction

The aim of this handbook is to provide parents and students with:
- advanced notification of all formal assessment tasks for the calendar year in each subject;
- communication of the assessment practices and procedures;
- a document that helps families support their son/daughter with their work and the responsibility of meeting deadlines.

This handbook includes:
- a list of all subjects that will be studied by each student;
- college assessment and examination practices and procedures;
- assessment grids for each subject with the type of task and the approximate week it may be due for submission.

This handbook should be read in conjunction with policies and documents including:
- Acceptible Use Policy;
- ICT Submission Policy;
- College Diary (assessment and bibliography pages)
which may be found on the College website.

Pattern of study

In Year Seven, nine subjects will be studied throughout the calendar year:

1. Core subjects:
   - Religion
   - English
   - History/Geography (one each semester)
   - Mathematics
   - PDHPE
   - Science

2. Experience subjects:
   - Technology Mandatory
   - Music
   - Visual Arts

Assessment and Reporting

For all subjects, a student's achievement is determined using a set of standards (academic profile) where the results of the five formal assessment tasks in conjunction with the informal assessment (during normal classes) and the professional judgement of each teacher is used to assign outcome grades and an overall course grade. The academic profiles are as follows:

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

**Rationale**
Inculcating strong values and ideals, in each student and enabling them to grow as good Christians and honest citizens is fundamental to the evangelising mission of St John Bosco College. This emphasis on developing integrity, which encompasses honesty, truthfulness, responsibility and reliability, permeates all aspects of College life, including academic pursuits. The accuracy, reliability and validity of assessment and reporting practices relies upon students conducting themselves in an ethical manner in demonstrating their own academic ability.

**Definitions**

**Academic Integrity** is a term used to describe honest and ethical behaviour in relation to academic work (student homework, assessments, performance tasks and conduct in exams or in-class tasks).

**Academic misconduct** is a term used to describe any act by a student that fails to meet the accepted standards of academic integrity. This includes any unfair advantage gained by a student, eg, a student who arrives late before an assessment task without reason, who is absent the day before an assessment task to prepare for that task.

**Plagiarism** is presenting someone else’s words, ideas, thoughts, opinions, data or images as one’s own. Plagiarism includes:
- copying, summarising or paraphrasing material from any source without acknowledgment;
- using another’s ideas without acknowledgment;
- working jointly with others and then presenting it as your own;
- submitting work that has been done in whole or part by another student;
- other actions that may contradict the principles of academic integrity.

**Principles**
At St John Bosco College we believe that:
1. students have an obligation to be honest, truthful and just when undertaking academic activities;
2. ethical conduct contributes to creating and sustaining a climate of fairness and equity amongst all students;
3. academic integrity enhances the authenticity, reliability and validity of assessment tasks, thus allowing a more accurate assessment of a student’s achievement in relation to a set of standards referenced criteria;
4. a culture of academic integrity is fostered and promoted when it is:
   a. viewed from a whole school perspective;
   b. accepted as the responsibility of all teachers, students and administrative personnel;
   c. explicitly addressed, taught, modelled, discussed and reinforced;
   d. supported by clear expectations of students and common practices adopted throughout the whole school;
5. academic misconduct is a serious matter and that there should be appropriate guidelines to deal with allegations of academic misconduct.

**Responsibilities of students**
1. Encourage and support academic integrity as a characteristic of a holistic person.
2. Do your own work and make every effort to prevent the occurrence of academic misconduct.
3. Set an example for other students by modelling good academic conduct and integrity.
4. Refrain from assisting other students in any attempts to violate the academic integrity policy.
5. Consider ways to minimise acts or intentions of academic misconduct.

**What Disability Provisions are available?**

Disability Provisions Policy (ACE 10001)
Disability Provisions are concessions made by the Board of Studies in the conditions under which certain students who suffer from a disability sit for exams and Assessment Tasks. The Disability Discrimination Act 1992 (Cth) and the Disability Standards for Education (2005) require BOSTES to ensure that students with a disability are able to access and respond to an examination. Disability provisions may be awarded to a student if a student has a permanent or temporary disability that would, in a normal examination situation, prevent him or her from:
1. reading the examination questions; and/or
2. communicating his or her responses.

Principals have the authority to decide on, and to implement, disability provisions for school-based assessment tasks including examinations. The purpose of the provision is to assist students who may otherwise be unfairly disadvantaged by the conditions of the exam. Disability Provisions can apply to internal assessment, so an early determination of the needs and status of the students is advantageous. Therefore, it is essential that parents provide adequate documentation as early as possible.
## Yr 7-10 Assessment Procedures Guide

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Problem and Penalty</th>
<th>Documentation to avoid penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-9</td>
<td>Late completion of a task/exam</td>
<td>Parental note</td>
</tr>
<tr>
<td></td>
<td><em>One day late (-20%)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Two days late (-40%)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(of total mark)</em></td>
<td></td>
</tr>
<tr>
<td>7-9</td>
<td>Non completion of a task/exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>More than two days past due date</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR Academic Misconduct</td>
<td>= ZERO MARK</td>
</tr>
<tr>
<td>10</td>
<td>Late completion of a task/exam</td>
<td>Doctor’s Certificate</td>
</tr>
<tr>
<td></td>
<td><em>One day late (-20%)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Two days late (-40%)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(of total mark)</em></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Late completion of task</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>More than two days late</em></td>
<td>= ZERO MARK</td>
</tr>
<tr>
<td>10</td>
<td>Non completion of a task/exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>More than two days past due date</em></td>
<td>= ZERO MARK</td>
</tr>
<tr>
<td></td>
<td>OR Academic Misconduct</td>
<td></td>
</tr>
<tr>
<td>7-10</td>
<td>Application for misadventure</td>
<td>Stage 4/5 Illness and Misadventure Form</td>
</tr>
<tr>
<td>7-10</td>
<td>Application for illness</td>
<td>Stage 4/5 Illness and Misadventure Form</td>
</tr>
<tr>
<td></td>
<td>Doctors Certificate – Yr 10 only</td>
<td></td>
</tr>
<tr>
<td>7-10</td>
<td>Application for School Representation or school based activity</td>
<td>Stage 4/5 Illness and Misadventure Form</td>
</tr>
</tbody>
</table>

### ABSENCE DURING EXAM PERIODS

Students and parents should note that attendance during exam periods as indicated on the College calendar is compulsory. Any absence other than illness or misadventure must be applied for in writing to the College Principal at least one month in advance of the exam period (see below). **FAILURE TO DO THIS WILL RESULT IN A ZERO MARK.**

### REQUEST FOR LEAVE

Leave should not be taken during exam or assessment periods. However, if circumstances require leave parents and students must fill in the designated Government leave forms at least a month **BEFORE** the leave dates. These forms can be obtained through the office or on the College website. By law these forms **MUST** be submitted to the Principal for approval. Any student who does not have approval for leave and misses an assessment task (including an exam) **will receive a zero for the task.**
Assessment Practices and Procedures

Years 7 – 9

Introduction

St John Bosco College regards assessment as an important and integral aspect of the teaching and learning process. Effective assessment processes assist students to develop awareness of their own knowledge and skills. Appropriate assessment practices and procedures are essential to ensure justice and equity in the assessment process.

It is hoped that the following makes clear the College’s Practices and Procedures pertaining to assessment:

Rules, Practices and Procedures

1. Each student is expected to abide by the reasonable expectations set out by each subject teacher.

2. Each student will be expected to complete each assessment task and assignment as set out by each subject and within this handbook, along with other tasks that the teacher presents to students along the way. Note that this expectation will be maintained even after the assessment has been marked and grades/marks awarded. That is even if a student does not present a piece of assessment on the due date without a valid reason, it is expected that the student will complete the task in all cases. This may involve students doing so as part of a Tuesday afternoon Detention or via another means as indicated by the class teacher.

3. Assessment Tasks are to be submitted at the start of the subject on the day they are due. If students do not have that subject on the due date then it must be submitted no later than 3.20pm that day (note for practical works/projects as required by some subjects such as Visual Arts are to be submitted by 8.50am the morning of the due date).

4. Penalty for late submission of work (without a valid reason, such as a medical reasons or those involving misadventure) involves the student being penalised 20% for the first day late, 40% if two days late and a score of zero after the second day (noting that weekends count as 2 days). Generally in these circumstances the parent/carer will be informed as a student becomes at risk of moving toward a “N” Determination.

5. Non-serious attempts for an assessment task or examination are identified at the time of submission or marking stage. They include frivolous or objectionable material. Where the College determines that a student has not made a serious attempt, the student concerned will receive penalties ranging from detention as well as a zero mark for an individual question to a zero mark for the task or exam in its entirety. In all cases the student will be asked to resubmit any assessment task or part thereof.

Illness and Misadventure

For medical reasons a note from the parent is required to be presented to the class teacher at the earliest possible opportunity along with the assessment task. For Misadventure such as a car breakdown etc. the onus is on the student to prove their case, usually via a parental note. If a student knows that they are going to be away on the day an assessment task is due because of illness then a good practice is to have a responsible person deliver it to the school/teacher in the morning of the due date. In this situation a parental note will then not be required if handed in on the due date.

1. Failure to sit for an examination without a valid reason will also lead to the awarding of a zero mark. Where a student was absent from an examination due to illness they will have to produce a letter from their parent/carer. For misadventure students will have to produce a letter from their parent/carer proving their case. A date may then be organised for the student to then complete the examination which will in some cases involve an alternate test.

2. Students are encouraged to ensure that the class teacher signs off that they have received their assessment task on the due date (this will involve the use of the diary).

3. All students place their academic progress in danger when they do not respond appropriately to the above expectations.
4. It is incumbent on the parent/carer and the student to inform the College at the earliest possible time of any factors, which may affect a student’s performance.

# Examination Practices and Procedures

## Years 7 – 9

### Rationale

Examination style tasks aim to mirror the conditions, challenges and expectations that students will face throughout their secondary education and therefore are an essential preparatory tool. As such, the College incorporates the practices and procedures set down by the BOSTES with regards to the conduct of students when sitting any examinations from Years 7 to 12.

### Preparation

The procedures for examination preparation and entry are:

1. students will be in full school uniform for all examinations;
2. students must line up quietly outside the examination room;
3. all equipment and writing implements must be in a clear plastic case or sleeve;
4. mobile phones, smart watches and personal music devices players of any kind are not permitted in examination rooms;
5. no school bags are permitted in examination rooms (other than the Hall), therefore laptops are not to be brought to school during exam blocks;
6. students are to silently enter examination rooms when instructed by a teacher.

### During Examination

The practices and expectations of the College for students when sitting an examination are:

1. check the examination they are sitting is the correct one and make any alterations or additions as instructed;
2. write their full name and teacher’s name on the front of each section and any loose pages that may eventuate (Years 10-12 will write their student numbers in place of their name);
3. concentrate on their own examination and are not permitted to communicate (verbally or non-verbally) in any way with other students;
4. respect the examination and its purpose and will not graffiti or mark the paper inappropriately;
5. make a serious attempt at all questions and sections of the examination;
6. abide by the Academic Integrity Policy of the College and sit all examinations honestly and without advantage.

### Post Examination

All students will receive feedback on each examination sat, that details the mark or grade achieved and the marking criteria and/or comments. Examination answers and question papers should be kept by the student for study and revision purposes.
What happens if I experience Technological failure?

Students must protect themselves against technological failure. Technological failure may result in a mark of zero.

Students should be aware that computer equipment failure would not normally be accepted as an excuse for failure to submit assessment tasks on time.

An extension due to misadventure pertaining to failure of electronic forms of assessment will only be entertained if a student can provide adequate physical evidence of a task - that is, a draft, hard copy or materials of a similar level, and will require the approval of the Subject Coordinator.

**Students are encouraged to:**

a. Always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.

b. Backup their files at home regularly (especially files of assessment tasks)

c. Print out copies of your drafts and keep them while the assignment is in progress – not only to continue work on, but to provide evidence in the event of a catastrophe. (printed copies can then be easily scanned, retyped, or submitted as evidence of your progress)

d. Bring your files to school via one of the following methods:
   - Files less than 4 Mb in size can be easily emailed to yourself using your College email address
   - Files can be brought to school on CD/DVD
   - Files can be brought to school using a memory stick or flash drive

e. Take the following precautions when bringing files to school:
   - Make a second copy of assessment tasks or other important files
   - Take appropriate care of your laptop, CD/DVD or flash drive, as many students find them to be unreadable due to lack of care (storage in your bag whilst it is thrown around can easily cause disk or CD or flash drive failure)
   - Ensure that Windows Updates and Virus Protection is up-to-date, and use virus protection software on your home computer
   - Keep your data safe by ensuring that you password is kept secure
   - Notify your teacher or coordinator immediately if problems occur
Coordinator Guide

Year 7 – Year Coordinator
Mrs Maria Millward

Learning and Curriculum
Mrs Christine Harding

Careers and VET
Mrs Cathy Sullivan

Creative and Performing Arts
Ms Nancy Daniele

English
Mrs Jessica Fraser

HSIE
Mrs Karen Perrett

Learning Support
Mr Stephen Mackintosh

LOTE
Mrs Christine Harding

Mathematics
Ms Cynthia Athayde

PDHPE
Mr Rod Forward

Religion
Mrs Moira Loader

Science
Mr Maurizio Balzarano

Technology and Applied Studies
Mrs Claire Moroney
# ASSESSMENT OVERVIEW 2016
## YEAR 7

This assessment overview is a guide for parents and students. *Dates are subject to change according to changing circumstances. Official task notification detailing the nature of the task and actual submission dates will be distributed to each class at least two weeks prior to submission date. No formal assessment tasks are due in the seven days prior to the commencement of examination periods.*

<table>
<thead>
<tr>
<th>Subject</th>
<th>No.</th>
<th>Week Due*</th>
<th>Unit Name</th>
<th>NATURE OF TASK*</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELIGIOUS EDUCATION</td>
<td>1</td>
<td>T1 Wk 9</td>
<td>What it means to be Catholic</td>
<td>RESEARCH TASK</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>T2 Wk 5/6</td>
<td>What it means to be Catholic, Sacred Scripture</td>
<td>HALF YEARLY EXAM</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>T3 Wk 5</td>
<td>Ways of Praying</td>
<td>COMMUNICATION TASK</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>T4 Wk 5/6</td>
<td>Ways of Praying, Stewardship a way of life, Affirming Human Dignity</td>
<td>YEARLY EXAM</td>
<td>30%</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>1</td>
<td>T1 Wk 9</td>
<td>Telling Stories</td>
<td>CREATIVE WRITING</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>T2 Wk 5/6</td>
<td>Spread the Word</td>
<td>HALF YEARLY EXAM: NEWSPAPER REPORT</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>T3 Wk3</td>
<td>Stories in Pictures</td>
<td>DECONSTRUCTING IMAGES</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>T3 Wk 9/10</td>
<td>Communicating Confidently</td>
<td>ENG/HSIE ORAL PRESENTATION</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>T4 Wk 5/6</td>
<td>Stories on Stage</td>
<td>YEARLY EXAM: SCRIPT WRITING</td>
<td>20%</td>
</tr>
<tr>
<td>GEOGRAPHY (Semester 1)</td>
<td>1</td>
<td>T1 Wk 9</td>
<td>Investigating the World</td>
<td>FIELDWORK AND GEOGRAPHY SKILLS EXAM</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>T2 Wk 5/6</td>
<td>All Geography Units</td>
<td>HALF YEARLY EXAM</td>
<td>25%</td>
</tr>
<tr>
<td>HISTORY (Semester 2)</td>
<td>1</td>
<td>T3 Wk 9/10</td>
<td>The Ancient World – History Mysteries</td>
<td>ENG/HSIE ORAL PRESENTATION</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>T4 Wk 5/6</td>
<td>All History Units</td>
<td>YEARLY EXAM</td>
<td>25%</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>1</td>
<td>T1 Wk 7</td>
<td>All Units</td>
<td>CLASS TEST</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>T2 Wk 5/6</td>
<td>All Units</td>
<td>HALF YEARLY EXAM</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>T3 Wk 7</td>
<td>Units since half yearly exam</td>
<td>CLASS TEST</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>T4 Wk 5/6</td>
<td>All Units</td>
<td>YEARLY EXAM</td>
<td>35%</td>
</tr>
<tr>
<td>Subject</td>
<td>No.</td>
<td>Week Due*</td>
<td>Unit Name</td>
<td>NATURE OF TASK*</td>
<td>Weight</td>
</tr>
<tr>
<td>-------------</td>
<td>-----</td>
<td>-----------</td>
<td>------------------------------------</td>
<td>-------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>PDHPE</td>
<td>1</td>
<td>T2 Wk 3</td>
<td>Eat Smart/Be Active</td>
<td>MULTIPLE INTELLIGENCES TASK</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>T3 Wk 4-6</td>
<td>Creative Dance</td>
<td>PRACTICAL GROUP PERFORMANCE</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>T3 Wk 8</td>
<td>Recognising Risk</td>
<td>MULTIPLE INTELLIGENCES TASK</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>T4 Wk 5/6</td>
<td>BOSCO Fitness Testing</td>
<td>FITNESS TESTING RESULTS</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>T2 + T4</td>
<td>Practical Mark based on participation, enthusiasm and uniform</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>1</td>
<td>T1 Wk 10</td>
<td>It’s a Matter of Separation</td>
<td>FIRST-HAND INVESTIGATION (PROCEDURE)</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>T2 Wk 5/6</td>
<td>Semester 1 Units</td>
<td>HALF YEARLY EXAM</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>T3 WK 10</td>
<td>May the Force be with You</td>
<td>OPEN-ENDED INVESTIGATION / SECONDARY SOURCE (PROCEDURAL RECOUNT)</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>T4 Wk 5/6</td>
<td>Semester 2 Units</td>
<td>YEARLY EXAM</td>
<td>25%</td>
</tr>
<tr>
<td>TECHNOLOGY MANDATORY</td>
<td>1</td>
<td>T1 Wk 8</td>
<td>Design Study</td>
<td>RESEARCH TASK</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>T3 Wks 2</td>
<td>Design Task 1</td>
<td>PORTFOLIO WITH PRODUCT</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>T4 Wk 6</td>
<td>Design Task 2</td>
<td>PORTFOLIO WITH PRODUCT</td>
<td>40%</td>
</tr>
<tr>
<td>MUSIC</td>
<td>1</td>
<td>T2 Wk 3</td>
<td>Percussion Composition</td>
<td>COMPOSITION/ PERFORMANCE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>T2 Wk 8</td>
<td>Keyboard</td>
<td>PERFORMANCE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>T3 Wk 8</td>
<td>Concepts of Music</td>
<td>LISTENING TEST</td>
<td></td>
</tr>
<tr>
<td>VISUAL ARTS</td>
<td>1</td>
<td>T2 Wk 3</td>
<td>Self Portrait</td>
<td>MAKING ART/ VAPD</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>T2 Wk 8</td>
<td>Portraits In Words</td>
<td>MAKING ART/ VAPD</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>T3 Wk 8</td>
<td>Ceramics</td>
<td>MAKING ART</td>
<td>40%</td>
</tr>
</tbody>
</table>
Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning.

Using the glossary will help teachers and students understand what is expected in answers 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 judgement of value, quality, outcomes, results or size

**Calculate**
Ascertaining/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 (analyse/evaluate)**
Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

**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

REF: “Glossary of Terms”, Board of Studies, 12 December, 2011

A bibliography (sometimes called a reference list or resource list) is a list of references which you have used whilst researching a topic. It tells the people who read your work where you found the information, and it gives credit to the authors whose ideas you used. By providing a well written bibliography you can respect other people’s intellectual property and avoid plagiarism.

Bibliographies are set out in standard ways. At St John Bosco College we use a style based on the Modern Language Association [MLA] system.

**Books**

“NAPPY” helps you collect the details you need to create a reference for a book:

<table>
<thead>
<tr>
<th>N</th>
<th>Name of author</th>
<th>Ganeri, Anita.</th>
<th>last name first!</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>And Title</td>
<td>Earth-shattering earthquakes.</td>
<td><em>underlined or in italics</em></td>
</tr>
<tr>
<td>P</td>
<td>Place</td>
<td>London:</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Publisher</td>
<td>Scholastic.</td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Year</td>
<td>2000.</td>
<td></td>
</tr>
</tbody>
</table>

So the reference for this book would be:


**Internet**

<table>
<thead>
<tr>
<th>Name of author (if known)</th>
<th>leave blank if not known</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of article</td>
<td>“Pegasus the winged horse”.</td>
</tr>
<tr>
<td>Name of Website</td>
<td>Winged Sandals.</td>
</tr>
<tr>
<td>Date of your visit to the site</td>
<td>12th September 2006.</td>
</tr>
<tr>
<td>Full web address</td>
<td><a href="http://www.abc.net.au/arts/wingedsandals">http://www.abc.net.au/arts/wingedsandals</a>.</td>
</tr>
</tbody>
</table>

“Pegasus the winged horse.” Winged sandals. 12 Sep 2006.
http://www.abc.net.au/arts/wingedsandals.

**Encyclopedias**

<table>
<thead>
<tr>
<th>Name of Author (if known)</th>
<th>Ferguson, John C.</th>
<th>last name first</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of article</td>
<td>“Starfish”.</td>
<td><em>in quotation marks</em></td>
</tr>
<tr>
<td>Name of Encyclopedia</td>
<td>World Book.</td>
<td><em>underlined or in italics</em></td>
</tr>
<tr>
<td>Year</td>
<td>2001.</td>
<td></td>
</tr>
</tbody>
</table>

Newspapers

<table>
<thead>
<tr>
<th>Name of Author (if known)</th>
<th>Hinds, Richard.</th>
<th>last name first</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of article</td>
<td>“Lucky ducks are really super Swans”.</td>
<td>in quotation marks</td>
</tr>
<tr>
<td>Name of Newspaper</td>
<td>Sydney Morning Herald.</td>
<td>underlined or in italics</td>
</tr>
<tr>
<td>Date of Newspaper</td>
<td>22nd September 2006:</td>
<td>colon after date</td>
</tr>
<tr>
<td>Section and page</td>
<td>Sport 27.</td>
<td></td>
</tr>
</tbody>
</table>


Videos or DVDs

<table>
<thead>
<tr>
<th>Name of Author or Director (if known)</th>
<th>Adamson, Andrew.</th>
<th>last name first</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Shrek.</td>
<td>underlined or in italics</td>
</tr>
<tr>
<td>Format</td>
<td>DVD</td>
<td>eg.video or DVD</td>
</tr>
<tr>
<td>Distributor</td>
<td>Dreamworks.</td>
<td></td>
</tr>
</tbody>
</table>


The references are then listed in alphabetical order by author (or title if no author) on a new page at:


Start by entering your extra-curricular activities (sport, dance, tutors, etc).
2. Enter family commitments.
3. Enter home work time each day.
4. Set study periods and assessment planning/research and compiling time each day.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.10pm – 4.00pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.00pm – 4.30pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.30pm – 5.00pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.00pm – 5.30pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.30pm – 6.00pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.00pm – 6.30pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.30pm – 7.00pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.00pm – 7.30pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.30pm – 8.00pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.00pm – 8.30pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.30pm – 9.00pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Enquiries regarding assessment or examinations to:
Learning and Curriculum Coordinator
christine.harding@syd.catholic.edu.au
St John Bosco College
Phone: (02) 9548 4000
Fax: (02) 9548 4099