NBSC Manly Campus

Year 9 2024

ASSESSMENT INFORMATION

AND SCHEDULE

CONTACT INFORMATION

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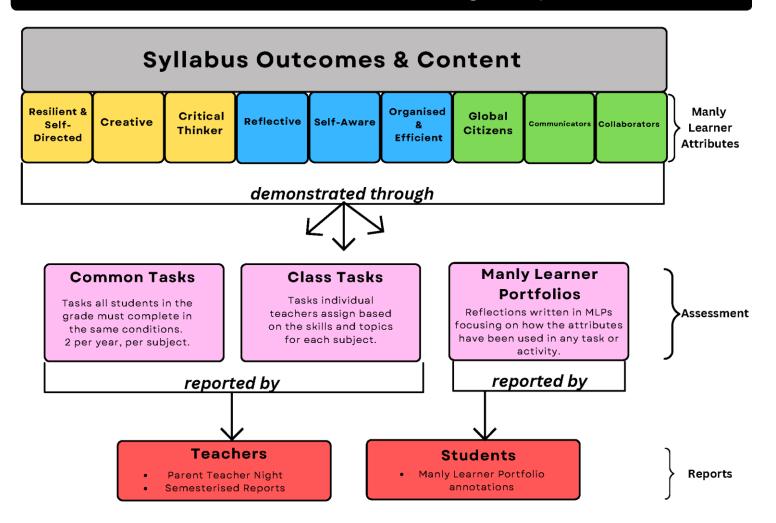Phone: (02) 9905 3982 Email: nbscmanlys-h.school@det.nsw.edu.au

SCHOOL EXECUTIVE

PRINCIPAL.. Ms O'Sullivan

DEPUTY PRINCIPAL (Year 8, 10, 12) .... Mr Newcomb

DEPUTY PRINCIPAL (7, 9, 11)... Ms Carolan

HEAD TEACHERS

ADMINISTRATION .... Ms Farrow

ENGLISH... Ms Munro

CAPA... Ms Blundell

HSIE .... Mr Sinclair

LANGUAGES .... Ms Walker

PDHPE... Ms Walker

MATHEMATICS .... Ms Rouzbehi

SCIENCE .... Mr Crooks (relieving)

STUDENT ENGAGEMENT.. Ms Brien

TAS... TBA

TEACHING & LEARNING .... Ms Campbell (relieving)

TECHNOLOGY .... Mr Goykovic

WELLBEING.. Ms Herft

YEAR ADVISERS FOR 2024

YEAR 7 .... Ms Myers

YEAR 8 .... Ms Koo

YEAR 9 .... Ms Woodward and Ms Anderson

YEAR 10 .... Ms Lindsay

YEAR 11 .... Ms Herft

YEAR 12 .... Ms Chandra

LEARNING ADVISER .... Ms Brien / Ms Larsen

SCHOOL COUNSELLOR... Ms McTernan | Ms Wiseman | Mr Poole

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What Contributes to my Reports

What Contributes To My Reports?

Syllabus Outcomes & Content

Resilient & Self-Directed	Creative	Critical Thinker	Reflective	Self-Aware	Organised & Efficient	Global Citizens	Communicators	Collaborators

Manly Learner Attributes

demonstrated through

Common Tasks

Tasks all students in the grade must complete in the same conditions. 2 per year, per subject.

Class Tasks

Tasks individual teachers assign based on the skills and topics for each subject.

Manly Learner Portfolios

Reflections written in MLPs focusing on how the attributes have been used in any task or activity.

Assessment

reported by

reported by

Teachers
- Parent Teacher Night
- Semesterised Reports

Students
- Manly Learner Portfolio annotations

Reports

Year 9 Common Task Schedule 2024

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
WEEK 1	PASS (Movement Skills throughout Semester 1)	Science		French Japanese Photography and Digital Media
WEEK 2				History
WEEK 3		Photography and Digital Media Visual Arts	History	Science
WEEK 4		Music	Commerce PDHPE (Note: this task is due mid-late Term 3; due date TBD)	Science Accelerated
WEEK 5	Design and Technology		Engineering Technology French Japanese	Visual Arts
WEEK 6	Geography		Design & Technology PASS Music Part A	
WEEK 7	Historical Mysteries Mathematics Music		Science Science Accelerated	
WEEK 8	Food Technology Commerce	Food Technology Geography Historical Mysteries	Geography Mathematics Computing Technology Music Part B	Architecture & Graphic Design Food Technology
WEEK 9	French Japanese	Mathematics	Drama Commerce Historical Mysteries Visual Arts	
WEEK 10	Design and Technology Drama History History Elective PDHPE Creative Writing Computing Technology	Architecture & Graphic Design Engineering Technology English History Elective Photography and Digital Media	Architecture & Graphic Design Creative Writing English History Elective	Design and Technology Engineering Technology
WEEK 11	PASS English			

	Science Accelerated			

Year 9 Assessment Outline 2024

SUBJECT	SEMESTER 1		SEMESTER 2	
	COMMON TASKS	CLASS TASKS	COMMON TASKS	CLASS TASKS
Architecture & Graphic Design	CAD Design Project (Term 2, Week 10)	Hand Drawings	Architectural Design Project (Term 3, Week 10) Graphic Design Project (Term 4, Week 8)	
Commerce	Consumer Choice Presentation (Term 1, Week 8)		Investment Report (Term 3, Week 4) Business Planning (Term 3, Week 9)	
Creative Writing	Short Story Composition (Term 1, Week 10)	Compositions Peer Assessment	Project (Term 3, Week 10)	Reflective writing Peer assessment Writer's festival
Design & Technology	Logo Design and design process (Term 1, Week 5) Design Brief 1: Product and folio (Term 1, Week 10)		Design Brief 2: Product and folio (Term 3, Week 6) Design Brief 3: Product and folio (Term 4, Week 10)	
Drama	Improvisation (Term 1, Week 10)	Logbook Entries Performance Tasks	Group Performance (Term 3, Week 9)	Logbook Entries Performance Tasks

Engineering Technology	Structures Task 1 (Term 2, Week 10)	Structures - Investigating structures: pasta towers (Term 1, Week 6)	Mechanisms Task 2 (Term 3, Week 5) Mechanisms Task 3 (Term 4, Week 10)	
English	Crime Fiction Narrative (Term 1, Week 11) Romeo and Juliet Appropriation (Term 2, Week 10)	NAPLAN preparation Creative writing exercises Film analysis	Novel Exposition (Term 3, Week 10)	Poetry analysis Media analysis Close reading
Food Technology (100 and 200)	Task 1 – Practical & Research (Term 1, Week 8) Task 2 – Practical & Research (Term 2, Week 8)		Task 3 – Practical & Research (Term 4, Week 8)	
French	Listening, Reading & Writing Task (Term 1, Week 9)	Topic Tests Education Perfect Short Film & Role Plays	Listening, Reading & Writing (Term 3, Week 5) Speaking & Writing Task (Term 4, Week 1)	Topic Tests Education Perfect Short Film & Role Plays
Geography	Biomes Report (Term 1, Week 6) Food Sustainability Group Activity (Term 2, Week 8)		Megacities & Migration Website (Term 3, Week 8)	

SUBJECT	SEMESTER 1		SEMESTER 2	
	COMMON TASKS	CLASS TASKS	COMMON TASKS	CLASS TASKS
History	The Industrial Revolution/Movement of People (Term 1, Week 10)		Australians at WWI (Term 3, Week 3) Australians at WWII (Term 4, Week 2)	
History Elective	Virtual Museum (Term 1, Week 10) Documentary Film (Term 2, Week 10)		Source Analysis (Term 3, Week 10)	
Historical Mysteries	Conspiracies Essay (Term 1, Week 7) Scandals Board Game Research (Term 2, Week 8)		Historical Mysteries Podcast Report (Term 3, Week 9)	
Computing Technology	Enterprise Information Systems: Researching analysing data careers task (Term 1, Week 10)		Software Development: Mechatronic and automated systems research task (Term 3, Week 8)	
Japanese	Listening, Reading & Writing Task (Term 1, Week 9)	Education Perfect Topic Tests Film Study & Script	Listening, Reading &Writing (Term 3, Week 5) Speaking & Writing Task (Term 4, Week 1)	Education Perfect Topic Tests Film Study & Script

Mathematics	Class Test (Term 1, Week 7) Class Test (Term 2, Week 9)	Topic Tests	Semester Exam (Term 3, Week 8)	Topic Tests
Music	"Music of Another Culture" -Presentation (Term 1, Week 7) "Baroque Period" – Performance, Listening, Composition (Term 2, Week 4)	Aural analysis of Balinese Music Topic Quiz Melodic Dictations	"Classical Period" - Performance, Listening Composition (Term 3, Week 6 Part A and Term 3, Week 8 Part B)	Score reading analysis Melodic dictations Jazz Podcast and Arrangements
PASS - 200hr	Body Systems Examination (Term 1, Week 11) Movement Skills (All practical lessons in Semester 1)	Athletics Analysis Written Response Teamwork & Collaboration	Coaching Task (Mid Term 3)	Group Tasks Gala Day Preparation & Support Practical Application
PDHPE	Public Service Announcement- e-Safety skills (Term 1, Week 10)	Athletics & Modified Games Self-Refereed Sports Case Studies & Class Tasks	Written Response - Respectful Relationships (Mid to Late Term 3)	Winter Games Cultural Games Topic Quiz
Science	Experimental design (Term 2, Week 1)	Topic Tests & Research Reports Practical activities	Practical Task (Term 3, Week 7) Yearly Exam (Term 4, Week 3)	Topic Tests & Research Reports Practical activities

SUBJECT	SEMESTER 1		SEMESTER 2	
	COMMON TASKS	**CLASS TASKS**	**COMMON TASKS**	**CLASS TASKS**
Science (Accelerated)	Research task (Term 1, Week 11)	Topic Tests & Research Reports Practical activities	Experimental Design (Term 3, Week 7) Yearly Exam (Term 4, Week 4)	Topic Tests & Research Reports Practical activities
Visual Arts	Portrait Portfolio and Theory Task (Term 2, Week 3)	Practical Tasks Research	Metamorphosis Body of Work (Term 3, Week 9) Sculpture: Art History/Criticism Task (Term 4, Week 5)	Practical Tasks Research
Photography and Digital Media	Photography Portfolio and Research Task (Term 2, Week 3) Surrealist Digital Media (Term 2, Week 10)	Photography practical tasks Analysis task	Short Film and Research Task (Term 4, Week 1)	Film practical tasks Digital photograph tasks Analysis tasks
Other	ICAS Science Competition Education Perfect Championships (Languages) Immerse Me Games (Languages)		● ICAS English Competition- optional ● Australian Mathematics Competition	

What is Assessment?

Assessment is used by your teachers for the collection and evaluation of evidence of your learning. Assessment has many purposes, including:

- providing opportunities for teachers to gather evidence about your achievement in relation to syllabus outcomes
- enabling you to demonstrate what you know and can do
- clarifying your understanding of concepts and promoting deeper understanding
- providing evidence that your current understanding is a suitable basis for future learning

Assessment for Learning

Assessment for learning involves teachers using evidence about your knowledge, understanding and skills to inform their teaching. This type of assessment is often referred to as 'formative assessment'. However, assessment for learning only becomes formative once a teacher changes teaching and learning activities based on collected data. Assessment for learning usually occurs throughout a unit of work, as it is designed to clarify your learning and understanding of content and skills being taught.

Examples of assessment for learning activities include:

- Observation of your learning
- Classroom activities and bookwork
- Homework assignments

- Mini tests/quizzes or presentations
- Group and pair work
- Experiments/performances

Assessment as Learning

Assessment as learning occurs when you are you own assessor. This is when you monitor your own learning, ask questions and use a range of strategies to decide what you know and can do, and the next steps in learning. Often assessment as learning will involve you working with your teacher to create learning goals specific to your needs.

Examples of assessment as learning activities include:

- Self-assessment and peer-assessment
- Reflecting on learning

- Maintaining a learning journal
- Setting personal learning goal

Assessment of Learning

Assessment of Learning determines your level of performance on a specific task in relation to outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to determine your Overall Level of Achievement for a subject.

Examples of assessment of learning:

- Assessment tasks/ unit tests
- Projects / research assignments
- Oral engagement / presentations
- Practical tasks and artworks

- Portfolios
- Practical performances and compositions
- Half-yearly and yearly examinations

Feedback

Feedback enables you to recognise your strengths as well as areas for development, and to identify and plan with your teacher the next steps in your learning. The best type of feedback is timely and specific, is constructive and meaningful, and corrects misunderstandings related specifically to a task. You should receive feedback before and after common assessment tasks.

Sometimes the best form of feedback is self-assessment and reflection, and programs should ensure you are provided with opportunities to do this before and after common assessment tasks.

When a common assessment task is returned to you, your teachers will first give written feedback (often in the style of medals/missions based on the assessment criteria), and then at a later time, once you have reflected on this feedback, you may be awarded a mark or grade.

The feedback you receive from your teachers will be both formal and informal. Below is a list of some forms of feedback your teacher may give to you:
- oral feedback from teacher or peers, such as collaborative activities and conferencing
- written feedback from teacher and/or peers, based on the criteria for assessing learning
- whole-class discussions to clarify the task during the activity, including blogs, wikis and forums
- whole-class or individual student comments about aspects of the activity where students performed well, and how to improve
- peer and self-assessments and self-reflections
- checklists, criteria sheets, comments or grades
- ongoing oral or written comments, including questioning students' understanding
- cues, reinforcements or prompts to redirect learning
- drafts and resubmissions
- peer collaboration using online tools
- written, audio or digital annotations
- discussion of a range of student work samples and other examples beyond the classroom in relation to criteria

High Potential and Gifted Learners

NBSC Manly Campus is an academically selective school, and therefore all learning opportunities, and related assessment activities, have been developed to meet the needs of high potential and gifted learners.

High potential and gifted learners:

- comprehend complex ideas more fully
- learn more rapidly and in greater depth than their age peers
- may exhibit interests that differ from those of their age peers
- have an unusually well-developed sense of justice and fairness
- exhibit emotional intensity
- have hobbies and interests similar to those of older peers
- often have a tendency to prefer the companionship of older peers
- have an enhanced capacity to empathise with the feelings of others
- often demonstrate a more mature sense of humour than age peers

Source*: Gifted and talented students: a resource guide for teachers in Victorian Catholic Schools (2013)*

Underachievement

Gifted underachievers are students who possess considerable intellectual potential but who are performing in a mediocre fashion or worse in an educational setting (Davis, 1997).

Characteristics of gifted underachievers:

- poor test performance
- daily work frequently incomplete or poorly done
- superior comprehension and retention of concepts when interested
- shows initiative in pursuing self-selected projects at home
- easily distracted; unable to focus attention and concentrate efforts on tasks
- has an indifferent or negative attitude towards school
- vast gap between qualitative level of oral and written work

Strategies to help underachievers meet their potential:

- consistent and realistic feedback on work
- independent study to learn how to manage research without teacher direction
- one-on-one tutoring for talent development
- real world audience to be given realistic feedback from experts
- conceptual discussion to explore themes, generalisations, issues, problems
- individualised benchmark setting to plan and monitor performance goals short term
- enrichment/extension projects and self-direction

Source: *Reforming Gifted Education*, Karen B. Rogers, Ph.D.

Perfectionism

Setting personal standards and pursuing excellence is important and healthy in many life situations. However, perfectionism can become unhealthy when it causes stress, pain, illness, procrastination, and underachievement. While not inclusive, some causes of perfectionism include a desire to please others, early successes and no failures at a young age, and difficulty setting realistic goals.
(Source: *National Association for Gifted Children*)

Characteristics of perfectionists:

- little satisfaction or pleasure from task completion
- inflexible high standards/unrealistic expectations
- fear of failure
- sense of self closely aligned with successful completion of activity or task
- some difficulty with starting or completing tasks
- failure associated with harsh self-criticism and loss of self-esteem
- 'compulsive' tendencies and self-doubts

Strategies to help underachievers meet their potential:

- structured problem-solving, goal-setting and prioritising
- daily and weekly goal-setting – set specific achievable tasks
- spending greater time with friends and family
- physical exercise and good nutrition
- working closely with a mentor to chunk tasks and manage time

Source: *Reforming Gifted Education*, Karen B. Rogers, Ph.D.

For more information, or further help with strategies relating to underachievement or perfectionism, contact one of the school counsellors.

What Can Homework Look Like?

Revision

Revising the topics and skills from in class to consolidate your learning and prepare for future tasks.

Preparation

Completing tasks set by teachers to be prepared for the next lesson (e.g. readings).

Assessments

Working on common tasks or class tasks so they are ready by the due date.

Catch Up

Completing work you did not finish in class or missed due to absence.

Additional Tasks

At times, your teachers may as you to complete additional tasks for homework.

Common Task Procedures and Practices

Timing of Tasks

You **will be** advised of the precise timing of common tasks **IN WRITING** at least two weeks before the task is to be administered. This will take the form of an official common task notification, detailing the nature of the task, and the marking criteria.

It is your responsibility to be alert to the notification of the tasks. In case of absences from school, you will need to check with your teachers immediately upon your return and be ready to complete the missed task immediately.

You should have no more than two common tasks due per day – including tests.

Examination and Test Procedures

Examination conditions shall apply from when the first student enters the classroom until the dismissal of students.

1. NO electronic devices, except NESA approved calculators, are to be used during any examination.
2. Complete silence MUST be adhered to whilst you are in the classroom/hall.
3. You MUST sit facing the front and are NOT to turn around or look at any other paper.
4. You are NOT to communicate with any other student in any way.
5. You must remain for the entire duration of every exam.
6. You MUST obey all reasonable instructions given by supervisors.
7. Borrowing is NOT permitted.
8. All enquiries are to be addressed to a classroom teacher by raising your hand and waiting patiently.
9. Code of Conduct School rules apply during ALL exams, including the wearing of full school uniform.
10. No equipment will be lent by the faculty, unless specified by the faculty. E.g.; Japanese dictionary.

Procedure for Missed Common Tasks

Absence due to illness /misadventure

If you miss an examination or common task you are to report to the classroom teacher of that subject on the first day of your return. If students are absent from a common task, they MUST provide a satisfactory reason and a note from a parent/guardian immediately upon returning to school to the Head Teacher. If a satisfactory reason is not provided, they may receive a zero mark for this common task.

Approved extra-curricular activities

NBSC Manly Campus supports students who participate in both school-based and non-school-based extra-curricular and other activities.

Generally, school-based sporting or other activities do not impact on the distribution/sitting/handing in of common tasks since school routines and calendars accommodate and communicate this information in advance.

The following guidelines apply for most students who participate in non-school-based sporting or other activities where there is the potential to impact upon the distribution/sitting/handing in of common tasks:

1. Student provides their teacher with at least 2 weeks' notice of the activity occurring. This must include a letter from the parent/caregiver that lists the date, timing, event and location of the activity.
2. Teacher informs Head Teacher.
3. Depending on the nature of the task, a decision is made to provide an alternative option for the student.
4. Student is informed as soon as convenient of the arrangements.

Technology failure

Technology failure is NOT a valid excuse for the failure to submit a common task.

Handing in Common Tasks

When handing in a common task, you must collect a Cover Sheet from the library to declare it is all your own work. This sheet must be filled in and attached to your common task BEFORE submitting it to your teacher. This is only required for hand in Common Tasks, not tests, class tasks or examinations.

Late Submission of Common Tasks

If an assessment task is handed in late:

- there must be a reasonable explanation with communication from parents (letter, email, phone call)
- penalties may apply and marks may be deducted.

NBSC Manly Campus Common Assessment Task Cover Sheet

Surname:	Given Name:
Subject:	Task Title:
Teacher:	
Due Date:	Date of submission:

Common Assessment Task Cover Sheet

Please attach this signed cover sheet to every common assessment task you submit.

All My Own Work

1. *Acknowledgement of Sources by compiling a bibliography*

    One of the most important elements of good practice involves careful acknowledgement of the ideas of others used in your response. This acknowledgement should occur in your answer at the point where you use another's ideas (e.g. Jones, 2007, p.92, i.e. author's surname, date of publication, page) and in a bibliography at the conclusion of your response.

2. *Avoiding plagiarism*

    Plagiarism involves using the work of another person and presenting it as your own. These are some ways you would be plagiarising, unless you have clearly acknowledged your source:

    - Copying out part(s) of any document from any source, including the internet;
    - Using someone else's ideas or conclusions, even if you have put them in your own words;
    - Copying out or taking ideas from the work of another student/tutor/other source, even if you have reworded some parts.

Declaration

I have read and understood the above statements about plagiarism. I certify that this task is entirely my own work and that I have fully referenced all my sources.

Student Signature/Confirmation: .... Date: ....

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Alleged Malpractice in Common Tasks or Examinations

Malpractice, or cheating, is "dishonest behaviour by a student that gives them an unfair advantage over others". Plagiarism is copying someone else's work and pretending that it is your own.

Malpractice may include:

- plagiarism (copying someone else's work in part or in whole, and claiming that it is your work);
- collusion (allowing someone to copy your work);
- forbidden aids (this would include bringing into an examination situation secret notes, or any helpful electronic device not specifically allowed, whether or not it is used);
- using material directly from books, journals, or the internet or any other source without reference to the source;
- building on the ideas of another person without referring to the source.

Submitting work generated by an Artificial Intelligence App or Bot as your own work constitutes malpractice. Even where students have written their own responses and run these through AI, this is unethical and will be treated as malpractice. This also includes, but is not limited to, using AI to format any part of the submitted response, including bibliographies.

All work that is derived from another source must be cited at the point where another's ideas have been used, and in the Bibliography. If the marker or your teacher suspects that you have plagiarised or used AI writing tools to compose your response, it is your responsibility to prove that your assessment is all your own work, as per NESA guidelines (ACE 9023).

It is the responsibility of the student to keep records of all drafting and electronic version histories. These must be presented if the work presents as AI generated through anti plagiarism software. In the case of suspected malpractice, a student may receive a mark of zero for the task in question or be required to present this evidence to the faculty Head Teacher or Deputy Principal.

Allegations of plagiarism or other forms of malpractice will be reported to the Head Teacher who will investigate the matter and, if proven, a zero may be awarded for the common task.

Teachers attempt to assist students to avoid malpractice in these ways:

1. Classroom and other teachers instructing students in good and ethical practice.
2. Signs are displayed in appropriate areas, including the Library, explaining aspects of good practice.
3. Easily identify plagiarised work (and decrease the amount of plagiarism) by requiring students to submit all written task (including speech transcripts) to TurnItIn (www.turnitin.com).

Understanding Overall Levels of Achievement (OLAs)

Outstanding

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.

High

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.

Sound

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.

Basic

The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.

Limited

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.

Formal School Reports

The school formally reports on your progress twice each year: a Semester 1 report (Half-Yearly Report) for Years 7-10 issued at the end of Term 2, and a Semester 2 report (Yearly Report) for Years 7-10, issued at the end of Term 4. Studens report on their learning attributes in their Manly Learner Portfolios which are attached to Semester 2 reports.

Learner Attributes

In addition to reporting on academic achievement through allocation of OLAs, teachers will also report on learner attributes. At NBSC Manly Campus we value the development of important attributes that will ensure success in the dynamic, technology-rich 21st century world, and allow you to grow into your role as an active, engaged citizen. Below is a graphic outlining the nine Manly Learner attributes that you must develop and demonstrate throughout your learning.

CHALLENGED	ACADEMIC EXCELLENCE	ENGAGED	PERSONAL BEST	CONNECTED	GIVING BACK TO THE COMMUNITY
	Resilient and Self-Directed *Challenging ~ Persisting ~ Aspiring*		Reflective *Monitoring ~ Growing ~ Understanding*		Global Citizens *Participating ~ Acting ethically ~ Advocating*
	Creative *Innovating ~ Imagining ~ Problem-Solving*		Self-aware *Empathising ~ Caring ~ Celebrating*		Communicators *Connecting ~ Listening ~ Leading*
	Critical Thinker *Inquiring ~ Knowledge-gathering ~ Analysing*		Organised and Efficient *Chunking ~ Prioritising ~ Managing*		Collaborators *Contributing ~ Negotiating ~ Trusting*

Guide to Academic Writing

Below are some general points to remember when you are writing your assignments:

- Keep your writing clear, concise and in a formal register.
    - o Avoid colloquial expressions, slang, idioms and the language of texting.
    - o Avoid personal language such as 'I' or 'in my opinion' unless the task requires you to write like this such as in a reflection statement or persuasive writing as in NAPLAN.
    - o Avoid posing questions to your reader and making assumptions about their views on the subject.
- You should aim for accuracy in your use of grammar, vocabulary, punctuation, paragraphing and spelling. Not only what you have to say is important, but also how you express it is critical for success.
- Remember that you're writing for an audience which is well informed and interested in what you have to say about the topic. Your ideas should be your own, based on your informed opinion. If you use someone's work you should use quotation marks and acknowledge that this is their work in your bibliography.
- Academic writing tends to be fairly dense, with relatively long sentences and wide use of subordinate clauses. Incorporate relevant metalanguage to make your points clearly and effectively.

Structure

Different text types require different writing styles however each piece of writing requires that you have a beginning, middle and end.

- Your writing is separated into paragraphs to facilitate the flow of your argument. We start a new paragraph when we want to present a fresh viewpoint on the topic or to develop our initial point. Each paragraph contains a topic sentence (usually the first sentence of the paragraph) which highlights this change in direction or development. The body of the paragraph then provides evidence to support the main idea. The last sentence concludes the idea.
- The introduction paragraph orientates the reader to your approach to the topic. Each body paragraph builds on this approach examining different aspects of the topic and using different evidence to support your ideas. The conclusion expresses your final thoughts and deductions. It should not simply to repeat what you have said in the introduction.
- Your ideas flow more smoothly with the use of connectives and help to make your meaning clear. For more on connectives see the list below.

Connectives

The use of connectives helps to ensure that you remain on track in addressing the question. When connectives are used together with paragraphs, they act as signposts which assist the reader to focus on the direction of your argument.

- *Conjunctions of time* – as, after, as soon as, at first, at once, before, finally, just, meanwhile, next, now, now that, since, then, until, when, whenever, while
- *Conjunctions of reason* – although, as a result, because, by, consequently, despite, due to, for that reason, in case, in order, in this way, otherwise, since, so, so as to, so that, therefore, though, thus, to that end, unless, until, yet

- *Conjunctions of information* – and, also, as well as, besides, in addition, including, moreover, similarly
- *Conjunctions of contrast* – alternatively, but, except, however, in contrast, instead of, not only … but also, on the one hand … on the other hand, or, whereas

Punctuation

There are conventions in the use of punctuation that you should observe in your writing. These include:

- Capital letters to begin sentences, for first names and surnames, titles, place names, institution names, days of the week, months of the year, street names, book and film titles, holidays and historical events.
- Full stops, question marks and exclamation marks to end sentences.
- Commas are *used* in lists, indicate a pause in the sentence, and mark clauses and phrases. They surround the name of a person being addressed, separate the day of the month from the year in a date, and separate a town from the state.
- Dashes, like commas, indicate added emphasis, an interruption, or an abrupt change of thought. They should be used carefully and are more suited to creative writing.
- Apostrophes are used for contractions to take the place of one or more letters and also indicate possession.
- Quotation marks for text extracts, highlighted words and words used with ironic intention
- Parentheses (also known as brackets) enclose statements that clarify and enclose numbers and letters that are part of a list.
- Colons are used to separate a sentence from a list of items also between two sentences when the second one explains the first and to introduce a long direct quote.
- Semicolons are used to take the place of a conjunction and often connect two different ideas related to the same point. They are also used to separate a list of things if there are commas within each unit.

Grammar

The following points are the ones you are most likely to come across when writing assignments.

- You may see 'Fragment (consider revising)' when you are doing your assignment. This is because you have written an incomplete sentence. Sentences contain a complete thought and a subject, verb and object. You are required to write in complete sentences in expositions.
- Subjects and verbs have to "agree" with each other. This means that singular nouns take the singular form of the verb; plural nouns take the plural form of the verb.
- You are encouraged to use nominalisation; that is, try to write noun-based phrases rather than verb-based ones. For example, instead of *The level of obesity was increasing rapidly and health professionals were becoming concerned.* Write: *The rapid increase in obesity was causing concern among health professionals.*
- The choice between the past and present tense often indicates the difference between specific information and generalisations. For example, in reporting empirical investigations (experiments, surveys, etc.), details which are specific to the study, e.g. methods and results, are reported in the simple past tense, *This survey was conducted on 18-30 year olds living on the Northern Beaches* and the present tense is used for generalised conclusions, *We can conclude that in this demographic there are no significant health risks.*

- The present perfect tense is really concerned with the present situation, even though the action that the verb refers to happened or started in the past. The present perfect is, therefore, the appropriate choice for describing current trends: e.g. *From the middle of the previous decade, Australia has enjoyed a sharp run-up in the prices of our key commodity exports. This has led to an unprecedented boom in mining investment.*
- The present perfect is often used with time expressions that refer to periods that are still continuing, or have just ended: *since 2001, in recent years, in this century*. In contrast, you use the past tense when you 'locate' the situation or action in a past time - for example, when you refer to a past date or period: *Our family migrated to Australia over 20 years ago.*

Conditionals and modals

When you draw conclusions based on evidence, or the application of a theory, you often need to make statements about your assessment of the likelihood that something:
- is true now
- will happen in the future
- happened in the past.

One of the most useful resources for expressing varying degrees of certainty is the system of modal verbs. The modals that are usually used in this way are: *might, would, could, may, should, will and must*

Would - used to speculate about hypothetical situations

Will - firm prediction

Must – confident conclusion, no other explanation possible

Should – confident assumption based on things goings as predicted

Would – describing a hypothetical situation or possibility

May, might and could – describing weaker possibilities

Active and Passive Voice

All sentences are in either the active or the passive voice, therefore tenses also have active forms and passive forms. In the active form, the thing/person doing the action is the subject of the sentence and the thing receiving the action is the object. E.g. *Macbeth's heroic actions deceived Duncan*. Most sentences are active and it is generally preferable to use the active voice. In the passive form the thing/person is the object of the sentence and the thing/person is the subject, e.g. *Duncan was deceived by Macbeth's heroic actions.*

Spelling: Ten common spelling rules

1	Rule	Exceptions
	− **Write *i* before *e* except after *c*** - achieve, believe, friend, receive, receipt, perceive. − **Write *ie* after *c* for words with a *shen* sound** - ancient, efficient, sufficient, conscience. − **Write *ei* when the vowels sounds like an *a*** as in *weigh* - neighbour, vein, reign, rein, deign.	− counterfeit, either, neither, height, leisure, forfeit, foreign, science, species, seize, weird.
2	− **Add *es* if a word ends in *ch, sh, ss, x* or *z*** – arch, arches, clash, clashes, class, classes, box, boxes, quiz, quizzes. − **Add *es* for most words ending in *o*** – tomato, tomatoes; hero, heroes; go, goes; do, does; echo, echoes.	− altos, duos, pianos, radios, solos sopranos, studios, videos, typos.
3	− **For words ending in *y* preceded by a vowel, retain the *y* when adding *s* or a suffix** – convey, conveys; employ, employer. − **For words ending in *y*, retain the *y* when adding *ing*** – try, trying; justify, justifying; certify, certifying; study, studying. − **For words ending in *y*, preceded by a consonant, change the *y* to *i* before any other suffix** – try, tried; justify, justifies; certify, certifiable; mystify, mystified; laboratory, laboratories.	− dryness, shyness.
4	− **Drop the *e* when the suffix starts with a vowel** – sav*e*, savable; use, usable. − **Drop the *e* when the word ends in *dge*** – judge, judgment. − **Drop the final *e* when adding *-ing*** save, saving; manage, managing; trace, tracing; emerge, emerging.	− **DO NOT DROP** the *e* if the word ends in *ce* or *ge* (*e.g. manage, manageable; trace, traceable*).
5	− '*t*' or '*tt*' when adding *-ing, - ed and some suffixes* to verbs − DOUBLE the *t* for verbs of one syllable with a single vowel, or a short vowel sound – rot, rotting, rotted, rotten; fit, fitting, fitted; knot, knotting, knotted. − DOUBLE the *t* for verbs of more than one syllable when the stress is on the last syllable – abet, abetting, abetting; allot, allotting, allotted; commit, committing, committed; emit, emitting, emitted; forget, forgetting, forgotten, (but forgetful).	− **DO NOT DOUBLE** the *t* for verbs of one syllable with a double vowel or a long vowel sound (*e.g. treat, treating, treated; greet, greeting, greeted*).
6	− '*r*' or '*rr*' when adding *-ing, - ed and some suffixes* to verbs DOUBLE the *r* for verbs of one syllable when the final *r* is preceded by a single vowel – star, starring, starred, starry; tar, tarring, tarred; war, warring, warred (but warfare); scar, scarring, scarred; stir, stirring, stirred. − DOUBLE the *r* for words of more than one syllable when the stress does not fall on the first syllable, concur,	− **DO NOT DOUBLE** the *r* for verbs of one syllable when the final *r* is preceded by a double vowel (*e.g. fear >fearing,*

	concurring, concurred, concurrence; occur, occurring, occurred, occurrence; defer, deferring, deferred, (but deference); deter, deterring, deterring, deterrent; infer, inferring, inferred, (but inference); prefer, preferred, preferring, (but preference); refer, referred, referring, referral.	*feared).* − **DO NOT DOUBLE** the *r* for words of more than one syllable, when the stress falls on the first syllable *(e.g. prosper > prospered, prospering).*
7	− '*l*' or '*ll*' when adding *-ing, -ed and some suffixes* to verbs DOUBLE the *l* when it is preceded by a single vowel – cancel, cancelling, cancelled, cancellation; enrol, enrolling, enrolled (but enrolment); fulfil, fulfilling, fulfilled, fulfilment; level, levelling, levelled; travel, travelling, travelled, traveller.	− **DO NOT DOUBLE** the *l* when it is preceded by a double vowel *(e.g. conceal > concealing, concealed).*
8	− **Dropping letters** - many words drop a letter when adding a suffix, but it is not always the final letter – argue, argument; proceed, procedure; humour, humorous; disaster, disastrous; repeat , repetition; administer, administration.	− There is no reliable rule covering these words, so they have to be memorised.
9	− **Word endings such as able/ible, ant/ance; ent/ence** - negligible, incredible, invisible, sensible, admirable, preventable, suitable, dependable, attendance, ignorance, nuisance, importance, sentence, difference, independence, intelligence.	− There is no reliable rule covering these words, so they have to be memorised.
10	− **Some words include letters which are not pronounced when the word is spoken** -advertisement, campaign, column, debt, design, doubt, gauge, ghetto, heir, knife, knowledge, island, mortgage, often, pneumatic, rhythm, solemn, subtle.	− There is no reliable rule covering these words, so they have to be memorised.

For further help with academic writing you can refer to 'English Handbook and Study Guide A Comprehensive English Reference Book' by Beryl Lutrin and Marcelle Pincus.

Students can also book a time in the learning hub for help with tasks.

Glossary of Key Common Assessment Task Terms

Account for	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
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
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
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
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Reference List based on APA 7

Referencing for Assessment Tasks

When writing assignments that rely on knowledge from other sources, e.g websites, books, videos, journal and newspaper articles, it is important that we reference where this information came from. This includes all information that is not our own knowledge and is not considered public knowledge. This helps us to avoid accidentally plagiarising the work of others.
We do this in two ways when using the **APA Reference system**:

- A Reference List at the end
- In-text citations throughout our assignment

In-Text Citations

In-text citations are used to show that we are referring to the ideas of another source. We might do this by discussing an idea, summarising, paraphrasing or directly quoting. We use an author-date system for in-text referencing – meaning the author's surname and date of publication are used. When quoting, we need to include the page number if possible.

- The current refugee crisis is the largest example of global displacement in history **(Yousafzai, 2021)**.
- **McKernan (2014)** suggests that the purpose of parading wounded soldiers before the general public was to counter growing apathy towards the war.
- **Langton and Neale (2023, p.37)** state that First Nations Law is "constantly evolving in response to new needs and circumstances".

Reference List

Your Reference List includes everything you used to write your assignment and is arranged alphabetically by author, then by date.

Books:	Website:
- Author's surname, Initials. (Publication year). *Title in italics,* Name of publisher - Use & between authors if there are two e.g. McKernan, M. (2014). *Australians at home,* The Five Mile Press	- Author/Organisation (Publication year or n.d. if no known year). *Title of webpage in italics.* Company/organisation name if different from author. <URL> e.g. World Health Organisation (2023). *Asthma,* https://www.who.int/news-room/fact-sheets/detail/asthma
Film:	**Online News Article**
- Director/producer/writer (Year of release) *Title* [Format (e.g. television program, video recording, motion picture, etc)] Production company e.g. Gerwig, G. (Director). (2023) *Barbie* [Motion picture], Warner Bros.	- Author, Initials. (Year, Month Day) Title. *Publication.* URL e.g. Kemp, E. (2023, July 25) Sam Kerr will be missed, but she is not the Matildas' top scorer of late. *The Sydney Morning Herald,* https://www.smh.com.au/sport/soccer/sam-kerr-will-be-missed-but-she-is-not-the-matildas-top-scorer-of-late-20230724-p5dqse.html

Podcast: • Host. (Year, Month Day). Title [Type]. In *Title of podcast*. URL e.g. Jenner, G. (2023, May 5). Victorian bodybuilding [Podcast] In *You're Dead to Me*. BBC Radio, https://www.bbc.co.uk/programmes/p0flh367	**TV Program episode:** • Presenter name. (Year, Month Day). Title of episode. [Type]. In *Program Title.* Channel. URL e.g. Breslin, P. (2023, July 7) Returning Boomerang [Television program]. In *First Weapons.* ABC. https://iview.abc.net.au/video/IP2101Q001S0
YouTube or Other Social Media Video: • Channel name (Year, Month Day). *Title of video* [Type] Site name. URL e.g. Shakespeare's Globe. (2023, February 22). *What is a groundling*. [video] YouTube. https://www.youtube.com/watch?v=UT820GYuFFo	**Government/Organisation Report:** • Organisation name (Year). *Title of report*. URL e.g. NSW Department of Planning and Environment (2023). *Code of Practice for Injured Sick and Orphaned Koalas.* https://www.environment.nsw.gov.au/-/media/OEH/Corporate-Site/Documents/Animals-and-plants/Native-animals/code-of-practice-koalas-230250.pdf
Books – 2 authors: • Author's surname, Initials. & Author 2 surname, Initial (Publication year). *Title.* Publisher Eg. Dalby, A. & Dalby, M. (2012). *The Shakespeare Cookbook*. The British Museum Press	**Journal Article:** • Surname, I. (Year). Title of the article. *Title of Journal, volume number* (issue number), page-page E.g. Fogarty, M. & Arnold, G. (2021). Are You Ready for It? Re-Evaluating Taylor Swift. *Contemporary Music Review, 40* (1), 1-10
Chapter/Short story in an edited Book: • Surname, I. (Year). Title of Chapter. In I. Editor (Ed.), *Title of book* (pp. xx-xx). Publisher Eg. Winch, T.J. (2021). Cloud Busting. In E. van Neerven (Ed.), *First Nations Stories Then and Now* (1-8). University of Queensland Press	**Image online:** Creator. (Year). Title. [Source type]. Location. (eg. URL) Eg. Voros, B. (2018). *Snow mountain under stars* [Photo]. Unsplash. https://unsplash.com/photos/phIFdC6lA4E
Song: • Creator. (Year). Title [Type]. On *Album*. Production; Distributor e.g. Beyonce. (2016). Hold Up [Song]. On *Lemonade*. Parkwood; Columbia.	**Website – No date or no author** • No date – Author/Organisation. (n.d.) *Title.* URL • No Author – *Title.* (date). URL e.g. UNESCO. (n.d.). *Uluṟu-Kata Tjuṯa National Park*. https://whc.unesco.org/en/list/447/
Australian Bureau of Statistics • Australian Bureau of Statistics. (Year). *Report title*. URL E.g. Australian Bureau of Statistics. (2017). *2071.0 - Census of Population and Housing: Reflecting Australia - Stories from the Census, 2016: Religion in Australi*a. https://www.abs.gov.au/ausstats/ abs@.nsf/Lookup/by+Subject/2071.0~2016~Main+Features~Religion+Data+Summary~70	

Student Engagement Program and Learning Advisers

The Student Engagement Program supports students through mentoring and assistance with time management, organisation and motivation techniques. Learning Advisers work with students individually and in small groups to help them identify SMART goals and strategies to effectively supplement classroom and home learning.

You can access the Student Engagement Program in the following way:

- If your learning concerns are specific to a certain subject, discuss needs with your classroom teacher who will advise if further assistance from a Learning Adviser is appropriate.
- If your learning concerns are more general, contact your Year Adviser who may recommend you see a Learning Adviser.
- Come to the Learning Hub in the Library and speak directly to a Learning Adviser.

If students are feeling overwhelmed with work, they can see their classroom teacher, Ms Brien, Ms Larsen or Ms Tye.
If they feel like they'd like some additional support regarding their wellbeing, direct them to their Year Advisor, or to book an appointment with a School Counsellor.