

2025

Senior Student

Handbook

(Updated January 2025)



Nanango

State High School

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Subject Offerings

Senior Subject Offerings - School Based

General Subjects	Applied Subjects	VET Subjects
Agricultural Science	Agricultural Practices	Certificate II in Engineering
Ancient History	Drama in Practice	Certificate II in Manufacturing
Biology	Early Childhood Studies	Cert II in Volunteering
Business	Essential English	Certificate II in Workplace Vocational Practices
Chemistry	Essential Mathematics	
Drama	Hospitality Practices	
Economics	Information Communication & Technology	Certificate II in Sport & Recreation/Certificate III in Fitness
English	Science in Practice	
General Mathematics	Social & Community Studies	
Mathematical Methods	Sport and Recreation	Certificate II in Tourism/Certificate III Business
Physics	Visual Arts in Practice	
Physical Education		
Specialist Mathematics		Certificate II in Sampling & Measurement (Students with VETIS funding available)
Visual Art		

Subject offerings may change from year to year. For full details of these subjects, please refer to the Subject Selection Booklet - Year 11 and 12.

Senior Subject Offerings - Distance Education

A wide range of General and Applied Subjects and Vocational Education and Training (VET) subjects are available through the School of Distance Education.

Senior Subject Offerings - TAFE

The TAFE campus situated in Kingaroy offers a variety of Certificate I, Certificate II and Certificate III courses each year. These courses change from year to year and current offerings are found in the TAFE at School Handbook.

Assessment Calendars

An individual assessment calendar is provided to students by the end of week 3 each semester. The assessment calendar contains the following information:

- Supervised Examination Dates
- Assignment Handout Dates
- Assignment Draft Dates
- Assignment Due Dates

Dates set out in the calendar are final. Any changes to due dates will be approved by a Deputy Principal and updated in the QParent calendar online.

Laptop

Nanango State High School is a laptop school and as such, each student is expected to bring their own device. Where this is not possible, the school has a small number of stay-at-school shared devices that can be accessed by students from the library. If a student has a laptop which is undergoing repair, paperwork is available from the school's Technical Officer or the Head of Department - Maths and ELearning.

Internet

Nanango State High School has a filtered Internet connection available to all students through the school's WIFI network.

Textbooks

Nanango State High School offers the latest texts for students on an online basis **through** ReadCloud. Access to this service is included in the students' Resource Hire Scheme.

Subject Resources and Equipment

Student booklists are distributed at the end of each calendar year for the following year. Students are expected to arrive at school with the required equipment each day. Students who have difficulty in accessing this equipment are urged to contact any of the Administration staff for assistance in this area.

Senior Subject Delivery

Nanango State High School delivers the senior curriculum as follows:

- Unit 1 and Unit 2 - Terms 1 - 3 of Year 11
- Unit 3 and Unit 4 - Term 4 of Year 11 and Year 12

For subjects which are delivered in an Alternate Sequence mode – the order may change.

Academic Reporting

General Subjects, Essential English and Essential Mathematics

Unit	Timing of Report	Type of Report	Included in Report
1	End of Week 7	Interim	Effort and Behaviour
1	Completion of Unit	Final	Final Level of Achievement, Effort and Behaviour
2	End of Week 7	Interim	Effort and Behaviour
2	Completion of Unit	Final	Final Level of Achievement, Effort and Behaviour
3	Completion of IA1	Interim	Level of Achievement to date, Effort and Behaviour
3	Completion of IA1 & IA2	Interim	Level of Achievement to date, Effort and Behaviour
4	Completion of IA1, IA2, IA3 or Assessment to Date	Interim	Level of Achievement to date, Effort and Behaviour
4	As QCAA Reports Become Available	Interim	QCAA Available Reports

Applied Subjects

Unit	Timing of Report	Type of Report	Included in Report
1	End of Week 8	Interim	Effort and Behaviour
1	Completion of Unit	Final	Final Level of Achievement, Effort and Behaviour
2	End of Week 8	Interim	Effort and Behaviour
2	Completion of Unit	Final	Final Level of Achievement, Effort and Behaviour
3	Completion of IA1	Interim	Level of Achievement to date, Effort and Behaviour
3	Completion of IA1 & IA2	Interim	Level of Achievement to date, Effort and Behaviour
4	Completion of IA1, IA2, IA3 or Assessment to Date	Interim	Level of Achievement to date, Effort and Behaviour
4	As QCAA Reports Become Available	Interim	QCAA Available Reports

VET Subjects

Unit	Timing of Report	Type of Report	Included in Report
Year 11 Term 1	End of Week 8	Interim	Effort and Behaviour
Year 11 Term 2	End of Week 15	Final	Competency Achieved or Working towards Competency, Effort and Behaviour
Year 11 Term 3	End of Week 8	Interim	Effort and Behaviour
Year 11 Term 3	End of Week 30	Final	Competency Achieved or Working towards Competency, Effort and Behaviour
3	Mid Term 2 End Term 2	Interim	Competency Achieved or Working towards Competency, Effort and Behaviour
4	Mid Term 3	Interim	Effort and Behaviour
4	As QCAA Reports Become Available	Interim	QCAA Available Reports

Student Engagement in Learning and Assessment

Students are expected to engage in the learning in the subject or course of study including the course objectives.

Students produce evidence of achievement in response to assessment planned for each unit. Students are expected to complete all assessment pieces planned for the unit. Nanango State High School teachers use this evidence of learning and match this to the relevant standards to make judgements on student achievement.

Assessment Policy

Nanango State High School runs courses defined and administered by the Queensland Curriculum Assessment Authority (QCAA). More information can be found at <https://www.qcaa.qld.edu.au/>

School based policies and procedures are developed according to guidelines put in place through QCAA as outlined in the QCE and QCIA Handbook (<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>).

The Assessment Policy aims to achieve consistency, fairness and predictability, where students know what will happen based on the choices they make. It is designed to ensure that no student gains an advantage over another student and ensures compliance with QCAA guidelines. It is the student's responsibility to complete all assessment to a reasonable standard by the due date.

The student handbook is developed to support students in understanding the Nanango State High School Assessment Policy.

The Nanango State High School Assessment Policy is housed on the school website at <https://nanangohs.eq.edu.au/> and provided to students at the commencement of Year 11.

Students are reminded of relevant parts of the Assessment Policy at junctures throughout their senior schooling.

Nanango State High School Assessment by Subject Type

<i>Subject Type</i>	School Based Assessment	School Based Assessment	External Assessment at Completion of Course
	Units 1 and 2	Units 3 and 4	
<i>General Subjects</i>	<p>Four assessment items across Units 1 and 2 as per school curriculum plan.</p> <p>Dates scheduled by school and published in school assessment calendar published at the beginning of each semester.</p>	<p>Internal Assessments 1, 2 and 3 - endorsed by QCAA prior to implementation.</p> <p>Dates scheduled by school and published in school assessment calendar published at the beginning of each semester.</p>	<p>QCAA External Exam as per the QCAA schedule released at the beginning of each student's final year.</p> <p>Maths and Science Subjects - 50% weighting</p> <p>All other subjects - 25% weighting</p>
<i>Applied Essential Subjects (Maths and English)</i>	<p>Four assessment items across Units 1 and 2 as per school curriculum plan.</p> <p>Dates scheduled by school and published in school assessment calendar published at the beginning of each semester.</p>	<p>Internal Assessments 1, 2 and 3 - endorsed by QCAA prior to implementation.</p> <p>QCAA written, internally implemented EA1.</p> <p>Dates scheduled by school and published in school assessment calendar published at the beginning of each semester.</p>	Nil
<i>Applied Subjects</i>	<p>Four assessment items across Units 1 and 2 as per school curriculum plan.</p> <p>Dates scheduled by school and published in school assessment calendar published at the beginning of each semester.</p>	<p>Four assessment items across Units 3 and 4 as per school curriculum plan.</p> <p>Dates scheduled by school and published in school assessment calendar published at the beginning of each semester.</p>	Nil
<i>Vocational Education Training Subjects (VET)</i>	Competency based assessment carried out across Years 10, 11 and 12 as per subject implementation.		Nil

Assessment Submission

All assessment including drafts and final submissions are to be submitted through the school's academic integrity programme, Turnitin by 9:00 pm on the due date. Students access this site through QLearn.

Assessment Due Dates

Students must submit all drafts and final assessment by the dates set out in the student assessment calendar.

Failure to meet assessment deadlines may result in failure to meet the requirements of the course thus resulting in loss of credit for all or part of the course.

Assessment is due by close of business - 3:00 pm on the due date.

Checkpoints

Some assessment will contain dates for checkpoints.

Checkpoints:

- Will be listed on the individual assessment items
- Will be used by teacher to monitor student progress
- Used to establish student authorship

Heads of Department and parents/carers will be notified if checkpoint dates are not met.

Checkpoints are due by close of business - 3:00 pm on the due date.

Drafts

Students are required to submit drafts of all assignments. It is vital that students submit a full draft by the due date.

Drafts:

- May be used as evidence of student achievement in the case of illness or misadventure or non-submission of assessment for other reasons.
- Must be submitted via Turnitin through QLearn by the date shown on the assessment item.

QCAA has strict protocol regarding the feedback teachers may provide on drafts.

Teachers:

- **May** provide feedback on a maximum of one draft
- **May** consult with students to show how aspects of the response may be improved or further develop
- **May not** compromise the authenticity of a student response
- **May not** introduce new ideas, language or research to improve the quality and integrity of the student work
- **May not** edit or correct spelling, grammar, punctuation and calculations
- **May not** allocate a mark

Drafts are due by close of business - 3:00 pm on the due date.

Response Length

QCAA policy requires strict adherence to the response length prescribed in the syllabus and the assessment item. In the event a student's response is longer than the prescribed length the following measures will be taken:

- Written submission - the teacher will mark up to the maximum length and indicate on the student response that material submitted after this point is not read, marked or included in the student's grade for the assessment item.
- Oral submission - the teachers will instruct the student to stop the presentation at the maximum work length. Material submitted after this point is not heard, marked or included in the student's grade for the assessment item.
- Video/Audio submission - the teacher will cease to watch or listen to the submission at the maximum response length. Material submitted after this point is not watched/heard, marked or included in the student's grade for the assessment item.

Authentication of Student Responses

Nanango State High School uses a variety of measure to authenticate student responses. This includes and are not limited to:

- Teacher monitoring of student checkpoints
- Teacher monitoring of student drafts
- Academic Integrity software – Turnitin through QLearn

Academic penalties apply where Nanango State High School staff believe student responses are not authentic.

Academic Integrity

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning - including the Queensland Curriculum and Assessment Authority (QCAA) have responsibility for promoting and maintaining academy integrity. The QCAA recognises that schools and their staff act with integrity and uphold high standards of professional conduct in adhering to the procedures and guidelines.

To be eligible for a QCE, all students must complete the academic integrity course at:

<https://www.qcaa.qld.edu.au/senior/assessment/academic-integrity> . This course is regularly updated and provides for up-to-date information on academic integrity requirements.

To ensure academic integrity, students must:

- Ensure all work is their own and that their authorship can be established
- Adhere set word lengths as outlined in the assessment piece
- Reference all external sources in the correct manner
- Submit a draft by the due date (QCAA limits drafts to one per assessment item)
- Submit the final copy of assignments through Turnitin

Block Exams

Block exam periods may be scheduled throughout Years 11 and 12. During this period regular classes do not run, senior students are in attendance to complete schooled assessment; to attend scheduled VET catch-up sessions or to attend study sessions.

Students **must** be available on all days of Block Exam Periods. **Attendance is expected as required.**

Hardware/Software Problems

Technical problems are not considered an excuse for a student failing to miss submission date. Students should consider the following to reduce the risk of technical difficulties:

- Save work in a variety of places - e.g. H Drive (student storage place), Laptop, Removable Drive, OneNote
- Email work to themselves and/or a family member to ensure multiple copies are in existence
- Submit work through Turnitin - submissions can be updated until the due date and time.

Academic Misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. Schools are responsible for managing school-based processes and consequences through a school-developed assessment policy when there is evidence of academic misconduct in internal assessment. Final decisions regarding penalties for academic misconduct lie with the Principal of Nanango State High School.

Types of academic misconduct and Nanango State High School procedures for its management

	Types of misconduct	Procedures for managing academic misconduct
Cheating while under supervised conditions - internal assessment	A student begins to write during perusal time	Student is provided with a clean copy of the assessment item at the beginning of writing time
	A student continues to write after the instruction to stop writing is given	Work completed after the instruction is not marked
	A student uses unauthorised equipment or materials	Student is awarded an NR for the assessment item
	A student has any notation written on the body, clothing or any object brought into an assessment room	Student is awarded an NR for the assessment item
Misconduct while under supervise conditions - external assessment	A student communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student	Consequences applied as per QCAA document ' <i>External Assessment Student Rules</i> ' which is distributed to students at the beginning of each year
Collusion	Any misconduct carried out during external assessment	Student is removed from the examination venue and an NR is awarded for the assessment item
	When more than one student works to produce a response and that response is submitted as individual work by one or multiple students	Credit is applied only to parts of the submission that can be verified as the student's own work
Contract cheating	When a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment	All students involved are awarded an NR for the assessment item
	A student pays for a person or a service to complete a response to an assessment	Student is awarded an NR for the assessment item

	Types of misconduct	Procedures for managing academic misconduct
Copying work	A student sells or trades a response to an assessment	All students involved are awarded an NR for the assessment item
	A student deliberately or knowingly makes it possible for another student to copy response	All students involved are awarded an NR for the assessment item
	A student looks at another student's work during an exam	Student is awarded an NR for the assessment item
Disclosing or receiving information about an assessment	A student gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment	All students involved are awarded an NR for the assessment item
Fabricating	A student makes any attempt to give or receive access to secure assessment materials	Student is awarded an NR for the assessment item
	A student invents or exaggerates data	Credit will be awarded only to work where data can be verified as true and correct
	A student lists incorrect or fictitious references	Credit will be awarded only to work that is correctly referenced
Impersonation	A student arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment	A result of NR will be applied to the assessment item
	A student completes a response to an assessment in place of another student	A result of NR will be applied to the assessment item
Misconduct during an examination	A student distracts and /or disrupts others in an assessment room	The student will be removed from the examination and an NR will be applied to the assessment item
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas) A student uses Artificial Intelligence to construct their assessment response.	Work that has been plagiarised is highlighted. Work that is authenticated as the student's own will be used to provide a result
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject	Credit will be applied only to work that has been submitted for the current assessment item. Previously submitted work will receive no credit
Provision of assessment response to another student	A student completes or partially completes an assessment item and voluntarily provides it to another student to assist them in completing the item	All students involved will receive an NR for the assessment item

Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response	A result will be provided on work that was completed during class
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Access Arrangements and Reasonable Adjustments (AARA)

AARA are actions taken by the school to minimise, as much as possible, barriers for students whose disability, impairment, medical condition or other circumstances may affect their ability to participate in assessment.

Students and families who believe an AARA may be appropriate must consult with the Deputy Principal - Senior Schooling by the deadlines as shown in the table below.

Type of AARA	Unit 3 and 4 General Subjects - Internal Assessments	Unit 3 and 4 General Subjects - External Assessments
QCAA - Approved (including in combination with principal-reported AARA)	For existing long-term and chronic conditions - applications are due by completion of Units 1 and 2. For all others, applications are due as soon as possible before the assessment event.	For existing long-term and chronic conditions - applications are due by the end of Term 1 in the summative year. (Year 12). For short term conditions or temporary injuries that are likely to resolve before mid-October - applications are due by the end of week 5 Term 3 in Year 12.
Principal Reported AARA	Notification is due prior to the relevant confirmation event.	Notification is due by the end of Term 3 in the assessment year.

AARA Supporting Documentation

Documentation is required before an AARA can be submitted and approved.

- **School Statement** - prepared by the school in accordance with Section 6 of the QCE and QCIA Policy and Procedures Handbook 2025
- **Student Statement (optional)** - the student may choose to submit a statement with the application for QCAA - approved AARA about how their disability, impairment and/or medical condition affects them in assessment. However, the absence of a student statement does not disadvantage an AARA application.
- **Medical Report** - Notifications of principal-reported AARA and applications for QCAA-approved AARA require the submission of a medical report that provides
 - Diagnosis of disability and/or medical condition
 - Date of diagnosis
 - Date of occurrence or onset of the disability and/or medical condition
 - Symptoms, treatment or course of action related to the disability and/or medical condition
 - Information about how the diagnosed disability, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment
 - Professional recommendations including AARA

The QCAA provides a template, which may be used by the medical practitioner who is to complete the report. The medical report can be accessed via the QCAA portal or from the school.

The medical report may be completed by a relevant practitioner who is a general practitioner (GP), medical specialist, or psychologist (registered under Queensland's Psychologists Registration Act 2001) and who is not related to the student or employed by the school.

Schools contact the QCAA for advice if a student is unable to provide a medical report.

- **Evidence of Verified Disability** - When a student has been verified as part of the Education Adjustment Program (EAP) or an equivalent process, the formal notification of EAP provided by the relevant education authority may substitute for a medical report. This may be considered only when the notification covers the duration of the student's enrolment in subjects for Unit 3 and 4 in Applied and General subjects or the General and General (Extension) subject summative external assessment.

Except with the prior written agreement of the QCAA, in cases when verification has expired an updated medical report is required.

- **Other Evidence** - For eligible students supporting documentation may also include:
 - Teacher observations
 - Results from standardised academic testing

When the condition is not medical, students may supply other relevant evidence including:

- Police reports
- Official notices

The school will contact QCAA for advice where the evidence requirements cannot be met due to extenuating circumstances.

Schools are required to keep supporting documentation at the school and may be required to supply the documentation to QCAA.

Currency of Supporting Documentation

Long Term Conditions that are unlikely to improve over time:

- Medical documentation must be dated no earlier than 1 January of the year of the student's Year 10 enrolment
- Should a student's condition deteriorate after an AARA application - a further application may be submitted with update medical information
- Education Adjustment Program (EAP) should cover students for the duration of Units 3 and 4 in Applied and General subjects

Short Term Conditions or Temporary Injuries including mental health conditions such as anxiety and depression:

- Summative internal assessments in all subjects and Short Courses - no earlier than six months prior to the relevant assessment
- Summative external assessments - no earlier than 1 April of the assessment year. The QCAA may require an updated medical report closer to the assessment schedule

Summary of AARA Documentation Requirements

Eligibility Category	Examples of possible AARA	Supporting Documentation Required	Currency of Supporting Documentation For AARA Applications - Units 3 and 4	
			Summative Internal Assessment	Summative External Assessment
Cognitive	<ul style="list-style-type: none"> • Computer • Extra Time • Reader • Rest Breaks • Scribe 	<ul style="list-style-type: none"> • Medical Report • School Statement 	<ul style="list-style-type: none"> • No earlier than Year 10 	<ul style="list-style-type: none"> • No earlier than Year 10
Physical	<ul style="list-style-type: none"> • Assistance • Computer • Extra Time • Rest Breaks 	<ul style="list-style-type: none"> • Medical Report or EAP verification covering Unit 3 and 4 assessments • School Statement 	<ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than six months prior to the relevant assessment event 	<ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required
Sensory	<ul style="list-style-type: none"> • Alternative format papers • Assistance • Assistive technology e.g. amplification system, magnification applications • Extra Time • Individual Instructions • Rest Breaks 	<ul style="list-style-type: none"> • Medical Report or EAP verification covering Unit 3 and 4 assessments • School Statement 	<ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than six months prior to the relevant assessment event 	<ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than 1 April of the assessment year.
Social and/or emotional	<ul style="list-style-type: none"> • Alternative Venue • Assistance • Rest Breaks 	<ul style="list-style-type: none"> • Medical Report or EAP verification covering Unit 3 and 4 assessments • School Statement 	<ul style="list-style-type: none"> • Anxiety and depressive conditions: No earlier than six months prior to the relevant assessment event • Other conditions: No earlier than Year 10 	<ul style="list-style-type: none"> • Anxiety and depressive conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required • Other conditioners: No earlier than Year 10

Principal Reported AARA - Illness and Misadventure

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness and misadventure. Illness and misadventure can affect a single student or a group of students.

The following principles apply:

- The illness or event is unforeseen and beyond the student's control
- An adverse effect must be demonstrated
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday
- Schools implement principal-reported AARA when possible, before considering an application for illness and misadventure
- An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment
- When a group of students is affected by an illness or adverse and unforeseen event leading up to or during the summative internal assessment schedule, or during an external assessment session, the above principles apply. If all other AARA is exhausted, schools should contact the QCAA.

Illness and Misadventure - Internal Assessment

- Illness and Misadventure application should only be made once all principal-reported AARA have been exhausted. Schools submit the application with supporting documentation to QCAA
- Principal-reported AARA must be implemented to provide opportunities for the student to complete the assessment. Arrangements such as comparable assessment and extensions may be considered when illness and misadventure is established
- Where the student is unable to complete summative internal assessment (Units 3 and 4) the school may use evidence gathered by the student's teacher during the assessment preparation time i.e. draft work to make a judgement. **Note: Evidence must exist for a teacher to make a judgement. This evidence may be required to be submitted to QCAA.**
- Where no evidence exists (no assessment or draft), but the student has completed the required learning outlined in the syllabus, the school or student should complete an application for illness and misadventure.

Illness and Misadventure - External Assessment

- QCAA advises students to attend every external assessment except where medical advice recommends against sitting the assessment
- If in doubt, students and/or parents/carers must contact the Deputy Principal - Senior Schooling as a matter of urgency for advice
- **Illness During External Assessment**
 - A student who is ill but able to attend the external assessment should inform the external assessment supervisor of their illness as soon as practical. This may be before, during or immediately after the external assessment session

- **Submitting an Application for Illness and Misadventure for External Assessment**

- Submission may be made by a student or by the school. The submission may be made when performance in an external assessment is affected by an illness or circumstances beyond their control occurring in the lead up to, or during the external assessment schedule
- An application may not be made for the same condition or circumstances for which QCAA-approved AARA have been approved unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment

- **Supporting Documentation**

To make an informed decision about an illness and misadventure application, the QCAA requires a report that includes the following details:

- The illness, condition or event (including details of a diagnosis, where applicable)
- Date of diagnosis, onset or occurrence
- Symptoms treatment or course of action related to the condition or event
- Explanation of the probable effect of the illness, condition or event on the student's participation in the assessment
- For non-medical claims, written evidence from a relevant professional or other independent third party such as a police report
- This documentation must cover the date of the assessment for which the application is made

- **Timelines for Applications**

- **Internal Assessment** - Applications must be submitted as close to the assessment event as possible, and where relevant, before submitting provisional marks for confirmation
- **External Assessment** - Applications can be submitted from 14 days before the start of the assessment period to 7 days after the assessment

Referencing and Bibliography Policy and Requirements

- You **must** include a bibliography / references in **all pieces** of research.
- A references list, books, magazines and other resources used in writing the assignment.
- There are two (2) aspects of referencing:

1. The Bibliography / List of References

AND

2. In-Text Referencing

BIBLIOGRAPHY / LIST OF REFERENCES

- The Bibliography / List of References are attached to the **end of the assignment**, on a separate sheet of paper (before any Appendices).
- Items should be cited in an **alphabetical order of the author's surname or the title** if there is no author.

EXAMPLE BIBLIOGRAPHIC ENTRIES

Generally, an entry in your bibliography is set out as such:

1. Author's surname and initial/s
2. Year of book's publication (in brackets)
3. Title of book underlined (or in italics if you have a computer)
4. Publisher of the book
5. Place the book was published

Use the following models as guides to completing your own bibliography. Follow the **format** and **punctuation** closely. The most important aspect of bibliographies and referencing is to be consistent.

1. **Book:** (one author)
Heath, W. (1999) A New Horizon, McGraw-Hil, New York.
2. **Book:** (two authors)
Rudinger, E., Kelly, S. (2000) Break for Commercials, Penguin, Harmondsworth, Middlesex.
3. **Book:** (three authors)
Buffloe, B., McElroy, W., Arnold, J. (1991)
The Winning Edge in Sport, Prentice-Hall, Englewood Cliffs, N.J.
4. **Book:** (more than three authors)
Burn, C. Barbara B. et al. (1999) Higher Education in Nine Countries, McGraw-Hill, New York.
(N.B. et al means "and others")

5. **Book:** (editor)
Wilson, D. (ed.) (2008) Australian Social Issues of the 70's, Butterworths, Sydney.
6. **Book:** (edition other than the first)
Carlton, R. Johnson, T. (1989) Human Relationships in Focus, 3rd edn, Penguin, Harmondsworth, Middlesex.
7. **Book:** (author/s unknown)
"Pollution in Australia" (2002) Hudson - Reed, Sydney.
8. **Book:** (component part by one author in a work edited [or compiled] by another)
Connell, W.F. (2003) "Myths and Traditions in Australian Education", Australian Social Issues of the 1990's, Wilson, (ed), Butterworths, Sydney, p. 29-37.
9. **Book:** (corporate authorship [authorship by a society, institution, firm, government department or other corporate body])
Queensland Department of Education (1972) Health and Education for Primary Schools: Curriculum Guide, Brisbane.
10. **Magazine Article:**
Harris, S. (1974) "D.H. Lawrence and Deschooling", Australian Journal of Education, Vol. 18, No. 3, pp. 264 - 271.
11. **Encyclopaedia:** (if author of article is listed)
Blanchard, S. (2001), "Idealism", Collier's Encyclopaedia, Volume xii, 490 - 492.
or: (if author is not listed)
"Co-operative Societies" (1999) Compton's Encyclopaedia and Fact-Index, Volume vi, 573 - 565.
12. **CD-Rom:**(*entry is very similar to that for an encyclopaedia*)
"Longhaired Cats" (1999) The New Grollier Electronic Encyclopaedia, CD-ROM.
13. **Newspapers:**
 - a) (author known)
Birt, C. (2008) "Breakthrough in Battle of the Beach", Sunday Mail (Brisbane), October 7, p. 18.
 - b) (author unknown)
"Kennedy May Stand for Senate", (2010) Australian Financial Review, August 28, p.9.
14. **Web Pages/Sites**
Web pages can be tricky, because it is hard to find all the information you need. If you can find the name of an editor or author use this format.
 - a) Author/Editor's Surname, Author/Editor's First Name or Initial (eds) [if appropriate] (last update or copyright year), 'Title of Page', (*Title of site*), Available: URL (Accessed: Access date).

Example:

Hudson, P. (1998) "PM, Costello liar: former bank chief", The Age, Available: <http://www.theage.com.au/daily/09-016/news/news2.htm>, (Accessed: 20 May 2015)

Note: No use of (eds) because P Hudson is credited as the author.

If you can't find the name of an editor or author use this format.

Remember, consistency is what really counts.

- b) 'Title Page', (last update or copyright year), (Title of site), Available: URL (Accessed: Access date)

Example:

"McGwire owns the mark along" (1998), ESPN.com, Available: <http://SportsZone.com>, (Accessed 16

If you are looking for how to cite other online resources, try:

http://www.windsor.igs.net/~nhodgins/harvard_system.html.

15. **Audio Visual Referencing**

a) **Television and radio broadcasts**

For television and radio programs, give the **date of transmission** (in full) rather than a date of production. Use either television program or radio program as the format. Include the name of the channel that aired the program.

"No Quick Fix" (2004) Television Program, ABC Television, Sydney, 10 August, Executive producer J. Finlay.

If the program is **part of a series**, give the name of the series episode first, in *italics*. The title of the series (*also in italics*) follows the date.

"Prohibition or Reform" (1989) Radio Program, Lateline, ABC Radio, Sydney, 7 April. Reporter/producer M Corcoran.

IN-TEXT REFERENCING

QUOTATIONS

*** For in-text referencing the reference is in brackets and is part of the sentence.**

If author is known (Author's Surname, Year: Page No.)

If no author ('Title', Year: Page No.)

If you cannot find a page number simply leave out.

Example: If author is unknown (Curry, 2016 : 2)
Author unknown("Acting the Part", 2015 : 106)

Short quotations are set out differently from long quotations. **Four lines or more could be considered long.** Short quotations are incorporated into a sentence without disrupting the flow of your text, and are placed within quotation marks which may be single or double provided you use the same form consistently. Long quotations are set out as 'block-quotations'. A block may have quotation marks and the block is indented differently from the rest of the text (Author, year: Page Number). See examples below:

SHORT QUOTATION:

He is constantly engaged in "...the push to 'loosen' organisational structure, and the push to intrinsically motivate students" (Davis, 2005: 13). He is eager to motivate...

LONG QUOTATION:

When asked to speak publicly for the first time since his release, Kahn was loath to attack his captors:
"It's been said that war allows strange things to happen to people. I don't hold with this view. It is possible to understand why a country goes to war. It is difficult to understand the atrocities war allows them to commit" (Datten, 2005:68).

Internet Referencing of Data/ Statistics/ Ideas

Apart from quotes you must also reference (in text) any data, statistics or ideas you take from various sources. (If it is not your own idea or you have not actually come up with the data/ statistics yourself it means it is somebody else's work and so must be referenced) This in-text referencing is exactly the same as for quotations: (Author's Surname, Year: Page Number) **OR** ('Title', Year: Page Number)
e.g. Thirty percent of workers believe they are harassed at work (Dean, 2005:2).

The main thing to remember about in-text referencing is that the brackets are part of the sentence and the full stop goes after the last bracket. The page number (if known) is placed after colon. NB. The complete reference for this resource will be in your Bibliography/List of References.

OTHER CONSIDERATIONS

Figures/Tables/Plates

These are to be consecutively numbered and referenced as required.

e.g.

Table 1

(Source: Davis, 2007: 6-7)

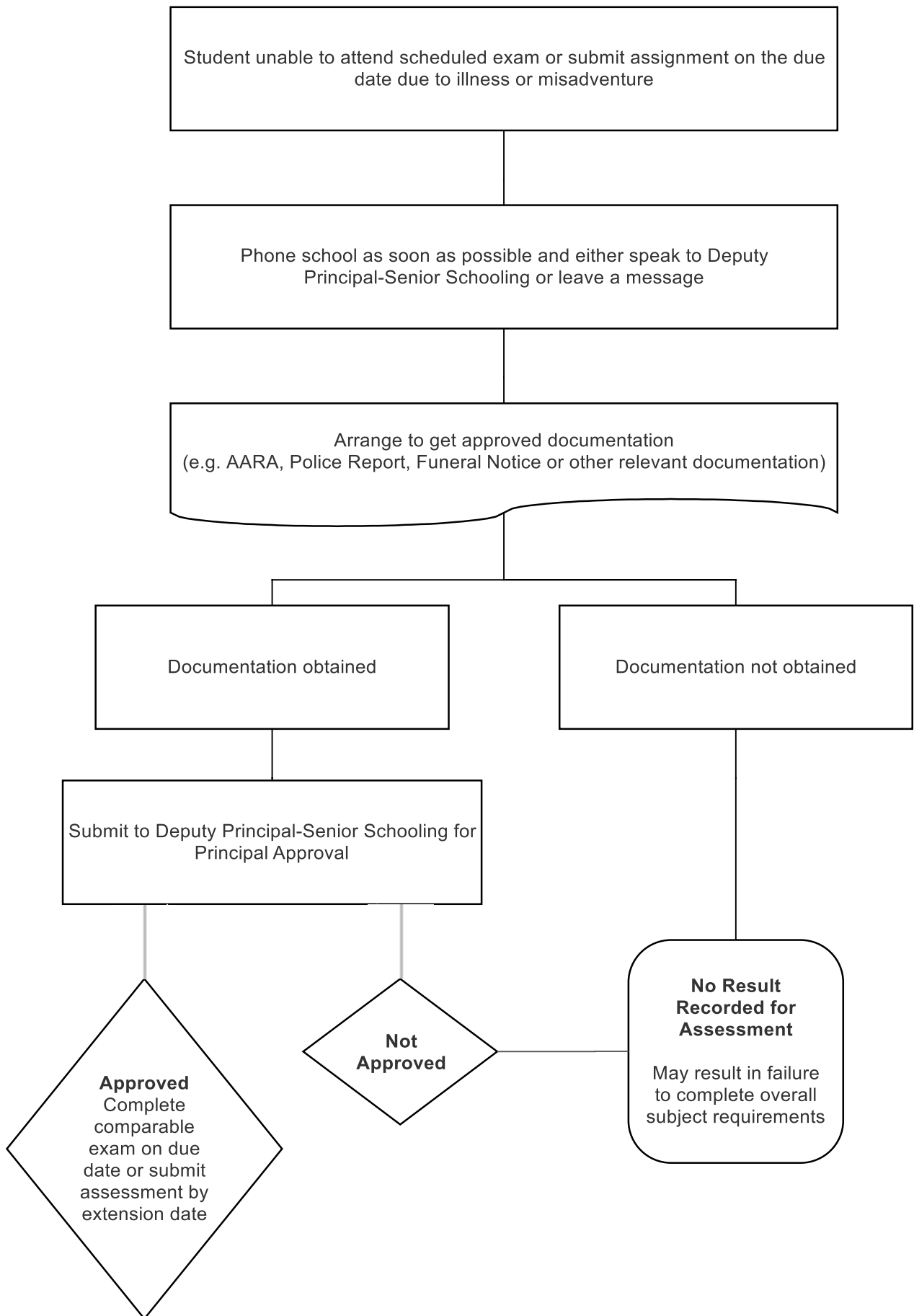
OR if no author

Source: 'Life in the wilderness', 2009 : 10

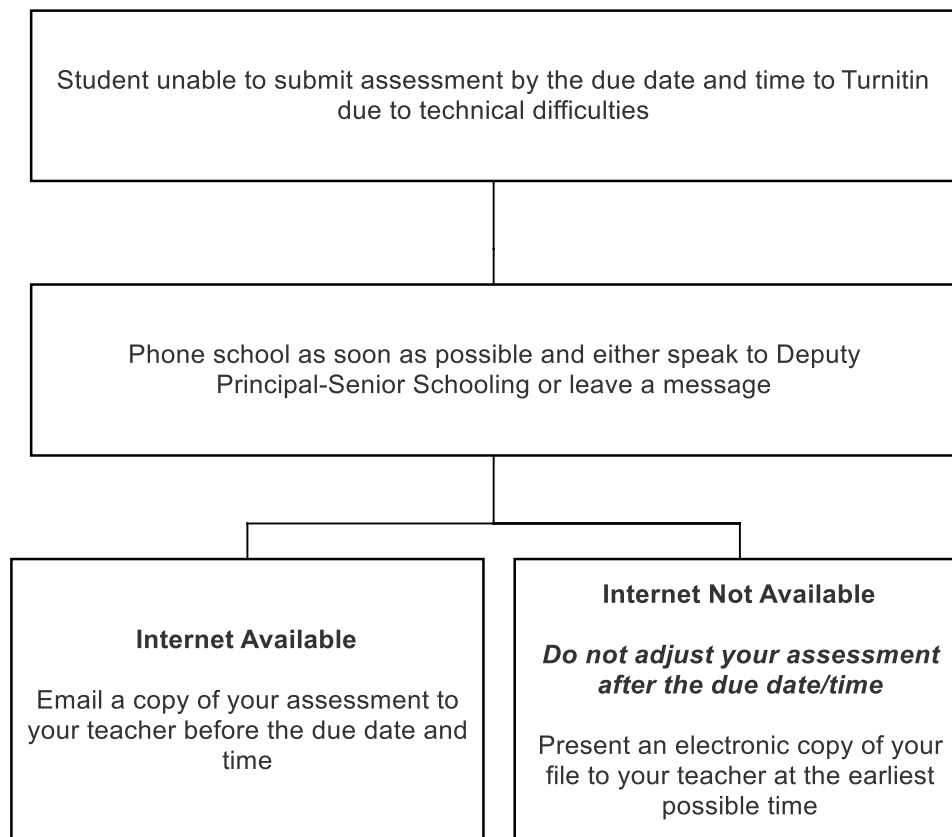
Appendices

All fieldwork notes, data, supporting evidences, etc that your assignment draws upon are included in this part. Each appendix is numbered consecutively so it can be referred to in your assignment. The appendices are usually placed immediately after the bibliography / references.

Process if Unable to Complete Assessment on Due Date - Illness and Misadventure



Process if Unable to Upload to Turnitin Due to Technical Difficulties



Process for Obtaining QCAA Approved AARA for Long Term Conditions

