

Years 9-10

2013

FAHAN  
SCHOOL





## **Years 9 & 10 Curriculum Handbook 2013**

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## Introduction

This booklet is intended to give you and your parents information about the subjects you may study in Years 9 and 10. At the end of Year 8 you have an opportunity to make some choices about what you study.

The common core makes up approximately two thirds of the time, and elective subjects complete the remainder of the curriculum. Electives give you an opportunity to specialise in subjects you really enjoy and will help you in preparing for courses in Years 11 and 12.

The flow charts for Mathematics and Science on pages 22 and 23 explain the pathways into the various courses in Years 11 and 12. Take your teachers' advice on the most appropriate routes for you to follow.

All the courses you will undertake over the next two years will be assessed against criteria set down in the relevant syllabus. Assessment is continuous, building towards a final award at the end of each year. You will also have an internal examination in Term 3 in Year 10 as valuable preparation for the external examinations in Years 11 and 12. Reports and parent-teacher interviews will allow you and your parents the opportunity to monitor progress and discuss difficulties.

Now you are moving to Years 9/10 we expect you to take increased responsibility for your own learning and to develop good study habits. Adequate time needs to be set aside each night to complete homework assignments so that you meet deadlines. We also hope that you will maintain other interests such as music, debating, sports and inter-House activities so that you develop your confidence and sample a wide range of possibilities.

Fahan offers one line of extension course for Year 10 students. Some of these classes will be combined Year 10/11 classes and will have a TQA accreditation. Hence they will be able to be counted towards the Tasmanian Certificate of Education (TCE) at the completion of Year 12.

These classes will be run subject to viable numbers of students enrolling the courses.

We look forward to helping you to make the right choices and to giving you a challenging and fulfilling time during the next two years.

At the Information Evening on **Wednesday 1 August** you will be able to ask questions and speak to staff. Listen to their advice and read this booklet carefully. I will need to collect your subject choice forms by **Friday 17 August** so that the groups may be drawn up and the timetable completed.

We look forward to welcoming you all, with your parents, on **Wednesday 1 August at 7.30pm** in the TM Hall.

Yours sincerely,



A J Freeman  
Principal



K J Foster  
Deputy Principal &  
Director of Studies

## Year 9 Gateway Program

Students in Year 9 at Fahan School have the opportunity to take part in a series of learning experiences, known as the Gateway Program, designed to link their studies with the real world.

Students in the middle years of schooling benefit from a dynamic program that takes them out of a traditional classroom-learning environment and the Year 9 Gateway Program facilitates this and improves students' learning and social skills.

During Term One, Year 9 girls attend a Curriculum Camp at Fahan's Outdoor Education Centre at Kelvedon, near Swansea. During this camp, students delve into Science, looking at rock platform ecosystems; Geography, examining the coastal landform; English, undertaking creative writing assignments from an historical perspective; History, researching the history of the Kelvedon property and also the history of the town of Swansea; Art, producing installations inspired by the coastal scenery and a combination of Physical Education and Mathematics by undertaking an introduction to orienteering.

Also in Term One, girls, aged 15 years and over, can take part in The World Challenge, an educational expedition in which students travel overseas to provide community aid in over 50 regions such as South-East Asia, Africa and South America.

In 2011 a group of Fahan students travelled to Vietnam to trek in the Sapa area, undertaking some voluntary work at an orphanage and sightseeing throughout the northern half of the country.

Continuing the Gateway Program in Term Two, students can travel to Melbourne to live as homestay students for 10 days as part of a cultural exchange program with Fahan's Victorian sister school, Fintona and experience life in a large city.

The Year 9s attend the theatre, visit art galleries and museums, eat at Melbourne's restaurants, investigate the multicultural aspect of a large city and make great friends with the Fintona girls.

Students have the opportunity to meet their Fintona friends again when Fahan hosts the same students for an Outdoor Educational experience the following year when the girls are in Year 10.

In Term Three students attend an Outdoor Education Camp at Kelvedon taking part in kayaking, abseiling, surf lifesaving and bonding together as a group.

The Year 9 program culminates at the end of the year when, during Activities Week, students take part in meaningful community service programs as well as having the opportunity to broaden their experiences in a range of activities.

The exciting learning opportunities at Fahan School help prepare girls for their Year 10 and TCE studies while also fostering a real sense of belonging to a dynamic group of young women.

## Core Subjects for Years 9 and 10

### Year 9

English  
Health & Physical Education  
History/Geography  
Mathematics  
Pathway Planning  
Science

### Year 10

English  
Health & Physical Education  
History/Geography  
Mathematics  
Pathway Planning  
Science

## Elective Subjects

### Year 9A

- \* Art
- \* Business Studies
- \* Creative Writing
- \* Computing
- \* Drama
- \* Extended Science and Maths
- \* French
- \* Japanese
- \* Music
- \* Sport Science

### Year 10A

- \* Art
- \* Business Studies
- \* Creative Writing
- \* Computing
- \* Drama
- \* Extended Science
- \* French
- \* Japanese
- \* Music
- \* Sport Science

### Year 10B

Computing TQA 2  
Intro to Sociology & Psychology TQA 2  
Maths Methods TQA 2  
Visual Arts & Media TQA 2

Year 9 students choose 3 electives from list 9A. Year 10s choose 2 from 10A and 1 from the 10B list (extension classes). 10A courses may be offered as Year 9/10 composite groupings, depending on student numbers.

## Awards

The syllabuses for Year 9 and 10 are organised into three levels of difficulty (one is the lowest and three is the highest). For example, 9MTH3 is a more advanced Maths course than 9MTH2. Assessment is criterion based. Students will be issued with a list of the assessment criteria at the beginning of the year of study of the particular subject.

Maths, Science, English and History subjects follow, and are assessed, according to the Australian Curriculum.

The final awards available in each subject are:

Exceptional Achievement (EA), High Achievement (HA), Commendable Achievement (CA), Satisfactory Achievement (SA), and Preliminary Achievement (PA).



## Senior Secondary Education in Tasmania

The requirements for students undertaking senior secondary education in Tasmania are set by out by the Tasmanian Qualifications Authority (TQA). Full details, including syllabuses, past examination papers and requirements for the new TCE are available at [www.tqa.tas.gov.au](http://www.tqa.tas.gov.au)

The following information about the Tasmanian Certificate of Education (TCE) has been provided by the TQA.

### What is the TCE?

Achieving the Tasmanian Certificate of Education will tell people, including employers, that you:

- can do everyday adult reading, writing and communication (literacy skills);
- can use everyday adult maths (numeracy skills);
- can make everyday adult use of computers and the internet (ICT skills);
- have completed a full program as part of your senior secondary education and training (participation and achievement); and
- have developed and reviewed plans for your future (pathway planning).

### How will you get it?

To get this qualification you will have to meet or do better than a set of five standards. There are standards for literacy, numeracy, information communication technology (ICT) skills, participation and achievement and pathway planning.

- TCE syllabuses, TQA accredited courses, TQA recognised courses, VET competencies and VET certificates can be used to meet the participation and achievement standards and some of the literacy, numeracy and ICT skills.

Tests can also be used to show that you have met the standards in literacy, numeracy and ICT.

To meet the Participation and Achievement standard you will have to complete the equivalent of a two-year 'full-time' program of studies. You will show this by gaining a total of at least 120 units of credit (where, for example, a TQA 3 course is 15 units of credit) from a broad range of TQA accredited and VET courses. Of these 120 units of credit, at least 80 must be studies at a complexity/depth level 2 or more (for example, TCE Art 4B is rated at level 2, VET Certificate II in Multimedia is rated at level 2). A table rating all subjects on size and complexity on the TQA website will allow your tutor to check that your intended program meets these requirements.

Pathway Planning requirements will be met through students having developed and reviewed future plans for education and training. All Tasmanian schools have to make sure that Year 10 students develop a statement of intent and register it with the TQA by the end of the year. Your plan will include your intended broad career goals and the education and training you need to reach these goals.

### Who will get the TCE?

People who go on to do a full-time course at school or college for two years after they finish Year 10 will usually get this qualification at the end of Year 12. However, you can take longer than two years to meet the standards. This will allow anyone who wants to work and study part-time to still get this qualification.

### What if I do not meet the requirements?

For people who do not meet the requirements for the TCE, the TQA will issue them with a Qualifications Certificate showing all your senior secondary education and training qualifications. This will include all your qualifications in courses we approve including TCE syllabuses, VET or other studies we recognise (for example, AMEB Music, Queen's Scout Award and Duke of Edinburgh's Award).

### What will I actually get if I successfully meet the standards?

The TQA will issue you with the Tasmanian Certificate of Education. They will also issue you with a Qualifications Certificate. This will show that you have been awarded the Tasmanian Certificate of Education and will list all your qualifications in TCE syllabuses, TQA accredited courses, VET or other studies we recognise.

## What will I need to do when enrolling for Year 11?

Make sure you choose a full two-year program of senior secondary studies (TCE, TQA accredited courses, VET competencies and certificates).

Talk with the Deputy Principal if you need to choose particular courses so that you will be able to meet or do better than the required standards for skills in literacy, numeracy and ICT.

The **Tasmanian Certificate of Educational Achievement (TCEA)** is a quality assured, centrally issued 'narrative' (rather than standardised) certificate for the small number of students for whom a fair account of their achievements requires this form of certification. There are eligibility criteria which must be met by both the student and the school or college before the certificate can be issued. It will apply most commonly in situations where personal circumstances, disability, illness, or impairment mean that only a 'narrative' certificate will give an adequately fair and just account of a student's achievements. Students may also get the Qualifications Certificate and the new TCE along with the TCEA.

## Recognition of Formal Learning on the TCE

The TQA offers recognition to a wide range of formal learning undertaken by senior secondary Tasmanian students. Providers of formal learning qualifications not recognised on the TCE may apply for such recognition. 'Recognition' means that the qualifications issued by recognised formal learning providers are listed on a student's TCE issue by the TQA. Currently recognised formal learning providers include:

- the Australian Music Examination Board;
- the Duke of Edinburgh's Awards in Australia (Tasmania Division)
- Scouts Australia (Tasmanian Branch)
- Trinity College London; and
- the University of Tasmania

Details of the specific learnings recognised on the TCE can be found on the TQA website. It is the responsibility of the student to bring proof of the qualifications to Mrs Sargison by the second week in October.

## Want to know more?

More detailed information is available on the TQA website at [www.tqa.tas.gov.au](http://www.tqa.tas.gov.au)

## University Entry

### For entry into Degree Courses:

- \* You require a minimum of Satisfactory Achievement awards in FOUR pre-tertiary C subjects.
- \* Three of those four subjects must be designed for Year 12 and taken in Year 12
- \* You must obtain those four subjects in not more than two, not necessarily consecutive, sittings
- \* You must have spent not less than two years in full time study (1200 hours equivalent). This includes attendance at necessary public examinations.

### Do University Faculties have quotas?

Yes. Not everyone who applies for a course will be granted entry because some courses have a limited number of places. Selection will be based on your TER (Tertiary Entrance Rating).

### What is my TE Score?

Your TE score (Tertiary Entrance) is based on your best four or five pre-tertiary subjects. This can include up to two subjects from Year 11, but three must be from Year 12.

### What is the ATAR score?

The Australian Tertiary Admissions Rank (ATAR) is used by students applying for tertiary courses nationally. This system ensures that students have equitable access to tertiary courses across Australia, irrespective of in which State or Territory they completed their Year 12 studies.

The ATAR is calculated as a percentile ranking of students using their Tertiary Entrance Scores. For example, a Tasmanian student having an ATAR of 90.00, means that the student was ranked in the top 10.00% of the age cohort, based on Tasmanian Tertiary Entrance Scores, and would be regarded as being equal to a student with an ATAR of 90.00 from any other state.

### **What kind of a score is needed for University entrance?**

There is no set answer. It depends upon the available places and the general performance of each Year 12 cohort. The absolute minimum score would be 4/100 (four SA awards, each with 1/20) but over the last few years, the mean entry score has been increasing. Using entry results from previous years as a guide, students could enter many faculties other than Medicine, Pharmacy, Surveying and Computing with a TE score below 45/100 but the mean entry scores were much higher. So you should aim high!

### **Do any Faculties at University have pre-requisite subjects?**

Yes. For example: at the University of Tasmania, the Bachelor of Engineering requires Mathematics Methods TQA 3 and Physical Sciences TQA 3. A Bachelor of Medicine-Bachelor of Surgery entry requires Chemistry TQA 3, English Communication, English Studies or English Writing and a sound background in Mathematics.

The most common interstate requirement is an SA in a pre-tertiary English. You should consult the university websites to establish exactly which pre-requisite subjects are required for the University courses you wish to apply for.

### **University High Achiever Program**

This program is designed to engage and challenge very able Year 11 and 12 students through enrolment in University subjects. There are no course costs and successful completion of any units counts towards a UTAS degree and towards the calculation of your ATAR.

To be eligible, you need to demonstrate very high levels of academic performance at Years 11 and 12. Full information can be found at [www.futurestudents.edu.au/hap](http://www.futurestudents.edu.au/hap)

If you have exceptional ability in music, you may apply for entry to the Prelude and Overture programs offered through the Conservatorium of Music. You need to be enrolled in a TQA Level 3 Music.

Details are available at [www.utas.edu.au/giftedstudents](http://www.utas.edu.au/giftedstudents)

### **Assessment**

TCE syllabuses have been organised into three levels of complexity, with three indicating the highest level of complexity. All pre-tertiary syllabuses are Level 3.

Performance in each subject is assessed against criteria, which have predetermined standards.

At the end of the year you will receive final ratings 'A', 'B', 'C', 't' and 'Z' for each criterion.

- A rating of 'A', 'B' or 'C' is given according to standards of achievements for each subject. These are available from the TQA website.
- A 't' rating represents achievement against a criterion less than the standard specified for a 'C' rating.
- A 'Z' is used where you provided no evidence of achievement at all.

### **Final Awards**

Your ratings on each criterion are combined at the end of the course of study to give a final award.

There are five awards available on each syllabus. They are Exceptional Achievement (EA), High Achievement (HA), Commendable Achievement (CA), Satisfactory Achievement (SA), and Preliminary Achievement (PA).



## Academic Integrity

The TQA guide to Academic Integrity clearly states that *“all learners are expected to observe the highest standards of honesty and integrity in the work they submit for assessment. Learners’ work must be original. It must respect and acknowledge the intellectual contribution of others.”*

Fahan School will take action if any plagiarism is found in your internally assessed work.

*The TQA will take action on any plagiarism found in your externally assessed TCE Work (for example a folio or IP). Penalties range from a formal warning to cancellation of all your TCE subjects for the year.*

*This does not mean you cannot use the work of others in your assignments or folios. Indeed, the wide use of range of sources of information shows you have undertaken good preparation and study. You must, however, acknowledge the source of these - this will make it clear they are not your own.<sup>1</sup>*

### *Footnote*

<sup>1</sup> Academic Integrity: A Guide TQA Version 1.a - April 2011 (see Appendix A)

## Subjects

Art	9
Business Studies	10
Computing	11
Creative Writing	12
Drama	13
English	14
French	14
Health and Physical Education	16
History/Geography	14
Introduction to Sociology and Psychology	17
Japanese	17
Mathematics	18
Mathematics (Year 9 Maths Extended)	18
Maths Methods Foundation TQA2	19
Music	20
Outdoor Education	20
Pathway Planning Year 9	21
Pathway Planning Year 10	21
Science	22
Science Extended	22
Sport Science	23
TCE Courses	26-27

Appendix A: Academic Integrity: A Guide TQA Version1.a - April 2011

Separate handout included with this booklet:

*Subject Choice Sheet*

# 2013 Fahan School Subjects - Years 9/10

## Art

## Art 3

## Art 2

*"Visual Arts are central to all cultures and fundamental to the development of all people"*

(Australian National Policy for Visual Arts Education).

### General Statement

Art, Craft and Design at Fahan is a compulsory subject in Years 7 and 8, and an optional subject in Years 9 and 10 and is a sequentially developed program. Central to the aims of this course is that fact that perception is a learned ability: the skills needed for artistic expression are not simply acquired just by growing older. It is, therefore, expected that students wishing to study pre-tertiary Art, Craft and Design will have completed Year 9 and/or Year 10 Art, Craft and Design or a non-pretertiary C syllabus in Year 11.

There are three major areas of study in the Art, Craft and Design course from Years 7 to 12. These are the making of Visual Art, reflecting upon visual forms and responding to Visual Art.

During Year 9 the development of theories and the practice of various activities will be explored to promote visual literacy and awareness. Image making is an essential human characteristic and from a very early age we are inclined to draw so the focus will be discovery on every level from materials to themes. Throughout the program the students will gain the skills and the confidence to create and explore the realm of art.

Content will consist of seven major sections: design, painting, drawing, sculpture, printmaking, digital art and art appreciation experienced through visits to Galleries and Museums.

During Year 10 the students will be expanding and refining the skills and techniques acquired during Years 7 - 9. Students will begin to develop their own ideas and will be encouraged to explore individual ways of expressing them. In gaining the confidence to evaluate their own work, students will learn to analyse critically and respond to contemporary and historical art, both in the local and wider environment. Therefore, the viewing of exhibitions will be an important component of the course. The history of art will be related to practical studies throughout the year. It is important that students have an independent, resourceful and self-disciplined approach to their work.

Practical areas in which the students may work include printmaking, drawing, three-dimensional work, painting, design and digital art.

Business Studies provide students with a more realistic understanding of the world of business and opportunities for practical application of information. The purpose of introducing the subject, Business Studies, is to guide students toward personal competence and responsible participation in the changing environment.

As participants in the commercial environment, individuals assume various roles such as consumer, producer, worker, owner, manager, unionist and taxpayer. Business Studies guides students towards an understanding of Australia's changing commercial environment and enhances their knowledge, practices and dispositions to meet immediate personal needs, participate as a responsible employee, and prepare to own or manage a business. It also provides a means whereby young people are made aware of the forces of changes, in particular, rapid changes in information technology and increasing global commercial interdependence.

While Business Studies is a separate and distinct subject, the complexity of the commercial environment means that a course in Business Studies will have links across the school curriculum. Accordingly, it may be seen as playing a complementary and interdependent role within the total curriculum, drawing upon and contributing towards other subject areas. Though not a pre-requisite, a study of Business Studies is designed to give students an introduction to concepts covered in senior studies of Accounting, Economics and Legal Studies.

At the completion of the course, students should be able to: -

- Understand the workings and environments of business
- Use information technologies and other to record report, design and create business information and products, and communicate relevant details to stakeholders
- Identify and respond to business opportunities and challenges using entrepreneurial skills
- Participate in entrepreneurial activities
- Work and communicate effectively within a team

*"...the higher an individual's financial literacy, the lower the probability that they would be unemployed."*

(The Commonwealth Bank Foundation,  
Improving Financial Literacy in Australia: benefits for the individual and the nation, 2004)

*"a third to a half of all students lacked some basic skills in understanding financial matters such as reading a bank statement and using an ATM"*

(Australian Financial Literacy Assessment, 2005)

## Computing and Computing TQA 2

These courses are designed to enhance the students' understanding of computer concepts and practical skills, enabling them to evaluate and use information technology.

Through practical experience, the students should develop confidence in dealing with existing and emerging information technologies and understand their application and implication in work, leisure and communication.

Through project work the students will be encouraged to develop problem-solving, time management and planning skills.

They are aimed at providing a way for the students to gain core competencies in ICT that they need for their studies, work and for life in general. Neither syllabus is a prerequisite for the Year 11/12 computing courses but it is considered that they give the students an advantage.

The students are able to access two multimedia laboratories, laptops, music production studio and use the green screen for video editing.

### Computing

#### *Core Module:*

- gain knowledge and understanding of basic computer terms, concepts and applications.
- demonstrate awareness of social and ethical issues of computer use

#### *Application Module:*

The students will be introduced to a range of software covering the areas of: computer animation, music composition, movie editing, photo manipulation, publishing, information handling.

### Computing TQA 2

The students undertake 3 modules:

#### *Computer Skills Module:*

- Create documents
- Use computer based information sources
- Manage files and resources
- Awareness of relevant social issues
- Understanding of computer systems

#### *Application Module:*

The students choose one of the following to focus their computer application.

- Multimedia
- Programming and control
- Publishing
- Information Processing

#### *Project Module:*

The students must undertake to define, plan, develop and evaluate a project. The important elements of the projects are that they contain accurate and appropriate content and demonstrate an understanding of design.

Examples of projects include: class magazine, surveys, resumes/job applications, itineraries, invitations and greeting cards, assignments and reports, personal correspondence.



## Creative Writing

Year 9/10 Creative Writing is an elective English course that gives students the opportunity to:

- read more
- develop an understanding of creative processes
- extend and enrich their current understanding and use of English; and
- produce creative works

It is comprised of 5 basic modules:

- i) *The Craft of Writing* - students compose texts and become increasingly familiar with new structures such as those used by Beat poets and in poetry slams. In this module students will also complete a study on 'writing prose for younger audiences'.
- ii) *Writers and Their Writing* - after workshops with visiting authors, students individually select an author for individual study. In this process, students will examine this writer's work closely and will learn how to "stretch their own style". As part of this unit, students will also learn how writers create 'other times and places' realistically.
- iii) *Working Within a Creative Community* - as part of this module students produce a class anthology. Students will also gain from the empowering process of working collaboratively.
- iv) *Dramatic Writing*
- v) *Writing for an Audience*

***Introduction***

In Year 9/10, Drama is an elective subject. Students will develop and refine their performance skills and theatrical knowledge through a range of teaching and learning activities. Students participate in ensemble and scripted performance; monologue and poetry performances; viewing professional theatre; writing theatrical analysis; improvisation; theatre games; research assignments and discussion.

***Assessment Criteria***

Students will be assessed on the following criteria

- Work cooperatively with others to achieve a group goal
- Communicate creative ideas and information through a range of drama activities
- Plan, organise and undertake drama tasks
- Demonstrate the ability to use drama skills and techniques to make dramatic works
- Present polished dramatic works to an audience
- Reflect on personal skills and identify processes for further development
- Identify and understand past and present contexts of dramatic works
- Observe and analyse drama works

***Units and topic***

Students will study a variety of topics that cover key theatrical and performance skills.

Units may include:

**Scripted performance**

This unit focuses on the presentation of a theatrical script. It encourages students to participate in acting and other areas of stagecraft, to present a playscript. Students also work in a certain style of theatre. Their research of this style will be put into practice.

**Script research**

Students will research the historical context and the social and cultural influences on the script and give artistic opinions and design outlines about how the script could be staged.

**Improvisation**

Students will participate in theatre games, activities and workshops, that improve creative thinking skills needed for problem solving and collaboration.

**Monologue**

Students choose a monologue from a playscript. They present a characterisation of this monologue.

**Theatrical Terminology**

Through the consistent maintenance of a glossary of terms, students will become theatre-literate. This gives them the confidence and ability to discuss their own and others' work.

Students continue to explore the three main strands of the Australian Curriculum for English (Language, Literature and Literacy). While there is continued exploration of indigenous, classic and spoken texts, this spiral curriculum will extend students by getting them to examine how composers' contexts shape their texts.

Students will produce creative reflective and analytical pieces.

**French****French 2 & 3**

This is a two-year course designed to consolidate and extend students' French with a balanced emphasis on all language skills. Students will also develop an awareness of the cultures of French-speaking communities around the world and gain a deeper understanding of the origins and grammatical structure of their first language.

Topics include: daily routine, hobbies and leisure activities, home life, travel, shopping, health, relationships and work. French culture is explored through music and film, and excursions include a visit to a patisserie and to the cinema.

Assessment involves regular vocabulary and verb tests, listening and reading comprehensions, oral assessments, writing tasks and research assignments.

At the conclusion of the course students should be able to:

- understand simple spoken French
- converse in simple French with accurate pronunciation
- write simple French with accuracy
- understand simple written French

**Year 9 History/Geography****History**

Year 9 History content identifies important features of the period (1750-1918) as part of an expansive chronology that helps students understand broad patterns of historical change. As such, this provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that content can be used to give students an introduction to the historical period; to make the links to and between the depth studies, and to consolidate understanding through a review of the period.

Content for the making of the modern world includes the following:

- i) the nature and significance of the Tudor and Stuart era and how it changed the modern world
- ii) the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia
- iii) the extent of European imperial expansion and exploration and the different responses to this
- iv) the emergence and nature of significant economic, social and political ideas in the period, including nationalism

In-depth studies are also undertaken of the following topics: Australia and Asia and World War 1.

## Geography

By studying Geography, students gain an insight into the world we live in and how humans interact with it. In the course we look at the physical nature of the earth and the forces that shape it, as well as how humans adapt to and change the earth. Geography is an ideal subject for students who enjoy science and the humanities, as it forms a bridge between these two areas of knowledge. Fieldwork and practical work are an integral part of the course and students are given the opportunity to express their ideas using a wide variety of methods; written oral and visual.

### *Content*

The key ideas in the Geography course revolve around the changes that occur in our environment and the effects they have on human activity. We consider how people respond to change and how these responses vary in different environments.

The course consists of two modules:

- The Changing Earth's Crust
- Our Changing Atmosphere

## Year 10 History/Geography

### History

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

### *Key inquiry questions*

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

### *Depth studies*

There are three depth studies for this historical period. The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period.

- i) World War II (1939-45)
- ii) Rights and freedoms (1945-the present)
- iii) the globalizing world
- iv) Elective Study - popular culture, migration experiences or the environment movement

## Geography

The aims of Geography are to develop a sense of wonder, curiosity, knowledge and interest about the variety of environments, peoples, cultures and places that exist throughout the world, providing students with a sound geographical knowledge of their own place, of Australia, and of the world. It enables students to explore and gain a good understanding of geographical thinking, to become thoughtful and active local, national and global citizens, and to understand how they can influence the futures of places.

The curriculum focus is on developing geographical understanding through sequential studies of the main characteristics of place, space and environment. Each year has two sets of core ideas about specific characteristics, through which students will cumulatively learn about the basic patterns, processes and principles that explain the geography of the world. One set focuses on the environmental characteristics of places and the other focuses on their human characteristics.

### Suggested Core Ideas

- i) Regional Contrasts
- ii) Environmental Sustainability
- iii) Human Wellbeing

## Health and Physical Education

**9 HPE3, 9HPE2  
10 HP3, 10HPE2**

In these syllabuses students are provided with a unique opportunity to investigate the major factors that have an impact on the management of their personal and collective health status. Students will apply health-related knowledge, behaviour and skills in dynamic settings, which are relevant to their lives.

These syllabuses focus on the development of responsibility, decision-making, identity, relationships, active participation and well being. A key aim is for students to determine how to make healthy lifestyle choices.

The syllabuses are based on a holistic view of health. Students are encouraged to develop and maintain health-enhancing practices through an understanding of their physical, mental, emotional, social and moral dimensions.

10HPE is designed as a continuation of the curriculum studies in 9HPE and will also introduce new and relevant content.

### Units Include:

Exercise and Body Systems	Making a Health Choice	Sport Search -
Stress	CVD, Cancer and Diabetes	Fitness Testing/Talent Identification
Tobacco	Sexuality	Meeting my needs -
Alcohol	Food for Life	Self Esteem, Body Image, Respecting
First Aid	Nutrition	Others, Goal Setting, Media
Mental Health	Driver Education	
Relaxation	Marijuana	Hard Drugs



***Introduction***

This course provides an introduction to the disciplines of Sociology and Psychology. It is a course about society, behavioural science and culture that allows students to examine various social interactions and adaptations of individuals and groups.

***For whom is this subject suitable?***

This subject is designed for Year 10 or 11 students who intend to enrol in Psychology or Sociology in the following year OR for those who wish to have a general introduction in this field.

***Content***

Students will plan, carry out and present investigations into themes regarding sociology and psychology. These include: forensic psychology; abnormal/clinical psychology; sleep and dreaming; the family; crime and deviance and socialisation.

***Assessment***

Assessment for this subject is internal.

**Japanese****Japanese 2 & 3**

This course aims to develop the student's ability to communicate in Japanese. The four macro-skills of listening, speaking, reading and writing are developed through a range of activities and exercises including: conversation, dialogues, role-playing, drama, language games, using Japanese script for reading and writing a range of texts, and research tasks.

The course also includes enrichment activities involving sampling Japanese food, hearing and singing Japanese songs, calligraphy writing, playing games in Japanese, participating in festival activities and celebrations, as well as using a range of media (e.g., internet, film).

With an emphasis on authentic communication and focusing on topics and situations in Japanese speaking communities relevant to the learner's age and interests, the course aims to develop the student's ability to:

- Listen and respond appropriately to simple spoken Japanese, both live and recorded
- Speak and read aloud simple Japanese with accurate pronunciation
- Identify and write Japanese hiragana and katakana script, and a number of prescribed kanji, accurately
- Develop some understanding of Japanese culture, and compare it with their own, in order to comprehend the value of other ways of viewing the world and to relate to people from another culture

## Mathematics

Fahan School offers two Mathematics courses for both Years 9 and 10, plus additional Mathematics Extended courses in Years 9 and 10 for students who wish to extend their understanding of mathematical structures and techniques. The courses are outlined below.

### Year 9 Mathematics

This course is undertaken by all Year 9 students and focuses on the development of the following proficiency strands:

- *Understanding* includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions, explaining the use of relative frequencies to estimate probabilities, and the use of the trigonometric ratios for right-angle triangles
- *Fluency* includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments and developing familiarity with calculations involving the Cartesian plan and calculating areas of shapes and surface areas of prisms
- *Problem Solving* includes formulating and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry, and collecting data from secondary sources to investigate an issue
- *Reasoning* includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs

### Year 9 Mathematics Extended

**9MEX3**

This course is designed to provide able and interested students who are currently studying 9 Maths 3 with the opportunity for extension and enrichment in Mathematics in Year 9. Through a variety of intellectually challenging situations students will gain deeper insight into mathematical structures and techniques. Students will be taught four units during the year which focus on the development of the number system and its links to pattern and algebra; the collation, display and analysis of data; and deductive and inductive problem solving encompassing all strands of mathematics.

### 10 Mathematics

**10MTH**

This is the general mathematics course for Year 10 and includes the study of the following:

- *Understanding* includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two and three step experiments
- *Fluency* includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets
- *Problem Solving* includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities, and investigating independence of events
- *Reasoning* includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets

This is a more advanced mathematics course, designed for students who are at an HA level or higher in Year 9.

Content Descriptions

Number and Algebra

Real numbers

Patterns and Algebra

Linear and non-linear relationships

Measurement and Geometry

Using units of measurement

Geometric reasoning

Pythagoras and trigonometry

Chance

Data representation and interpretation

**10 Maths Methods Foundation TQA2****10MM4**

This demanding course is designed primarily for students who wish to study a pre-tertiary mathematics course in Year 11. It has been designed to 'bridge' the gap between high school and senior high school mathematics and in particular includes an introduction to topics covered in Mathematics Methods TQA 3. Students studying this course should have a solid foundation in algebraic skills and be prepared for a challenge. Topics covered in this course include relations and functions, permutations and combinations, trigonometry, logarithms and rates of change.

This subject is a pre-requisite for students wishing to study pre-tertiary Mathematics Methods TQA3 in Year 11.

The aims of the Music Elective courses are to engage students, through the active experiences of listening, creating and performing, in a broad range of musical activities that will facilitate their musical development, understanding and aesthetic awareness.

Students should develop knowledge and skills in purposeful listening, improvising, composing, arranging and performing - as soloists and as members of an ensemble.

Listening <i>This area involves:</i>	Creating <i>Learning to compose your own music encompasses:</i>	Performing <i>Experience in this area is gained through solo and ensemble work, and involves:</i>
<ul style="list-style-type: none"> <li>• Music of the cinema</li> <li>• Score reading</li> <li>• Recording of concerts/broadcasts</li> </ul>	<ul style="list-style-type: none"> <li>• A working understanding of the basic musical elements of pitch, timbre, rhythm, dynamics and musical form</li> <li>• Studies in notation, i.e. reading and writing music</li> <li>• Developing the ability to express and communicate ideas and feelings in music</li> <li>• Learning to compose using synthesiser and computer</li> <li>• Printing your own music</li> </ul>	<ul style="list-style-type: none"> <li>• Learning one (some choose two) instrument(s)</li> <li>• Recording of playing for self-evaluation</li> <li>• Playing with and for the class</li> <li>• Taking part, where applicable, in Choir, Orchestra and instrumental Ensembles within the co-curricular program</li> </ul>

## Outdoor Education

The Fahan Outdoor Education program aims to give students the opportunity to develop as a person in challenged yet safe environments outside the classroom. A major focus of the program is the development of interpersonal skills such as cooperation, tolerance, initiative and effective communication.

A number of outdoor activities are made available to the students through the program. These include bushwalking, camping, cooking, canoeing, abseiling and cycling. Activities are designed to encourage high participation rates in the programs and students with higher ability in each pursuit are encouraged to assist those with less.

In recent years, Fahan has begun developing an Outdoor Education Centre on the Cotton's farm at Kelvedon, near Swansea. The centre provides camping, cooking, shelter and toilet facilities for groups of up to 50 students. It is our classroom in the outdoors and is available to all staff and students who wish to use it.

## Pathway Planning

*Pathways signify the journeys made by young people from compulsory education through to independent young adulthood. Pathways can include senior secondary education; vocational education and training delivered through a school, college, TAFE or private provider; an apprenticeship or traineeship; higher education; community education; informal learning; recreation and travel; workplace experience; casual, part-time or full-time employment; and various combinations of the above.*

*(Tasmanian Department of Education)*

### Pathway Planning - Year 9

This course runs for one period per week throughout the year.

Pathway planning is about helping students plan for the future. It will assist them in identifying strengths, interests, goals and aspirations, and will support students in making informed choices about future education, training and work pathways.

When developing their pathway plan, they will be encouraged to consider:

- who they are,
- where they are going, and
- how they might get there.

During the year the students will be encouraged to discuss your plans with your parents, your teachers, mentors and friends.

### Pathway Planning - Year 10

This course runs as part of the tutor group activities.

Extending the career exploration program covered in Year 9, students will continue to develop their personal pathway plans. The program may include:

- guest speakers,
- goal setting,
- study and time-management,
- possible career paths,
- university course requirements,
- resume and job applications.

Exploring education, life /work experiences and essential skills will encourage students to become more active towards their choices regarding their own future pathway options.



## Science 9

## 9 Science

In Year 9, students will study 4 broad units during the year. They are:

1. Biological Science- investigating coordinated and interdependent internal systems
2. Chemical Science- exploring the periodic table; its development and organization; chemical reactions
3. Physical Science- forms of energy can be transferred in a variety of ways
4. Earth and Space Science- plate tectonics and global patterns; ecosystems- investigating energy relationships, natural cycles, bioaccumulation. The Ecosystems unit is aligned to the *Yr. 9 Gateway Program*.

## Science 10

## 10 Science

In Year 10, students will study 4 broad units during the year. They are:

1. Biological Science- investigating inherited characteristics and the theory of evolution
2. Chemical Science- exploring atomic structure and the periodic table; chemical reactions and calculations
3. Physical Science- energy transfer and transformation; laws and equations of motion
4. Earth and Space Science- the Universe and the Big Bang Theory; Global systems

## Science Extended 9/10

This subject is designed for students with an interest in Science. It allows topical issues to be explored as well as giving opportunities for students to work with and visit working scientists. The units covered broaden scientific knowledge as well as being an aid to further study of science. Depending on the numbers expressing interest, there may be separate classes for Year 9 and 10 or a combined class. Over a 2 year period the following areas will be covered:

- The Scientific Method
- Yeast and Respiration
- Marine Science
- Exploring the Universe
- Forest and Agricultural Science
- Kitchen Chemistry
- Negotiated Science Investigations
- Current topical investigations
- Science Competitions, such as the Tasmanian Science Talent Search

*\* This subject may be combined with Science Extended, dependent on numbers.*

## Sport Science 2

## Human Performance

This syllabus provides students with a thorough understanding of the structure and function of the human body and how performance in a sporting situation can be enhanced through diet and training.

The impact of social issues on sport is also considered along with the importance of effective organisation and promotion of sport.

Units include:

- Body Systems
- Nutrition and Athletic Performance
- Analysing Performance
- Social Issues in Sport
- Sport/Recreational Study
- Physical Fitness
- Applied Fitness
- Recreation/Outdoor Pursuit
- Sport Administration

## Sport Science 3

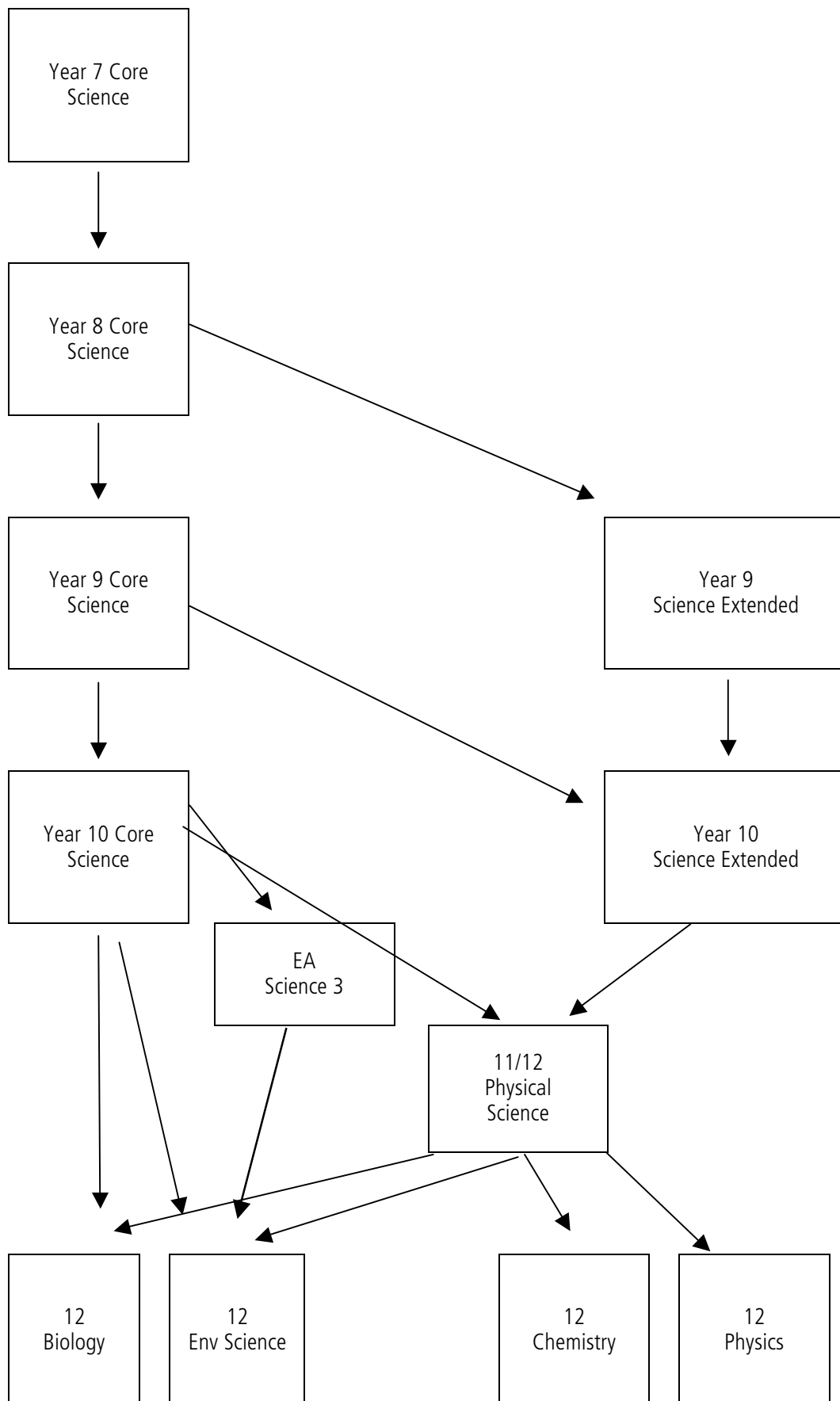
## Skill Development and Psychology

This syllabus aims to develop an understanding of the interrelationships that occur between the theory of performance, such as physical conditioning and skill acquisition, and external factors such as coaching and human behaviour and how these impact on sporting Performance.

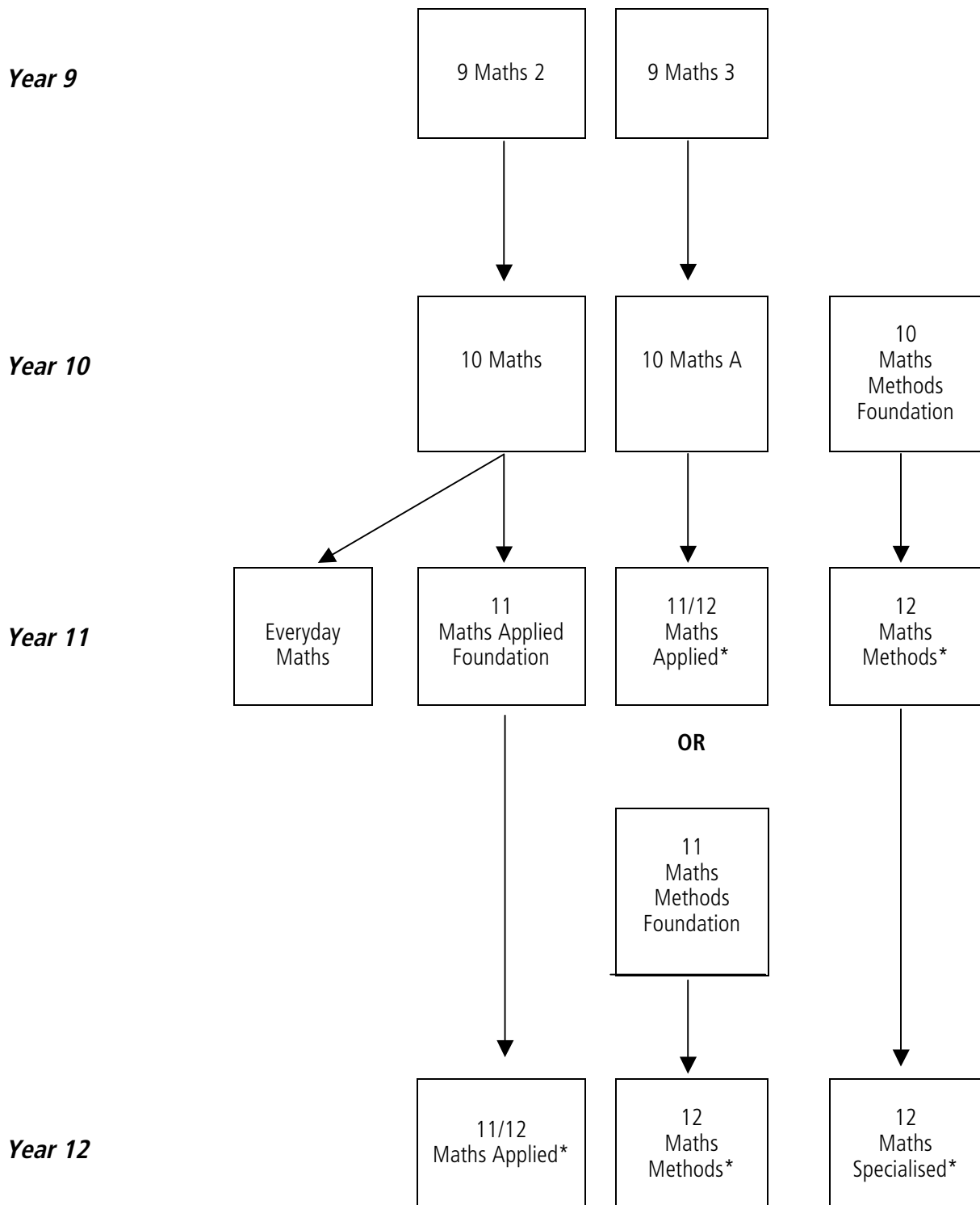
Units include:

- Skill Development
- Sport Psychology
- First Aid/Sport Injuries
- Sport and Skill Analysis
- Sport Analysis
- Sport/Recreational Study
- Coaching children

## Science Flow Chart Years 7 to 12



## Mathematics Flow Chart Years 9 to 12



\* pre-tertiary

## **TCE Courses that Contribute to the Calculation of Tertiary Entrance Ranks**

### **English**

English As A Second Language (ESL315109)  
English Communications (ENC315109)  
English Studies (ENS315109)  
English Writing (ENW315109)

### **Technology**

Computer Science (ITC315108)  
Enterprise Production Systems (MAN315112)  
Housing and Design (HDS315108)  
Information Technology and Systems (ITS315108)  
Technical Graphics (TEG315110)

### **Languages**

Chinese (CHN315109)  
French (FRN315109)  
German (GRM315109)  
Japanese (JPN315109)  
Some National Languages - native speakers – see Director of Studies

### **Mathematics**

Mathematics Applied (MTA315109)  
Mathematics Methods (MTM315109)  
Mathematics Specialised (MTS315109)

### **Creative Arts**

Art Production (ART315112)  
Art Studio Practice (ART315209)  
Audio Design (AUD315110)  
Dance Choreography & Performance (DNC315110)  
Drama (SDD315110)  
Media Production (MED315112)  
Music (MSM315110)  
Theatre Performance (SDP315110)

### **Science**

Biology (BIO315109)  
Chemistry (CHM315109)  
Environmental Science (EVS315109)  
Physical Sciences (PSC315109)  
Physics (PHY315109)



**Studies of Society and Culture**

Ancient Civilisations (BHP315111)  
Australia in Asia and the Pacific (AAP315110)  
Economics (ECN315111)  
Geography (GGY315110)  
Legal Studies (LST315110)  
Modern World History (HSM315110)  
Psychology (BHP315111)  
Studies of Religion (REL315111)  
Sociology (BHS315111)

**Health and Physical Education and Food**

Food & Nutrition (FDN315108)  
Health Studies (HLT315108)  
Outdoor Leadership (OXP315108)  
Sport Science (SPT315108)

**Student Directed Inquiry**

Student Directed Inquiry (SDI5C)

**Management and Commerce**

Accounting (ACC315111)  
Business Studies (BST315111)



Making your qualifications count

# Academic Integrity: A Guide

(including authenticity,  
plagiarism & referencing)

Developed by the TQA in conjunction with the  
University of Tasmania and Tasmanian Senior  
Secondary Teacher-Librarians

Version 1.a - April 2011

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Version 1.a (April 2011)

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## INTRODUCTION

This guide tells you about what you must do to show which parts of the work you hand in for assessment are yours and which parts you have got from other people's work. It is okay to use other people's ideas, data, words and images, including material you get from the internet, if you are clear and open about what you have used, whose material it was and where you got it from.

All learners are expected to observe the highest standards of honesty and integrity in the work they submit for assessment. Learners' work must be original. It must respect and acknowledge the intellectual contributions of others.

### Definitions:

**Academic integrity:** Honesty and respect for knowledge and truth mean taking responsibility and giving credit or acknowledgement to the work or scholarship of others.

**Academic dishonesty:** Dishonesty in the presentation of work to be assessed, usually in the form of plagiarism.

**Bibliography:** A formal list of all the sources of information consulted in the preparation of a work. A bibliography is given at the end of the work. It does *not* replace referencing or the need to reference sources each time they are used.

**Citation:** See 'Referencing' below.

**Plagiarism:** Using another person's ideas, designs, data, images, words or works without appropriate acknowledgement, showing the source clearly and explicitly. Plagiarism is not just the direct copying of someone's work without acknowledgement. It also includes summarising and paraphrasing information, or someone else's ideas, without showing the source clearly and explicitly.

**Referencing:** Noting and acknowledging the use in your work of another person's ideas, designs, data, images, words or works. There are several ways that this can be done (for example by footnotes, endnotes and notes made inside brackets). Referencing is also known as 'citation'.

## An Overview of Plagiarism for Students

How easy is it to find some good information on the internet, highlight the text or a graphic, hit 'copy' and then paste it into an assignment? Easy? Maybe, but it can get you into trouble!

Taking and using someone else's thoughts, ideas, graphics or words – from the internet or other sources – without acknowledgement, as if they were your own, is **plagiarism**.

### It is a type of cheating.

Students can plagiarise intentionally or unintentionally. For example, a student who did not reference a source might have 'forgotten to', was not sure how to, or had not made a note about the sources when gathering information.

Intentional or not, plagiarism is a form of academic dishonesty.

The TQA will take action on any plagiarism found in your externally assessed TCE work (for example, in a folio or IP). Penalties range from a formal warning to the cancellation of all your TCE subjects for the year! See page 8 for more information.

This does not mean that you cannot use the work of others in your assignments or folios. Indeed, the use of a wide range of sources of information shows that you have undertaken good preparation and study.

When you use the words or ideas of others in your own work you must acknowledge the source of these – this will make it clear that they are not your own.

When you use another's words in your work you must use quotation marks or, for longer passage, indenting. The source of the words is then acknowledged by referencing (such as using in-text or footnoting).

When you use another person's ideas, data or images you must show the source. You do this by referencing the source you have used.

Referencing methods differ between subjects, so talk to your subject-teacher or librarian if you are unsure how to reference sources.

### Examples of Plagiarism

Plagiarism can be **intentional** or **unintentional**.

Examples of **intentional** plagiarism:

- Handing in someone else's work (such as a parent, brother or friend) as your own
- Copying another student's work (with or without their knowledge) and handing it in as your own
- Allowing someone else to copy your work
- Putting together different sections of other people's work by 'cutting and pasting' (e.g. from the internet) without acknowledging the source
- Using someone's pictures or images without listing where you got them from
- Using someone's data set without listing where you got it from
- Using someone's ideas without listing where you got them from.

Examples of **unintentional** plagiarism:

- Producing assignments with other people when the task is independent work
- Not giving the sources because of being untrained and uninformed about plagiarism, paraphrasing and correct referencing
- Not giving the source because of poor note-taking and summarising skills
- Not giving the source because of a lack of knowledge of research skills and citation of sources.

*Whether intentional or unintentional, plagiarism is still **cheating!***

### Is Getting Help to do My Work Plagiarism?

It depends on the *kind* of help you get.

It *is not* plagiarism if someone else (like your teacher, parent or a friend) helps you with your spelling, structure and grammar. It is okay too for them to make comments or suggestions about your work (such as 'This is not clear...', 'Maybe you need some more detail here...', or 'This graphic looks wrong in this part of the page...').

It *is* plagiarism if someone else makes major changes to your work and you do not acknowledge this. Major changes would include: substantially changing your wording; and adding new paragraphs, interpretations or diagrams to your work. If someone gives you so much help that they have made a significant contribution to the final product that you are going to submit, their help must be acknowledged by referencing.

It is plagiarism if you pay someone else to do your work for you (such using an internet 'essay mill' service or paying a friend to write an assignment for you) and hand the work in as if it was your own.

## HOW DO I REFERENCE?

- 1) Keep careful notes of the source of any words, ideas, images, text or data you use in your work.
- 2) Show each of these sources, each time you use it, using a referencing system.
- 3) Be consistent in the use of a referencing system – don't use different systems in the same work.

## REFERENCING SYSTEMS

There are a number of referencing systems such as the:

- Harvard author/date referencing system
- APA citation system
- Traditional note system.

### Harvard author/date referencing system

The most common referencing system used in schools and colleges is the Harvard author/date referencing system. This system requires in-text references for citations and quotations plus a full list of references, arranged by author, for all sources referred to in a piece of work. A guide to the Harvard system is provided on the UTAS website page:

<http://www.utas.edu.au/library/assist/gpoa/gpoa2.html>

(These guidelines are based on the *Style Manual for Authors Editors and Printers*.)

### APA citation system

The APA citation system is another common referencing system. It was created by the American Psychological Association. A guide to the APA citation system is provided on the UTAS website:

<http://www.utas.edu.au/library/assist/apps/apa.pdf>

### Traditional note system

The traditional note system is simple to use. It has two key features - numbers in the text, and corresponding footnotes, or endnotes. A guide to this system is provided on the UTAS website page:

<http://www.utas.edu.au/library/assist/gpoa/gpoa3.html>

### Other systems/styles

In addition to the systems noted above there are several other systems and styles. You can find out more about these at the UTAS website page:

<http://www.utas.edu.au/library/assist/gpoa/gpoa.html>

## WHICH SYSTEM SHOULD I USE?

The Harvard author/date referencing system is the most common one used by students in senior secondary and tertiary studies. Some subjects may require (or allow) different systems. For example, Psychology may favour the APA citation system and Ancient Civilisations may allow the use of the traditional note system.

*Students should discuss with their teacher librarian and subject teachers which system (or style) they should use for particular courses.*

Having selected an acceptable referencing system for a particular piece of work (such as an essay or folio) the same system should be used throughout the work.

## TIPS FOR STUDENTS

- Make sure that you understand what plagiarism is, and its consequences.
- Make sure you avoid intentional and unintentional plagiarism.
- Use an appropriate referencing system.
- Be consistent in your use of a referencing system – don't use more than one system in the same piece of work.
- If you use Wikipedia, read the Wikipedia page on how to cite it as a source: <http://en.wikipedia.org/wiki/Wikipedia:CITEWIKI>. Take very careful note of what it says about being careful when you use Wikipedia:

*We advise special caution when using Wikipedia as a source for research projects. Normal academic usage of Wikipedia and other encyclopedias is for getting the general facts of a problem and to gather keywords, references and bibliographical pointers, but not as a source in itself. Remember that Wikipedia is a wiki, which means that anyone in the world can edit an article, deleting accurate information or adding false information, which the reader may not recognize.<sup>1</sup>*

- If in doubt, ask for help from your teacher-librarian and subject teacher.
- When researching be careful about where you record sources of information. Noting an internet address or a book reference on scraps of paper or 'sticky notes/post-it pads' is a bad idea. They can easily get lost. It is better to write them all down in a single place like a notebook or folder.
- Keep the various draft versions of your work. If using a word processor, save each draft version under a different file name (eg <folio\_V1.doc>, <folio\_V2.doc> <folio\_V3.doc>). If using pen and paper, keep your various drafts in a single folder and do not throw them away until the assessment is completed. Remember too that TQA externally assessed folios and IPs have a requirement that your teacher signs a form declaring that they have sighted the work in progress.

## ROLES AND RESPONSIBILITIES

### Students:

- act honestly and openly in their research and creation of work for submission
- follow the guidelines provided for preparing reference lists that will acknowledge the sources of ideas in their work
- seek help from teachers or library staff if they require advice on meeting the standards of academic integrity
- cite *all* their sources using an approved referencing system.

### Teacher-librarians:

- support students and teachers in developing their understanding of academic integrity
- provide guides to referencing and advice on the tools available for detecting plagiarism
- provide professional learning and training for teachers in the use of plagiarism detection tools.

<sup>1</sup> Retrieved October 10, 2008 from [http://en.wikipedia.org/wiki/Wikipedia:CITEWIKI#A\\_caution\\_before\\_citing\\_Wikipedia](http://en.wikipedia.org/wiki/Wikipedia:CITEWIKI#A_caution_before_citing_Wikipedia)



**Teachers:**

- provide clear, unambiguous and educationally appropriate information about preferred citation methods to students
- develop students' understanding of plagiarism as an ethical and moral issue as well as a legal issue for the 'fair use' of others' intellectual property
- model best practice in academic integrity with their own citation of sources, and acknowledge the work of others in their lesson materials
- adopt specific teaching and learning strategies that minimise the chance of plagiarism
- spend time discussing referencing and the issue of plagiarism with their students.

**CONSEQUENCES OF ACADEMIC DISHONESTY**

A school or college will treat incidents of dishonesty according to its documented internal policies and procedures. Penalties (such as loss of marks) will depend on the seriousness of the offence, the circumstances under which it was committed, and the policies and procedures of the learning community.

The TQA treats incidents of academic dishonesty most seriously. This applies to work produced both in examination conditions and externally assessed folios (and IPs). Cases of academic dishonesty are considered by the TQA's Senior Secondary Assessment Administration Review Committee. Penalties will depend on the seriousness of the offence and the circumstances under which it was committed, but may range from a reprimand to cancellation of all results for the year or disqualification from receiving a Qualifications Certificate and Tasmanian Certificate of Education.

**Illustrative Examples of Penalties for Plagiarism (TQA Senior Secondary Assessment Administration Review Committee)**

<b>Example of plagiarism</b>	<b>Penalty</b>
Some 80% of material in a folio stated to be the student's own was in fact copied	Regard folio as not submitted
A small amount of plagiarism in a negotiated study (folio)	Remove plagiarised material and assess rest of folio
In one part of a folio about 50% plagiarised	Give Ds for all criteria assessed through the folio
Substantial plagiarism, material extensively copied/reproduced from websites and text books	Regard folio as not submitted
Plagiarism – from website – 50% of 3 pages copied completely	Remove plagiarised material – and assess rest of folio with a maximum possible rating of C

**TASMANIAN QUALIFICATIONS AUTHORITY (TQA) DECLARATION FORMS**

Students are required to sign a declaration form when submitting folios (and IPs) to the TQA stating that the work submitted contains no unacknowledged material and that it is their own work.

Teachers sign a declaration that, to the best of their knowledge, the folio is the student's own work and that they have sighted the work in progress. Teachers will refuse to sign this declaration if this is not the case.

All cases where student plagiarism is found to have occurred in the external assessment and where a teacher has signed a declaration form are reported to the Authority.

## ACADEMIC INTEGRITY: FAQS

- **What is plagiarism?**  
**Plagiarism:** Using another person's ideas, designs, data, images, words or works without appropriate acknowledgement, showing the source clearly and explicitly. Plagiarism is not just the direct copying of someone's work without acknowledgement. It also includes summarising and paraphrasing information, or someone else's ideas, without showing the source clearly and explicitly.
- **How can plagiarism be avoided?**  
 It's easy to avoid plagiarism. All you need to do is to make sure you clearly and explicitly show the source each time you use another person's ideas, designs, data, images, words or works.
- **I've referred to someone's work in my own words. Do I still have to reference this?**  
 Yes. You need to reference the source of your ideas.
- **Do I have to continually repeat a reference if I discuss the same piece of work for a long time?**  
 It must be clear to the reader which parts of your discussion refer to another person's work. If you are discussing one source repeatedly, make sure it is obvious which ideas are not yours originally. If you need to, repeat the reference.
- **How do I reference a book or article which I have seen referred to by someone else in another book or article?**  
 Here's how you can refer to a study by Jones which was mentioned in a book written by Smith:  
     Jones (Smith 2006, p. 4) proved that ...   or  
     When talking about Jones's study, Smith (2006, p. 4) said ...  
 The information you have used comes from Smith's book and therefore you must include Smith in your reference list or bibliography.
- **What is the difference between a 'reference list' and a 'bibliography'?**  
 A reference list is a list of the references you have referred to in an assignment. A bibliography is a list of all the sources you used when preparing for the assignment, some of which you may not have referred to in your work.
- **Can I be penalised if I plagiarise unintentionally?**  
 Yes. Your school or college will treat incidents of dishonesty seriously. Penalties (such as loss of marks) will depend on the seriousness of the offence and the circumstances under which it was committed.

For your TQA externally assessed work (such as a folio or IP) you must sign a declaration that it contains no unacknowledged material. You are responsible for the accuracy and truthfulness of your declaration.

The TQA takes plagiarism very seriously. Its rule is that no student shall submit a folio that contains plagiarised material. For work assessed through the TQA, penalties may range from a reprimand to cancellation of all results for the year or disqualification from receiving a TCE.

It is the fact that there is plagiarised material that matters, not your intention in including this material.

- **Where can I find guides to writing reference lists or bibliographies?**  
 In addition to the UTAS guides noted above, you may find this website helpful:  
[www.bibme.org](http://www.bibme.org)  
 Check your school's library webpage. You may have access to software that will help you compile your references.

- **Are there different rules regarding plagiarism when information is accessed from the internet?**  
No. If you use information, words, ideas, data or images you have found on the internet, you must show the source clearly and explicitly. Look at the guides noted above for information on how to cite internet sources.
- **What if I write a summary that has been synthesised from a number of different sources?**  
You must cite all of the sources that have been used to create the summary.
- **Where do I put the in-text references? At the beginning or at the end of the sentence?**  
The reference should be placed at the end of a sentence, before the punctuation, whenever possible. If the author's/s' name/s appear in the narrative, put the year of publication in brackets – e.g. Smith (2007).
- **How do I cite a work that has many authors as an in-text reference?**  
If the work has three or more authors, give all authors the first time, but use the name of the first author and *et al* and the year in subsequent citations – e.g. Smith *et al* (2007).
- **How often must I reference?**  
You must show the source of all of the information (including other people's ideas) every time you have used them in your work.
- **Do I need to reference common knowledge or information that I could get from many sources?**  
No. 'Common knowledge' refers to facts that can be found in numerous places and are likely to be known by a lot of people. For example, you do not need to reference the fact that Gough Whitlam was the Prime Minister of Australia from 1972 to 1975. However, if you refer to any of Whitlam's ideas or actions, you must cite your source.
- **If I've re-written another person's ideas in my own words, do I need to reference the source?**  
Yes. If you are using other people's ideas, you must reference your sources, even if you are re-writing their ideas in your own words.
- **How do I cite personal communications such as emails or phone conversations?**  
If those references are not providing recoverable data, they are not necessarily included in the reference list, and merely cited as such in-text. For example, Smith (personal communication, July 10<sup>th</sup> 2000).
- **If I use my notes I've taken in class, do they have to be referenced?**  
If your teacher has spoken about ideas which are common knowledge, you don't have to cite them. However, if your teacher has spoken about his/her own ideas, you must provide a reference.
- **I'm about to finish my assignment but I can't find the information I need on some of the sources I've used. What should I do?**  
If you've lost information on a book, search the library catalogue for the information. If you've used information from the internet or a database, repeat your search and see if you can find the source again. If you still need help, your teacher librarian will be able to assist.

## PLAGIARISM PREVENTION AND DETECTION TOOLBOX

### TQA Declaration Sheet

[http://www.tqa.tas.gov.au/4DCGI/\\_WWW\\_doc/006288/RND01/Plagiarism\\_Dec\\_Form.pdf](http://www.tqa.tas.gov.au/4DCGI/_WWW_doc/006288/RND01/Plagiarism_Dec_Form.pdf) [PDF format]

[http://www.tqa.tas.gov.au/4DCGI/\\_WWW\\_doc/006289/RND01/Plagiarism\\_Dec\\_Form.doc](http://www.tqa.tas.gov.au/4DCGI/_WWW_doc/006289/RND01/Plagiarism_Dec_Form.doc) [Word document]

These forms can be used by schools and colleges as assignment cover pages to allow students to sign personally and declare that the work is that of a student and has not been plagiarised. These are for internal use only and are not to be returned to the TQA. The TQA will provide official declaration forms to schools with the folio folders and labels.

### All my own work

<http://amow.boardofstudies.nsw.edu.au>

A program designed to help Year 11/12 students follow the principles and practices of good scholarship. Each module on referencing practices in acknowledging sources, understanding plagiarism and copyright and working with others includes quizzes and FAQs.

### Article Checker

<http://www.articlechecker.com/>

A quick search engine check

### CiteAce software

This software may be purchased and installed on the school or college computers to assist in the creation of reference lists and bibliographies.

Potter, T. W. 2007, CiteAce, [software] T.W. Potter, Perth, Western Australia

### Glatt Plagiarism Program

<http://www.plagiarism.com>

Software programs designed to detect and prevent plagiarism. The three parts are the Plagiarism Teaching Program, the Plagiarism Screening Program and the Plagiarism Self-Detection Program.

### Google

<http://www.google.com>

Google is not designed to be a plagiarism detection tool, but the 'Advanced Search' engine capabilities can locate key phrases that may appear in students' research papers.

### PlagiarismDetect.com

<http://www.plagiarismdetect.com/index.php>

A free online plagiarism detection service for young people, who want to ensure that their own work does not inadvertently show up as plagiarised from elsewhere. It is based on search engine checking. It has some useful material on APA formatting.

### Turnitin

<http://www.turnitin.com>

A world leading academic plagiarism prevention software solution and detection tool for the growing problem of 'cut and paste' plagiarism. The comprehensive and exhaustive plagiarism prevention system allows easy and effective checking of billions of pages and archived instances of the internet; millions of student papers previously submitted to Turnitin; and particularly, commercial databases of journal articles and periodicals not available on the public internet or through search engine based detection websites or just search engines such as Google.

## LIST OF REFERENCES

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NSW Board of Studies 2006, *HSC: All my own work*. Retrieved viewed July 16, 2007, from <<http://amow.boardofstudies.nsw.edu.au/>>.

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University of Adelaide 2006, *University Policies and Procedures: Plagiarism Policy*. Retrieved June 24, 2008, from <<http://www.adelaide.edu.au/policies/?230>>.

University of Tasmania 2005, *Academic Integrity: Student Information*, viewed 16<sup>th</sup> July 2007, <<http://www.utas.edu.au/tl/supporting/academicintegrity/>>.

Wikipedia: *Citing Wikipedia*. Retrieved October 10, 2008 from <[http://en.wikipedia.org/wiki/Wikipedia:CITEWIKI#A\\_caution\\_before\\_citing\\_Wikipedia](http://en.wikipedia.org/wiki/Wikipedia:CITEWIKI#A_caution_before_citing_Wikipedia)>

## REMEMBER:

A bibliography does *not* replace the need to reference sources each and every time the words, ideas, designs, data or images of others are used.