



# *Lithgow High School*

*Promoting Excellence In A Caring Educational Environment*

## **2019 - 2020 HSC Assessment Book**

**Updated 25/5/20 due to COVID-19 Health Emergency**



# 2019 -2020 Higher School Certificate (HSC) Assessment Booklet

Students are required to sign the Lithgow High School Register to acknowledge that they have received a copy of this booklet.

## Contents

Introduction	3
List of Contacts	3
Part 1: HSC Requirements	4
Part 2: Lithgow High School Assessment Policies and Procedures	8
Part 3: Assessment Schedules for Internal Assessment	14
Part 4: Appendices	28
<i>Student Assessment Planner</i>	28
<i>Examination rules</i>	29
<i>Student Personal Result Sheet</i>	30
<i>Application for Extension of Time and Application for Illness/Misadventure Form</i>	31
<i>HSC Assessment Task Notification</i>	32
<i>Assessment Mark/Grade Appeal Form</i>	33
<i>ALARM Matrix</i>	35
<i>Glossary of Key Words</i>	37

# Introduction

This booklet details the assessment requirements for Higher School Certificate students at Lithgow High School. All students, parents and carers should read the booklet carefully and ensure that they fully understand the practices and procedures to be followed at Lithgow High School.

# List of Contacts

Questions relating to this Assessment Information Booklet should be directed to personnel listed below:

## **Lithgow High School**

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Karin Mawhood	Principal Rlg
Brett Jeffers	Deputy Principal Rlg
Shane Conroy	Deputy Principal Rlg
Jeff Dean	Deputy Principal
Debbie-Lee Reilly and Ross Guihot	Year 12 Advisors
Rebecca Hamment	Careers Advisor

# Part 1: HSC Requirements

## New South Wales Education Standards Authority (NESA)

This assessment policy is based on New South Wales Education Standards Authority (NESA) requirements.

Detailed information and assistance is available on the website: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au) where you will find informative links including:

- How your HSC works
- HSC Exam Papers
- HSC Assessment
- HSC Syllabuses
- Vocational Education
- HSC Exam Timetable
- Honesty in HSC Assessment
- HSC All My Own Work

## Eligibility Requirements for the 2020 HSC

To be eligible for the award of the HSC, students must have:

- Completed 12 units of Preliminary Courses, including 2 units of English.
- Studied at least 10 units of HSC courses of which six units must be from Board Developed Courses, including English.

Students receive their Higher School Certificate from NESA following successful completion of the HSC. This is received in the mail and students can access their results via text message or email.

For further details see the NESA website

## NESA Course Requirements

To be eligible for the award of the HSC, the student must have satisfactorily completed each course. Students will be considered to have satisfactorily completed a course leading up to the HSC examination if there is sufficient evidence that the student has:

- Followed the course developed or endorsed by NESA;
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided by the school; and
- Achieved some or all of the course outcomes.

## Examinations and submitted works

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/covid-19/coronavirus-advice/hsc/creative-arts>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/covid-19/coronavirus-advice/hsc/technologies>

The examination mark in a course will be based upon performance in the external Higher School Certificate examination. The examination may involve more than one component, such as a written examination, a submitted work or a practical examination.

In the following courses, students are required to complete a practical or project component as part of the HSC examination:

Dance, Design and Technology, Drama, English Extension 2, Industrial Technology, Music, Society and Culture, Textiles and Design, and Visual Arts.

Please note that the policies around the requirements and assessments of these subjects for the HSC may have changed due to COVID-19. Details can be found in the links on page 4.

No projects developed for any of these courses may be submitted for assessment or examination in any other HSC course.

Students will be notified of dates for completion of projects and practical tasks when these are finalised by NESA.

Students, who **repeat a course** where a submitted work or project is required, *may not* resubmit a work or project entered and marked in a previous year, without the special permission of NESA.

## Assessment Marks

Schools submit an assessment mark for each student in each course. The assessment mark is adjusted (moderated) by NESA to produce the assessment mark that appears on the HSC Record of Achievement. The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale. The school groups' assessment marks are adjusted based on the performance of the group in the HSC examination. The rank order of students as submitted by the school is not changed. The moderation process has no effect on examination marks.

## HSC Result

School-based assessment throughout the HSC course contributes 50% of a student's HSC mark. The school-based assessment mark is reported on the HSC.

## Vocational Education and Training (VET) Courses

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/covid-19/coronavirus-advice/hsc/vet-work-placement>

Students do not receive an assessment mark for VET courses. VET courses deliver units of competency that are drawn from industry training packages. Instead, students are eligible to receive a record of completed competencies.

While work placement for VET courses will begin again on the 1<sup>st</sup> of June, Students undertaking VET courses in 2020 will remain eligible for the Preliminary or HSC credit units if unable to complete work placement. The availability of work placement will be different for different VET courses, and students will be advised by their course coordinators as to whether work placement will be available for their course.

VET courses have an optional written HSC. Students may withdraw from the optional written HSC examination following the Trial HSC examinations.

Schools must provide an estimated examination mark for all students entered for the optional HSC examination. This mark will be an estimate of likely performance in the HSC examination and will be used only in the case of an illness/misadventure appeal.

## All My Own Work

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

Students completed the NESA program *All My Own Work* in Year 10 and are reminded of the following guidelines:

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to a mark of zero and a non - award in the Higher School Certificate. Malpractice includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own, including using material directly from books, journals, CDs or the internet without reference to the source;
- building on the ideas of another person without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as your own;
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement or paying someone to write or prepare material;
- breaching school examination rules or using non - approved aides during an assessment task;
- contriving false explanations to explain work not handed in by the due date; or
- assisting another student to engage in malpractice.

## Honesty in HSC Assessment - The Standard

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the HSC. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the Board's subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, students will be placed on the NESA malpractice register.

## Disability Provisions (for students with medical and learning requirements)

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

Disability provisions are available for a range of medical and learning conditions. For example, students with diabetes or students with conditions that prevent them from reading the examination questions and/or communicating responses. Disability provisions are applied for by the school. Deputy Principals can provide further information.

## HSC Examination Illness/Misadventure Appeals

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/illness-misadventure>

If a student believes that his/her performance in the HSC examination was diminished because of circumstances beyond their control, an Illness/Misadventure Appeal may be lodged. Note that misreading the HSC examination timetable is NOT a valid reason for a misadventure appeal.

An appeal may be made for a variation to HSC results if the student was prevented from attending an examination, or performance was affected by illness or misadventure immediately before or during the examination.

Appeal forms are available from the Career's Adviser and Deputy Principal. Students or parents must make contact with the Deputy Principal, Careers Advisor or Year Advisor on the day of the exam.

Further details of appeal procedures are on the appeal form and on the *Illness/Misadventure Information Consideration Form* in the Appendices section of this booklet. It is your right and responsibility to lodge an appeal. See the NESA website for further details.

# Part 2: Lithgow High School Assessment Policies and Procedures

The Assessment Program has been prepared in accordance with each NESA Syllabus which specifies the components of the course to be assessed and their weightings. Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. They include tests, written assignments, practical activities, fieldwork and projects.

Students must make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course.

Students can best meet these course requirements if they:

- Attend all timetabled lessons and minimise absences from class for any reason. Absences quickly accumulate, for example if a student misses a double period of a subject, they will have missed one half of the timetabled lessons for that subject in one week;
- Complete all activities set during class time;
- Complete homework set by the teacher;
- Regularly revise all work and implement a regular study timetable;
- Complete past Higher School Certificate papers; and
- Complete all Assessment Tasks to maximise the Higher School Certificate result.

## Lithgow High School Examinations

For most courses a Trial HSC Examination will occur in Term 3. Students will be given an updated copy of the **Examination / Assessment Task Rules** and procedures with the timetable for the examinations. A copy is attached in the Appendix.

## Student Organisation

It is a student's responsibility to organise study and preparation time to ensure that assessments tasks are submitted by the due date.

Lithgow High School provides all HSC students with this HSC Assessment Booklet. In addition, it is strongly recommended that all HSC students use a diary to assist students in planning homework and study requirements, as well as recording the due dates of all assessment tasks and other obligations and events in the year.

Students should start tasks early, break them into a series of small steps and set deadlines for completing each step. Students should back up all work prepared on computer as the failure of technology is not generally an acceptable excuse for the late submission of work. Students are advised to keep a copy of all written work they submit.

**Library tutoring** - Lithgow High School employs two senior tutors that work in the school library study room with any Year 11 and Year 12 student during their study periods. The school library is open extended hours in the afternoon to enable students to consolidate their learning after school. All senior students have access to this valuable resource. The school tutoring is available for all senior students Monday - Thursday until 5pm and Friday until 3.20pm.



## Vocational Education and Training (VET) Courses

Students who study a VET framework course will be provided with their assessment schedule for the course within the class. Lithgow High School is a part of the Wagga Wagga Registered Training Organisation (RTO) and uses standard assessment compiled for all schools across the region.

As the course is competency based, students will gain competencies as they achieve and demonstrate their skills. Students will be given multiple opportunities to complete competencies.

## Assessment Marks

At the end of the Higher School Certificate Course, the school will submit a school based assessment mark to NESA for each student for each course. The mark will be based on the student's performance in the set tasks in the assessment program, including the school examinations.

### Assessment Schedules

- Students will be issued with assessment schedules for all courses (except Vocational Education & Training courses). **These schedules can be accessed on Sentral.**
- Students will be given written notification of each assessment task.
- Students will be given a minimum of two weeks' notice of the due date of an assessment task.
- Students may have more than one assessment task due at the same time and should schedule adequate time to complete each task.
- Students will have no more than 4 assessments tasks due in one week, with the exception of VET or exam periods. No other assessments will occur during exam period.
- If an assessment schedule needs to be altered, students will be advised in writing by the Head Teacher.
- There will be no tasks set in the week before school examinations unless it is submission of an HSC major work.

## How to Submit Assessment Tasks

**In class assessment tasks** - these tasks are supervised by the class teacher and collected by the teacher at the end of the lesson.

**On line submission** – these tasks are to be emailed directly to the teacher's email address by the end of the school day 3.20pm on the day the task is due.

**Major projects** - these items are submitted directly to the teacher. Projects are stored in an appropriate faculty location to minimise the risk of damage.

**Performances / Practical tasks** - are marked in class on the scheduled assessment day.

## Assessment Feedback

Assessment feedback is provided in a variety of form including written annotations, examples of good responses, oral discussion of general comment, peer and self-evaluation and individual student feedback. Feedback provides information about what a student is able to do and what they need to do in order to improve their level of performance. It is provided in a timely manner.

## Applications for Extension of Time and Illness/Misadventure consideration

If a student is absent on the day of a school task, the student will be required to complete an application for illness/misadventure consideration. Depending on the circumstances the student will either re-sit the task at a negotiated time, or an estimate will be given, or an alternate task issued, if the application is accepted.

Students may apply for an extension of time for illness or unavoidable misadventure (see Appendices of this booklet for the form). **Independent documentation (e.g. doctor's certificate) must be provided; a parent note is not acceptable for HSC tasks.**

If students know they will be absent from school on the date of an assessment task is due (eg representing the school in sport, performing arts, school excursion, work placement, etc.), they must submit the task before the due date unless there are exceptional circumstances requiring the **submission of an extension application form.**

## Late submission of Assessment Tasks

Assessment work submitted late without written application (See Appendices for form) and approval will be recorded as a zero mark and not count towards the assessment mark. The task must still be submitted to ensure that the student meets course requirements.

## N Determination

An N Determination Warning Letter is issued to students who fail to complete assessment tasks or who fail to show diligence and sustained effort which may be a result of poor attendance. Parents will be contacted by phone regarding N Determination Warning Letters by the course teacher. Students are given a set time to complete the work or demonstrate competencies. Once the work has been completed or the competencies demonstrated the warning is cleared. A zero mark is kept as the official record for the task.

If the student does not subsequently meet course requirements as detailed in the N Determination Warning Letter(s), then an N Award may be given for the course by the Principal. This means that the student will receive no results in that course. For students to be deemed unsatisfactory, they will be given a **minimum of two official N Determination Warning Letters** per course.

Until a student receives results in 12 Year 11 Units and 10 HSC Units, he/she will not be eligible for the award of a Higher School Certificate.

## Zero Marks Awarded

A student may be given a zero mark if the student:

- has not made a serious attempt to do the task, including work that is trivial, frivolous or offensive. Students must have attempted a range of questions/components throughout the task.
- is absent from a task without a valid reason (see above);
- has been involved in malpractice or submits plagiarised work (see All My Own Work page 6)

## Malpractice

Lithgow High School is required to maintain a register of all instances where a student is found to have engaged in malpractice in a school-based assessment task the subject concerned, the nature of the offence and the penalty applied. This information is registered with NESA. School based penalties will apply for any case of malpractice and could lead to a non-award for the Higher School Certificate.

## Suspected Breach of Examination Rules Malpractice Warning

At the commencement of every examination session, the presiding officer or supervisor is required to say:

“Before I read the malpractice warning, please check your pockets for mobile phones, notes or paper. If you are found to have a mobile phone in your possession once the examination has commenced, I must report you to NESA, and you may be penalised, which could result in being given zero for the examination, or not qualifying for your HSC. Raise your hand if you have a mobile phone or any other unauthorised material.

*(Supervisors must speak to each student who raises their hand. Students must be directed to put all unauthorised material in a designated place).*

### **I will now read the malpractice warning:**

‘The NSW Education Standards Authority’ rules state that any student found with notes, paper unauthorised material or any communication device such as programmable watch, smartwatch or a mobile telephone in the examination room may have a penalty imposed, such as zero for this examination, or no result for the course.

If you have accidentally brought into the examination anything with notes on it, paper or unauthorised material or equipment, please place them in the designated area before this examination starts. There will be no penalty if they are handed in NOW. They will be returned to you when the session has finished.

You must complete the student completion record, and ensure it has been checked and signed by the supervisor, before you leave the examination room. If you leave before this happens, your presentation for the examination may be treated as a breach of examination rules.”

### Notes:

- It is vital this announcement is read in full at every examination. The presiding officer is required to make a daily note in their diary that the announcement has been read out at each examination.
- Before each examination session, the presiding officer must always give a copy of the announcement to any supervisors in charge of other rooms and all disability provisions supervisors, and inform them they must read it to the student(s) in their care.

## Appeals

Students have the right to appeal if they feel that the process used does not comply with the set rules (see Appendices of this booklet for form). Appeal forms must be lodged within one calendar week of the return of the task. Students should note that an appeal cannot be considered if it is based on the actual marks obtained. A student can only appeal on the basis of process. Appeals should be lodged with the Deputy Principal.

## School Reports

School reports will be issued twice during the HSC course.

### Course Contact

KLA or FACULTY	COURSE	CONTACT PERSON (HEAD TEACHER)
English	English Standard English Advanced English Extension 1 English Studies Drama	Ms B Alexander
Maths	Mathematics Advanced Mathematics Standard Mathematics Extension	Mr R. Stoneley
Science	Agriculture Biology Chemistry Earth and Environmental Science Physics	Ms T. Borg
Human Society & Its Environment	Ancient History Business Studies Legal Studies Modern History Society & Culture Work Studies	Ms J. Hawken
Personal Development/Health/Physical Education	Community & Family Studies PD/H/PE Sport, Lifestyle & Recreation Studies	Mr A Burton
Technology & Applied Studies and VET	Construction VET Engineering Studies Industrial Technology - Timber VET - Metals and Engineering	Mr P. Brownlow
Creative/Performing Arts	Dance Music Visual Arts	Ms L Aldrick
Distance Education		Ms K. Gonzaga
TAFE	Animal Care TAFE Human Services TAFE Hospitality TAFE	Mrs R. Hamment

## THE LINES

YEAR 12	
LINE	SUBJECT
1	Drama Legal Studies Modern History PDHPE VET - Construction
2	Mathematics Advanced Mathematics Standard 1 Mathematics Standard 2
3	Agriculture Ancient History Business Studies Engineering Studies Music 1 VET - Metal & Engineering Work Studies
4	Biology Physics Society & Culture Sport, Lifestyle & Recreational Studies
5	English Advanced English Standard English Studies
6	Community & Family Studies Chemistry Dance Earth & Environmental Science Industrial Technology Visual Arts
7	TVET Mathematics Extension 1 English Extension 1

# Part 3: Assessment Schedules for Internal Assessment

## Subject: Agriculture

	Task 1	Task 2	Task 3	Task 4	Weighting %
	Farm Product Study report	Farming for the 21 <sup>st</sup> Century task	Skills task Experimentation	Trial HSC Examination	
Notification	Term 4, Week 8	Term 1, Week 5	Term 2, Week 7		
Due	Term 4, Week 10	Term 1, Week 7	Term 2, Week 9	Term 3, Week 4	
Outcomes	H3.1, H3.2, H3.3, H3.4	H3.4, H4.1, H5.1	H1.1, H2.1, H2.2, H4.1	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1	
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Subject: Biology

	Task 1	Task 2	Task 3	Weighting %
	Practical Skills Assessment	Depth Study and Skills Assessment	Trial HSC Examination	
Notification	Term 4, Week 7	Term 2, Week 7		
Due	Term 4, Week 9	Term 2, Week 9	Term 3, Week 4	
Outcomes	BIO12/4, 5, 6 and 12	BIO12/1, 2, 3, 4, 7 and 14	BIO12/1-7, 12-15	
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## Subject: Business Studies

	Task 1	Task 2	Task 3	Task 4	Weighting %
	Operations Management Writing Task	Topic Study (with Case Study) Marketing	Topic Test Finance	Trial HSC Examination Operations Marketing Finance Human Resources	
Notification	Term 4, Week 6	Term 1, Week 6	Term 2, Week 7		
Due	Term 4, Week 8	Term 1, Week 8	Term 2, Week 9	Term 3, Week 4	
Outcomes	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Total %	20	30	20	30	100

## Subject: Chemistry

	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Skills Assessment	Skills and Content Assessment	Depth Study Assessment	Trial HSC Examination	
Notification	Term 4, Week 7	Term 1, Week 6	Term 2, Week 5		
Due	Term 1, Week 9	Term 1, Week 8	Term 2, Week 8	Term 3, Week 4	
Outcomes	CH12/1-7	CH12-1, 2, 5; 12- 13	CH12-1, 2, 3, 5, 7; 12-14	CH12/1-7;12-15	
Total %	20	20	30	30	100

## Subject: Community and Family Studies

	Task 1	Task 2	Task 3	Weighting %
	<b>Groups in Context</b> In Class Essay	<b>Parenting and Caring –</b> In Class Research Task	<b>Trial HSC Examination</b>	
Notification	Term 4, Week 7	Term 2, Week 6		
Due	Term 4, Week 9	Term 2, Week 8	Term 3, Week 4	
Outcomes	H3.1 H5.1	H2.1 H5.2	H1.1 – 7.4	
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## Subject: Dance

	Task 1	Task 2	Task 3	Weighting %
	<b>Core Appreciation</b> Research and analyse HSC prescribed work - Sarabande	<b>Core Performance</b> Perform core performance piece  <b>Core Composition</b> Perform core composition  <b>Core Appreciation</b> research analysis  <b>Major Study</b> Submit analyses package	<b>Trial HSC Examination</b> Core Performance Core Composition Major Study Perform and submit process diaries	
Notification	Term 4, Week 8	Term 2, Week 6		
Due	Term 4, Week 10	Term 2, Week 8	Term 3, Week 1	
Outcomes	H4.2, H4.4	H2.1, H2.2, H3.1, H3.2, H4.3, H4.4	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2	
<b>Total %</b>	<b>10</b>	<b>50</b>	<b>40</b>	<b>100</b>



## Subject: Drama

	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Research Task and Workshop Performance: Studies in Drama and Theatre, Selected Topic</b> Written response to research question and performance, based on workshop activities	<b>Individual Project: Submission/ Performance of Work Under Development</b> Presentation of work(s) in progress, log book including preliminary drafts and research	<b>Essay Response</b> Essay response for Australian Theatre	<b>Trial HSC Examination</b> Written Examination Presentation of Individual Project demonstrating ongoing refinement, formal interview and reflection statement	
Notification	Term 4, Week 6	Term 1, Week 5	Term 2, Week 5		
Due	Term 4, Week 8	Term 1, Week 7	Term 2, Week 7	Term 3, Week 4	
Outcomes	H1.3, H1.6, H3.1, H3.2, H3.3	*	H3.1, H3.2, H3.3, H3.4, H3.5	H3.1, H3.2, H3.3, H1.4, H1.5, H2.1, H2.2, H2.3	
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

\*Teachers will select the appropriate outcomes based on the Individual Project option selected by each student.

## Subject: Earth and Environmental Science

	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Practical Skills Assessment</b>	<b>Skills and Content Assessment</b>	<b>Depth Study and Skills Assessment</b>	<b>Trial HSC Examination</b>	
Notification	Term 4, Week 6	Term 1, Week 5	Term 2, Week 6		
Due	Term 4, Week 8	Term 1, Week 7	Term 2, Week 8	Term 3, Week 4	
Outcomes	EE12/1-7	EE 12/1-7; 12-13	EE12/1-7; 12-14	EE 12/1-7; 12-14	
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Subject: Engineering Studies

	Task 1	Task 2	Task 3	Task 4	Weighting %
	Civil Engineering Report	Transport Engineering Problem-solving	Materials Project	Trial HSC Examination	
Notification	Term 4, Week 6	Term 1, Week 4	Term 2, Week 7		
Due	Term 4, Week 8	Term 1, Week 6	Term 2, Week 9	Term 3, Week 4	
Outcomes	H1.1, H2.2, H3.2, H3.3, H5.1, H5.2	H3.1, H3.3, H4.2, H4.3, H6.1, H6.2	H1.2, H2.1, H3.2, H4.1	H1.2, H2.1, H3.1, H3.3, H4.2, H6.1	
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Subject: English - Advanced

	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Texts and Human Experiences</b> Multimodal text using prescribed text and related material	<b>Textual Conversations</b> Comparative Essay	<b>Craft of Writing</b> Imaginative Task	<b>Trial HSC Examination</b> Common Module Module A Module B	
Notification	Term 4, Week 6	Term 1, Week 4	Term 2, Week 5		
Due	Term 4, Week 8	Term 1, Week 6	Term 2, Week 10	Term 3, Week 4	
Outcomes	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Subject: English Studies

	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Mandatory Module: Texts and Human Experiences</b> Opinion piece incorporating related material	<b>Elective Module: We are Australian</b> Multimodal presentation	<b>Elective Module: Playing the Game</b> Reading and Writing in class using unseen material	<b>Elective Module: Digital Worlds</b> Collection of classwork	
Notification	Term 4, Week 6	Term 4, Week 4	Term 2, Week 5		
Due	Term 4, Week 8	Term 1, Week 6	Term 2, Week 10	Term 3, Week 2	
Outcomes	ES12-1, ES12-4, ES12-7, ES12-8	ES12-1, ES12-4, ES12-6, ES12-7, ES12-9	ES12-1, ES12-3, ES12-4, ES12-5, ES12-8	ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Subject: English - Standard

	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Texts and Human Experiences</b> Analytical response using prescribed text and related material	<b>Module A: Language, Identity and Culture</b> Multimodal Presentation	<b>Module C: Craft of Writing</b> Imaginative Writing	<b>Trial HSC Examination</b> Common Module Module A Module B Module C	
Notification	Term 4, Week 6	Term 1, Week 4	Term 2, Week 5		
Due	Term 4, Week 8	Term 1, Week 6	Term 2, Week 10	Term 3, Weeks 4	
Outcomes	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8, EN12-9	EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Subject: English - Extension 1

	Task 1	Task 2	Task 3	Weighting %
	<b>Imaginative response and reflection</b>	<b>Critical response with related text</b>	<b>Trial HSC Examination</b>	
Notification	Term 1, Week 8	Term 2, Week 7		
Due	Term 1, Week 10	Term 2, Week 10	Term 3, Week 4	
Outcomes	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Subject: History - Ancient

	Task 1	Task 2	Task 3	Weighting %
	<b>Historical Analysis</b> Cities of Vesuvius	<b>Take home and in-class written response task</b> Julius Caesar	<b>Trial HSC Examination</b> All topics	
Notification	Term 4, Week 7	Term 2, Week 5	Term 3, Week 2	
Due	Term 4, Week 9	Term 2, Week 9	Term 3, Week 4	
Outcomes	AH12.2, AH12.5, AH12.6, AH12.7, AH12.9, AH12.10	AH12.2, AH12.3, AH12.4, AH12.5, AH12.6, AH12.8	AH12.1, AH12.2, AH12.6, AH12.9, AH12.10	
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## Subject: History - Modern

	Task 1	Task 2	Task 3	Weighting %
	<b>Source Based Examination</b> Power and Authority in the Modern World 1919 - 1946	<b>Take Home Essays</b> Arab-Israeli Conflict 1948 - 1996	<b>Trial HSC Examination</b> Power and Authority in the Modern World 1919 - 1946 Russia and the Soviet Union 1917 - 1941 The Arab-Israeli Conflict 1948 - 1996 Civil Rights in the USA 1945 - 1968	
Notification	Term 4, Week 7	Term 2, Week 4	Term 3, Week 1	
Due	Term 4, Week 9	Term 2, Week 7	Term 3, Week 4	
Outcomes	MH12.1, MH12.2, MH12.3, MH12.6, MH12.9	MH12.1, MH12.2, MH12.5, MH12.7, MH12.8, MH, 12.9	MH12.1, MH12.2, MH12.4, MH12.5, MH12.6, MH12.9	
<b>Total %</b>	<b>25</b>	<b>40</b>	<b>35</b>	<b>100</b>

## Subject: Industrial Technology

	Task 1	Task 2	Task 3	Task 4	Weighting %
	Presentation of Major Project Ideas and Development	Industrial Study and Industrial processes Report	Presentation of Major Project and Portfolio	Trial HSC Examination	
Notification	Term 4, Week 6	Term 1, Week 4	Term 2, Week 4		
Due	Term 4, Week 10	Term 1, Week 6	Term 2, Week 8	Term 3, Week 4	
Outcomes	H3.1, H3.2, H3.3, H5.1	H1.1, H1.2	H2.1, H4.1, H4.2, H4.3, H5.2, H5.6.1, H6.2	H1.3, H6.1, H7.1, H7.2	
<b>Total %</b>	<b>15</b>	<b>40</b>	<b>10</b>	<b>35</b>	<b>100</b>

## Subject: Legal Studies

	Task 1	Task 2	Task 3	Weighting %
	<b>Topic Test</b>  Crime	<b>Extended Responses</b>  Family	<b>Trial HSC Examination</b> Crime Human Rights Family World Order	
Notification	Term 4, Week 3	Term 2, Week 4	Term 3, Week 1	
Due	Term 1, Week 7	Term 2, Week 7	Term 3, Week 4	
Outcomes	H1, H4, H5, H6, H7, H8, H10	H2, H4, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H9	
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## Subject: Mathematics Advanced

	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Summary Task</b>	<b>Assignment</b>	<b>Prepared Answers</b>	<b>Trial HSC Examination</b>	
Notification	Term 4, Week 5	Term 4, Week 8	Term 2, Week 5		
Due	Term 4, Week 7	Term 1, Week 6	Term 2, Week 8	Term 3, Week 4	
Outcomes	MA11-7 MA11-8 MA11-9 MA12-8	MA12-8 MA12-9 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-9 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-9 MA12-10	
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Subject: Mathematics Standard 1

	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment	Assignment	Assignment	Assignment	
Notification	Term 4, Week 5	Term 1, Week 1	Term 2, Week 5	Term 2, Week 9	
Due	Term 4, Week 9	Term 1, Week 5	Term 2, Week 8	Term 3, Week 2	
Outcomes	MS11-2 MS11-5 MS11-6 MS1-12-3 MS1-12-4 MS1-12-9 MS1-12-10	MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-2 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-9 MS1-12-10	MS1-12-1 to MS1-12-10	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Subject: Mathematics Standard 2

	Task 1	Task 2		Task 3	Weighting %
	Summary Skills Task	Assignment/ Investigation	Prepared Answers Task	Trial HSC Examination	
Notification	Term 4, Week 5	Week 8, Term 4	Week 5, Term 2		
Due	Term 4, Week 7	Term , Week 6	Term 2, Week 8	Term 3, Week 4	
Outcomes	MS11-2 MS11-5 MS11-6 MS2-12-3 MS2-12-4 MS2-12-9 MS2-12-10	MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-9 MS2-12-10	MS2-12-1 to MS2-12-10	
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Subject: Mathematics Extension 1

	Task 1	Task 2	Task 3	Weighting %
	<b>Summary Task</b>	<b>Prepared Answers</b>	<b>Trial HSC Examination</b>	
Notification	Term 4, Week 3	Term 2, Week 5		
Due	Term 4, Week 6	Term 2, Week 10	Term 3, Week 4	
Outcomes	ME11-5 ME12-1 ME12-7	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-6 ME12-7	
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## Subject: Music 1

	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Topic 1</b> Composition & Viva Voce	<b>Topics 1 &amp; 2</b> Presentation of Electives 1 & 2	<b>Topic 3</b> Core Performance & Aural Analysis	<b>Trial HSC Examination</b> Aural Examination Practical Examination of HSC program	
Notification	Term 4, Week 6	Term 1, Week 5	Term 2, Week 6		
Due	Term 4, Week 8	Term 1, Week 7	Term 2, Week 9	Term 3, Week 4	
Outcomes	H2, H3, H4	H1*, H2, H3*, H4*, H7, H10	H1, H5, H6, H9	H1*, H3*, H*, H6, H8, H11	
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

\*Teacher will select 1 appropriate outcome based on Elective options selected by each student



## Subject: PDHPE

	Task 1	Task 2	Task 3	Weighting %
	<b>Presentation</b> Health Priorities in Australia- Groups experiencing health inequities	<b>Extended Response</b> Sports Medicine/ Improving Performance	<b>Trial HSC Examination</b>	
Notification	Term 4, Week 6	Term 2, Week 5		
Due	Term 4, Week 8	Term 2, Week 7	Term 3, Week 4	
Outcomes	H1, H2, H3, H4, H5, H14, H15, H16	H7, H8, H13, H16, H17	H1–H5, H7–H11, H14–H17	
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## Subject: Physics

	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Practical Skills Assessment</b>	<b>Skills and Content Assessment</b>	<b>Depth Study and Skills Assessment</b>	<b>Trial HSC Examination</b>	
Notification	Term 4, Week 7	Term 1, Week 5	Term 2, Week 7		
Due	Term 4, Week 9	Term 1, Week 5	Term 2, Week 9	Term 3, Week 4	
Outcomes	PH12/1-7	PH12/12-13; 6-7	PH12/1-7; 13-14	PH12/6-7; 12-15	
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Subject: Society and Culture

	Task 1	Task 2	Task 3	Weighting %
	<b>Oral Assessment Task</b> Social and Cultural Continuity and Change	<b>Essay</b> Popular Culture	<b>Trial HSC Examination</b> Social and Cultural Continuity and Change Belief Systems and Ideologies Popular Culture	
Notification	Term 4, Week 4	Term 2, Week 7	Term 3, Week 1	
Due	Term 1, Week 6	Term 2, Week 9	Term 3, Week 4	
Outcomes	H1, H3, H4, H5, H6, H7, H10	H1, H2, H3, H5, H7, H8, H9, 10	H1, H2, H3, H4, H5, H6, H7, H9, H10	
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Subject: Sport, Lifestyle and Recreation

	Task 1	Task 2	Task 3	Weighting %
	<b>Track &amp; Field Performance</b> Athletics	<b>Technique Assessment</b> Resistance Training	Trial HSC Examination	
Notification	Term 4, Week 6	Term 2, Week 7		
Due	Term 4, Week 8	Term 2, Week 9	Term 3, Week 4	
Outcomes	1.1, 1.3, 2.3, 3.1, 4.4	1.3, 2.2, 2.3, 3.3, 4.4	1.1, 1.3, 2.3, 3.1, 4.4	
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## Subject: Visual Arts

	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Structural Frame Written Task</b>	<b>Trial HSC Examination</b>	<b>Body of Work Practical Progress Mark</b>	<b>Body of Work Planning</b>	
Notification	Term 4, Week 2		Term 4, Week 1	Term 4, Week 1	
Due	Term 4, Week 9	Term 3, Week 4	3:00pm Wednesday 26 <sup>th</sup> August Term 3, Week 7	Friday 28 <sup>th</sup> August Term 3, Week 7	
Outcomes	H9	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H4	
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>40</b>	<b>10</b>	<b>100</b>

## Subject: Work Studies

	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research and Report Personal Finance	Report Workplace Communication	Work Project/ Case Study	Trial HSC Examination	
Notification	Term 4, Week 4	Term 1 Week 2	Term 2, Week 7		
Due	Term 4, Week 8	Term 1, Week 6	Term 2, Week 9	Term 3, Week 4	
Outcomes	5,7,8	2,5,6,7	1,2,3,4,5,6,7,8,9,10	All	
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

# Part 4 Appendices

## Student Assessment Planner

### Lithgow High School Higher School Certificate 2019-2020

Term	Week	Dates	
Term 4 Term begins 14 October 2019	1	14/10-18/10	
	2	21/10-25/10	
	3	28/10-1/11	
	4	4/11-8/11	
	5	11/11-15/11	
	6	18/11-22/11	MEX1, S+S
	7	25/11-29/11	DAN, MA, MS2, MH, PHY
	8	2/12-6/12	BS, DRA, E+E, ES, ENGA, ENGC, MUS, PDH, ENGS, WS
	9	9/12-13/12	BIO, CHEM, CAFS, AH, VA, SLC, MS1
	10	16/12-20/12	AG, IT
Term 1 Term begins 29 January 2020	1	28/1-1/2	MEX1 Staff Development Day 29/1; students return Wed 30/1
	2	4/2-8/2	LS
	3	11/2-15/2	
	4	18/2-22/2	
	5	25/2-1/3	MS1, PHY
	6	4/3-8/3	ES, ENGA, ENGC, ENGS, IT, MA, MS2, WS
	7	11/3-15/3	AG, , DRA, E+E, MUS PHY
	8	18/3-22/3	BS, CHEM, LS, SLR
	9	25/3-29/3	BIO, MH
	10	1/4-5/4	DAN, AH, PDH, EX1
	11	8/4-12/4	Good Friday 10/4
Term 2 Term begins 27th April 2020	1	29/4-1/5	Staff Development Day 27/4 – 28/4; Students return 29/4
	2	4/5-8/5	
	3	11/5-15/5	
	4	18/5-22/5	
	5	25/5-29/5	
	6	1/6-5/6	
	7	8/6-12/6	DRA, LS, MH, PDH
	8	15/6-19/6	MA, MS1, MS2, CHEM, CAFS, DAN, E+E, IT
	9	22/6-26/6	AG, AH, BS, ES, MUS, WS, BIO, PHY, S+C, SLR
	10	29/6-3/7	ENGA, ENGS, ENGC, EX1, MEX1
Term 3 Term begins 20 July 2020	1	21/7-24/7	Staff Development Day 21/7; Students return 22/7 DANCE TRIAL EXAM
	2	27/7-31/7	ENC1, MS1
	3	3/8-7/8	
	4	10/8-14/8	
	5	17/8-21/8	TRIAL EXAMS
	6	24/8-28/8	
	7	31/8-4/9	VA
	8	7/9-11/9	
	9	14/9-18/9	
	10	21/9-25/9	

Examinations will be conducted under formal examination rules.



# Lithgow High School

*Promoting Excellence In A Caring Educational Environment*

## Examination / Assessment Task Rules

1. During examinations, Year 12 will be marked as leave. **Normal classes will not run.** You may use the library or study to prepare and seek assistance from teachers for examinations.
2. **School Uniform** must be worn to all examinations. Hats or beanies must be placed on the floor under the desk before the commencement of the exam.
3. Ensure you arrive at least **10 minutes before the scheduled start times** for all examinations.
4. Desks will be labelled and rolls marked. Please sit at the desk that holds your name tag.
5. **Mobile phones may not be brought into examinations under any circumstances.** Possession of a mobile phone is a serious breach of examination rules and will result in a zero for the exam. In the HSC it could result in a non-award of the HSC
6. **Bags are to be placed in Z21** so ensure you have everything you need from your bag. The room will be locked by the Deputy Principal for the entirety of the exam.
7. **No paper** may be taken into examinations.\*
8. Students must use a **black** pen for all examinations.
9. It is the student's responsibility to bring the correct equipment for each exam. Pens, pencils, ruler, and a **calculator for Mathematics and Science, and geometric instruments for Mathematics. If a calculator is being used in an exam, the memory must be empty. This will be checked by a supervisor.**
10. **Unacceptable behaviour by any student will result in the paper being cancelled and parents notified.**
  - a) All instructions must be followed
  - b) Students must sit in their allocated seat
  - c) Absolute silence must be maintained at all times
  - d) Communication with any student by any means is serious malpractice and will result in the cancellation of the paper..
11. **Pencil cases, opaque water bottles, coloured transparent water bottles, water bottles with labels, correction fluid or tape and programmable watches or devices, including smart watches are all prohibited in the examination room. Analogue or digital watches are permitted, but must be placed on the desk.**
12. **You may not leave any examination early.**
13. **You must attempt all exams, and a range of questions in each paper.** If you are seriously unwell you must contact the examination coordinator or Deputy Principal and seek an illness misadventure, providing a medical certificate or other independent documentation. A note from a parent is not sufficient.

\* Writing paper will be provided for all examinations. The cost of this is \$4.00 per student which is invoiced with your school fees. Please ensure that you have paid this amount before the end of the examination period.



# Lithgow High School

Promoting Excellence In A Caring Educational Environment

## Student Personal Result Sheet

Student's Name: \_\_\_\_\_

This page is included so that the student can keep a **record of assessment marks** in all Assessment Tasks and Examinations throughout the year.

Assessment Task No.	Courses Studied (Use one column for each subject including any additional extension courses)						
	Course:	Course:	Course:	Course:	Course:	Course:	Course:
1							
2							
3							
4							
5							
Total							

Students must note that raw marks are adjusted to take into account the weighting of the task as per the course assessment schedule.

Students must also note that school based assessment marks are moderated by NESAs against Higher School Certificate Examination marks for the group and will therefore be different on the Record of Achievement.



# Lithgow High School

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## Application for Extension and Application for Illness/Misadventure Consideration Form

- Extension applications **MUST** be submitted at least one day **before** the due date of an assessment task or before sitting for a test or examination.
- Illness/Misadventure applications **MUST** be submitted **within one week** of the date of the task or examination. This form should be used if you had an illness or a misadventure that **prevented** you from doing the task or examination, or that **impacted on your performance** during the task or examination. Independent evidence of misadventure (eg doctors certificate) must be submitted to support the application.

Once processed, students will be given copies of the document with originals kept in student's file

Student name: \_\_\_\_\_ Course name: \_\_\_\_\_

Assessment Task title: \_\_\_\_\_

Date Assessment is due: \_\_\_\_\_ Teacher: \_\_\_\_\_

Action Requested: (circle one) (i) extension of time until: \_\_\_\_\_  
(ii) special consideration

Reason for application:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Independent evidence (medical certificate) attached? (circle one) Yes No

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent / Carer signature: \_\_\_\_\_ Date: \_\_\_\_\_

Head Teacher comment:  
\_\_\_\_\_  
\_\_\_\_\_

Head Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

Deputy Principal comment:  
\_\_\_\_\_  
\_\_\_\_\_

Deputy Principal signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Assessment Task Notification

<b>Subject:</b>				
<b>School Year:</b>				
<b>Task Number:</b>	<b>Date Issued:</b>	<b>Date Due:</b>	<b>Marks/Grade:</b>	<b>Weighting:</b>
<b>Outcomes Assessed: (Codes from Syllabus)</b>				
<b>Task Description:</b>				
<b>Marking Criteria and Guidelines: (full outcome and specific dot points from syllabus)</b>				
<b>Feedback: (form of feedback to be provided)</b>				
<input type="checkbox"/> <b>Written</b>				
<input type="checkbox"/> <b>Verbal</b>				
<input type="checkbox"/> <b>Other:</b>				
<b>Student Confirmation:</b> By signing the student assessment signoff sheet that I have received this notification, I am acknowledging that the task submitted will be all my own work.				
<b>Head Teacher Signature:</b>			<b>Teacher Signature:</b>	
<b>Head Teacher:</b>			<b>Course Teacher:</b>	
<b>Date:</b>			<b>Date:</b>	





# Lithgow High School

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## Assessment Mark/Grade Appeal Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Appeal forms must be lodged with the Deputy Principal within one calendar week of the return of the task. You may seek advice from the Deputy Principal before you complete this form.

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed. An appeal cannot be submitted on the basis of:

- The marks or grades given, unless due process was not followed;
- Difficulties in preparation or loss of preparation time;
- Alleged deficiencies in tuition.
- Long term illness;
- The same grounds for which disability provisions were received;
- Misreading the timetable; or
- Other commitments such as sporting, cultural or work commitments.

Course Name: \_\_\_\_\_

Task Number: \_\_\_\_\_ Task Description: \_\_\_\_\_

Details of your appeal:

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Supporting documentation (list the documents that you are attaching to this appeal):

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### Outcome of Appeal

Student Name: \_\_\_\_\_

Declined / Upheld Reasons: \_\_\_\_\_

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Approved by: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_



# Lithgow High School

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## ALARM KEY TERMS

HSC Key Words	Student – Key Terms Scaffold
	<b>Topic Concept:</b> <ul style="list-style-type: none"> <li>Essential idea of topic or summation</li> <li>Judgment on the development process and/or its change of procedures in the process over time.</li> <li>How are the various features/impacts/effects interrelated?</li> </ul>
Clarify Define Identify List Recall Recount Summarise	<b>Name and Define:</b> <ul style="list-style-type: none"> <li>Components/elements/ steps/stages of the topic process.</li> <li>Give a name and definition of EACH of these areas.</li> <li>Identify.</li> </ul>
Describe Demonstrate Distinguish Extract Outline Classify	<b>Describe:</b> <ul style="list-style-type: none"> <li>What are the features/characteristics/properties?</li> <li>Use examples.</li> </ul>
Apply Explain Account What/Why	<b>Explain the Significance:</b> <ul style="list-style-type: none"> <li>What is the ... purpose/function? ... Cause and effect?</li> <li>Use examples</li> </ul>
Analyse Examine Interpret Synthesise Predict How/Why	<b>Analyse:</b> <ul style="list-style-type: none"> <li>Explain how and/or why the intentions are carried out, impact</li> <li>How did it achieve its purpose or intent and / or impact/effect?</li> <li>What is the relationship between the various components?</li> </ul>
Critically Analyse Compare Contrast Discuss Recommend	<b>Critically Analyse:</b> <ul style="list-style-type: none"> <li>Explains the how and the why of the positives/advantages and negatives/disadvantages of this effect.</li> <li>How and why is it beneficial and /or harmful?</li> </ul>
Construct Deduce Evaluate Extrapolate Investigate Propose	<b>Evaluate:</b> <ul style="list-style-type: none"> <li>To what extent is each component part successful, useful, and achieve its purpose?</li> <li>To what extent is the impact/effect effective or valuable?</li> <li>To what extent has it carried out its function or purpose?</li> <li>Is it successful, in relation to set criteria?</li> </ul>
Critically Evaluate Assess Justify	<b>Critically Evaluate:</b> <ul style="list-style-type: none"> <li>Come to a final judgement on each component &amp; overall extent</li> <li>After establishing the extent of the success/effectiveness of each individual feature/purpose, compare and contrast all the areas covered.</li> <li>To what extent is one more effective than another.</li> <li>Were all the features/effects/impacts, the whole process, successful or effective?</li> </ul>
Appreciate	<b>Appreciate:</b> <ul style="list-style-type: none"> <li>Why is this understanding of the topic important for life?</li> </ul>



# Lithgow High School

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## ALARM Matrix Connotative Example

	<b>Text name, type and composer -</b>					
	<b>Definition and Explanation: Briefly What is the text about (1-2 sentences)</b>					
	<b>Criteria for Evaluation: What are some of the value judgement type words that can be used to demonstrate that the impact or effect of the aspects or an application of the topics or process is positive and or negative, beneficial or harmful, advantageous disadvantageous valid invalid?</b>					
<b>Name and Identify</b> What are the significant moments in the text?	<b>Define/Describe</b> What language features are used in these moments?	<b>Significance</b> What is the effect of the language features as used in the text? What tone/atmosphere does it create?	<b>Analyse</b> How or why is this effect created using the language features?	<b>Thematic/Moral</b> What thematic or moral implications are raised in this moment, using the effect on the responder?	<b>Critically Analyse</b> How does this effect support the purpose of the significant moment, or the text as a whole? What are the positive and negative aspects of this effect?	<b>Evaluate, Justify, Assess</b> Make a judgment on each moment. Has each feature served its purpose? Are they successful? + vs - which outweighs which.
					+                      -	
					+                      -	
					+                      -	
	<b>Evaluate Overall/Critically Evaluate - After all individual moments have been evaluated or justified compare and contrast all areas. To what extent is one more effective than another? Come to a final judgment. Were all features/processes successful or effective? Was the purpose of the text served? To what extent?</b>					
	<b>Conceptualise Topic. Essential Idea of the text or change in the text summed up or judged, over time. Includes Interrelationships amongst the areas or features</b>					
	<b>Appreciate Topic Concept. Why is this topic process important for life, where is it relevant, Why should it be learned, why is it important to evaluate the overall situation?</b>					



# Lithgow High School

Promoting Excellence In A Caring Educational Environment

## ALARM Matrix Logical Example

	<b>Text name, type and composer -</b>				
	<b>Definition and Explanation: Briefly What is the text about (1-2 sentences)</b>				
	<b>Criteria for Evaluation: What are some of the value judgement type words that can be used to demonstrate that the impact or effect of the aspects or an application of the topics or process is positive and or negative, beneficial or harmful, advantageous disadvantageous valid invalid?</b>				
<b>Name and Identify</b> What are the significant moments in the text?	<b>Define/Describe</b> What language features are used in these moments?	<b>Significance</b> What is the effect of the language features as used in the text? What tone/atmosphere does it create?	<b>Analyse</b> How or why is this effect created using the language features?	<b>Critically Analyse</b> How does this effect support the purpose of the significant moment, or the text as a whole? What are the positive and negative aspects of this effect?	<b>Evaluate, Justify, Assess</b> Make a judgment on each moment. Has each feature served its purpose? Are they successful? + vs - which outweighs which.
				+            -	
				+            -	
				+            -	
	<b>Evaluate Overall/Critically Evaluate - After all individual moments have been evaluated or justified compare and contrast all areas. To what extent is one more effective than another? Come to a final judgment. Were all features/processes successful or effective? Was the purpose of the text served? To what extent?</b>				
	<b>Conceptualise Topic. Essential Idea of the text or change in the text summed up or judged, over time. Includes Interrelationships amongst the areas or features</b>				
	<b>Appreciate Topic Concept. Why is this topic process important for life, where is it relevant, Why should it be learned, why is it important to evaluate the overall situation?</b>				

## Glossary of Key Words

The syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

<b>Account</b>	Account for: state reasons for, report on.
<b>Analyse</b>	Give an account of: narrate a series of events or transactions Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilize, employ in a particular situation
<b>Appreciate</b>	Make a judgment about the value of
<b>Assess</b>	Make a judgment of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together arguments or items
<b>Contrast</b>	Show how things are different or opposite
<b>Critically</b>	(analyze/evaluate) Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analysis/ evaluation
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgment based on criteria
<b>Examine</b>	Enquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward a point of view, idea, argument, suggestion for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details.
<b>Synthesize</b>	Putting together various elements to make a whole