



Lithgow High School

Promoting Excellence In A Caring Educational Environment

2020 Year 11 Assessment Book



2020 Year 11 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: Year 11 Course Requirements	4
Part 2: Lithgow High School Assessment Policies and Procedures	6
Part 3: Assessment Schedules for Internal Assessment	12
Part 4: Appendices	27
<i>Student Assessment Planner</i>	27
<i>Assessment Task Notification</i>	28
<i>Assessment mark / Grade Appeal Form</i>	29
<i>Application for Extension of Time and Application for Illness/Misadventure Form</i>	30
<i>ALARM Key Terms</i>	31
<i>Examination Rules</i>	32
<i>Student Personal Result Sheet</i>	33
<i>ALARM Matrix</i>	34
<i>Glossary of Key Words</i>	36

Introduction

This booklet details the assessment requirements for Year 11 Courses 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

Karin Mawhood	Principal RIg
Brett Jeffers	Deputy Principal RIg
Shane Conroy	Deputy Principal RIg
Jeff Dean	Deputy Principal
Abigail Cases	Year 11 Advisor
Rebecca Hamment	Careers Advisor

Part 1: Year 11 Course Requirements

NESA Course Requirements

Students will be considered to have satisfactorily completed a course 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.

Year 11 Course Requirements 2020

To complete the Year 11 course and be eligible to start the HSC course students must:

Complete the NESA course *All My Own Work*

Complete 12 units of Year 11 Courses, including 2 units of English.

Students who successfully complete the Year 11 course are eligible to receive a Record of School Achievement (ROSA) from NESA.

For further details see the NESA website.

Vocational Education and Training (VET) Courses

www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet

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 1st 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

www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work

Students complete 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.

Honesty in HSC Assessment – the Standard

ace.nesa.nsw.edu.au/ace-9022

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. The Board of Studies NSW 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)

www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions

Disability provisions are available for a range of medical and learning conditions in the HSC. Where a student is likely to be granted disability provisions in the HSC year they may apply for provisions in Year 11 course assessments. 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 or you can consult the NESA website.

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. Students are given a set time to complete the work or demonstrate competencies or complete a work placement. Once the specified work has been completed the warning is redeemed.

If the student does not subsequently meet course requirements as detailed in at least two N Determination Warning Letters, then an N Determination may be given for the course by the Principal. This means that the student will receive no marks in that course, therefore jeopardizing their Year 11 or HSC credentials. This is because they will not have enough units to be eligible to complete Year 11 and move into Year 12.

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 Year 11 course result.

Assessment Marks

Each syllabus document outlines the Year 11 Course assessment, the suggested components and weightings for the course. Students will find these set out in the assessment schedules for each subject. The assessment marks awarded are only used in the Year 11 course. Assessment marks will be shown on school reports together with a grade based on the *Common Grade Scale for Year 11* (see below) as developed by NESA.

Common Grade Scale for Year 11 Courses

The Common Grade Scale shown below should be used to report student achievement in the Year 11 Stage 6 year in all NSW schools. The Common Grade Scale describes performance at each of five grade levels.

A - The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B - The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C - The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D - The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E - The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

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.
- 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.
- There will be a maximum of four assessment tasks due in any one week.

Lithgow High School Examinations

Students in Year 11 have formal examinations for most courses that include an End of Course Examination at the end of 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 students with this Year 11 Assessment Booklet. In addition, it is strongly recommended that all students use a diary to assist 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.

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.

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.

Applications for Extension of Time and Illness/Misadventure consideration

If a student is absent on the day of a school examination or test, the student will be required to complete an application for illness/misadventure consideration. Depending on the circumstances the student will either re-sit the test 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 Year 11 tasks.**

If students know they will be absent from school on the date of an assessment task or an exam is due (eg representing the school in sport, performing arts, school excursion, work placement, etc), they must submit the task before the due date or reschedule the exam 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 Year 11 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.

If the student does not subsequently meet course requirements as detailed in the N Determination Warning Letter(s), then a 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**.

Until a student receives results in 12 Year 11 units and 10 HSC units, the student 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;
- 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 above)

Malpractice

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.
- breach of assessments and examination rules.

ace.nesa.nsw.edu.au/ace-9023

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 / examination, the subject concerned, the nature of the offence and the penalty applied. This information is registered with NESAs.

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.

THE LINES

YEAR 11	
LINE	SUBJECT
1	Agriculture Business Studies Chemistry Community & Family Studies Drama VET - Construction
2	English Advanced English Standard English Studies
3	Biology Exploring Early Childhood Modern History Physics VET – Engineering Visual Arts Work Studies
4	Food Technology Industrial Technology - Timber Legal Studies Music 1 Personal Development, Health & PE VET – Digital Media & Technology
5	Mathematics Advanced Mathematics Standard Photography, Video & Digital Imaging
6	Ancient History Dance Earth & Environmental Science Engineering Studies Society & Culture Sport, Lifestyle & Recreation Studies
7a	TVET – Human Services TVET – Animal Care TVET – Hospitality TVET - Aviation
7b	Mathematics Extension TVET – Human Services

Course Contact

KLA or FACULTY	COURSE	CONTACT PERSON (HEAD TEACHER)
English	English Standard English Advanced English Extension 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 Photography, Video and Digital Imaging	Ms L. Aldrick
Distance Education		Ms K. Gonzaga
TAFE	Animal Care TAFE Human Services TAFE Hospitality TAFE Aviation	Mrs R. Hamment

Part 3: Assessment Schedules for Internal Assessment

Subject: Agriculture

	Task 1	Task 2	Weighting %
	Simple Plant Trial Written Report and Presentation	Final Exam Preliminary Exam	
Notification	Term 2, Week 8		
Due	Term 3, Week 1	Term 3, Week 9	
Outcomes	P1.2, P2.1, P 4.1, P 5.1	All	
Total %	40	60	100

Subject: Biology

	Task 1	Task 2	Weighting %
	Practical Skills Assessment Task	End of Course Examination	
Notification	Term 2, Week 7		
Due	Term 2, Week 9	Term 3, Week 9	
Outcomes	BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-8	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Total %	50	50	100

Subject: Business Studies

	Task 1	Task 2	Task 3	Weighting %
	Case study <i>Nature of Business</i>	Topic test (multiple choice and short answer questions) Business Management	End of Course Examination <i>Nature of Business, Business Management, Business Planning</i>	
Notification	Term 1, Week 6	Term 2, Week 9		
Due	Term 1, Week 8	Term 3, Week 1	Term 3, Week 9	
Outcomes	P1, P2, P6, P7, P8	P1, P3, P6, P7, P9	P1 – P10	
Total %	25	35	40	100

Subject: Chemistry

	Task 1	Task 2	Weighting %
	Depth Study Assessment Task	End of Course Examination	
Notification	Term 2, Week 9		
Due	Term 3, Week 1	Term 3, Weeks 9	
Outcomes	Ch11-1, CH11-2, CH11-3, CH11-4, CH11-7, CH11-9, CH11-11	CH11-1 to CH11-7 and CH11-8 to CH11-11	
Total %	40	60	100

Subject: Community and Family Studies

	Task 1	Task 2	Weighting %
	In Class Research Assignment - Individuals and Groups	Preliminary Final Exam	
Week Distributed	Term 2, Week 9	Term 3, Week 7	
Week Due	Term 3, Week 1	Term 3, Week 9	
Outcomes	P.2.1, P2.3, P4.2	All Course Outcomes	
Total %	40	60	100

Subject: Dance

	Task 1	Task 2	Weighting %
	<p>Core Performance Including elements of dance, process diary record of performance development and safe dance verbal report.</p> <p>Core Composition Composition with formal analysis and interview. Process diary</p>	<p>End of Course Examination</p> <p>Written Core Appreciation Examination</p> <p>Performance presentation including process diary</p>	
Notification	Term 2, Week 8		
Due	Term 2, Week 10	Term 3, Week 9	
Outcomes	P2.1, P2.2, P2.3, P2.4, P2.5, P1.2, P3.1, P3.2, P3.3, P3.5	P1.3, P2.3, P2.5, P4.1, P4.2, P4.4	
Total %	50	50	100

Subject: Drama

	Task 1	Task 2	Task 3	Weighting %
	Group Devised Performance	Independent Project and Reflection	End of Course Exam	
Notification	Term 1, Week 2	Term 2, Week 6		
Due	Term 1, Week 8	Term 3, Week 1	Term 3, Week 9	
Outcomes	P1.1, P1.2, P1.3, P1.4, P.1.6,P.1.7 P.2.1, P2.2	P1.1, P1.2, P1.3, P1.5, P1.7, P2.1, P2.2, P2.3	P3.1, P3.2, P3.3	
Total %	35	35	30	100

Subject: Earth and Environmental Science

	Task 1	Task 2	Weighting %
	Task Details Depth Study – Research and written component as well as correlation between practical skills and theory done in class. Includes questioning, predictions, processing and analysis of information, problem solving and communicating scientific information.	Task Details Formal content examination.	
Notification	Term 2, Week 8		
Due	Term 2, Week 10	Term 3 Week 4	
Outcomes	EES 11-1,2, 3,4,5,6,7,8,11	EES 11-3,4,5,6,7,8,9,10,11.	
Total %	40	60	100

Subject: Engineering Studies

	Task 1	Task 2	Weighting %
	Engineered Product analysis	End of Course Examination	
Notification	Term 1, Week 6		
Due	Term 1, Week 8	Term 3, Week 9	
Outcomes	P1.2, P2.1, P4.1, P4.2	P1.2, P2.1, P3.1, P3.3, P4.2, P4.3, P6.1	
Total %	40	60	100

Subject: English Standard

	Task 1	Task 1	Weighting %
	Multimodal Task Contemporary Possibilities (With reflection from Reading to Write)	Yearly Examination Critical Study	
Notification	Term 3, Week 2		
Due	Term 3, Week 5	Term 3, Weeks 9	
Outcomes	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7, EN11-9	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	
Total %	60	40	100

Subject: English Studies

	Task 1	Task 2	Task 3	Weighting %
	Workplace Written Response Mandatory Module: Achieving through English	Multimodal presentation Elective Module: On the Road	Collection of classwork All modules	
Notification	Term 1, Week 6	Term 2, Week 8		
Due	Term 1, Week 8	Term 2, Week 10	Term 3, Week 9	
Outcomes	ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-10	ES11-1, ES11-2, ES11-5, ES11-6, ES11-7, ES11-9	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-8, ES11-9, ES11-10	
Total %	30	30	40	

Subject: English Advanced

	Task 1	Task 2	Weighting %
	Narratives that Shape our World Feature Article with reflection	Yearly examination Critical response	
Notification	Term 2, Week 7		
Due	Term 3, Week 5	Term 3, Week 9	
Outcomes	EA11-1, EA11-3, EA11-4, EA11-6, EA11-8, EA11-9 EA11-5,	EA11-1, EA11-2, EA11-6, EA11-7	
Total %	60	40	100

Subject: Exploring Early Childhood

	Task 1	Task 2	Task 3	Weighting %
	Article Review/Analysis Pregnancy & Birth	Research & Design Task Disability and Special Needs	Observation & Report Promoting Positive Behaviours	
Notification	Term 1, Week 4	Term 2, Week 7	Term 3, Week 3	
Due	Term 1, Week 7	Term 2, Week 9	Term 3 Week 7	
Outcomes	1.1, 2,2, 5.1,	1.5, 2.2	1.3, 2.5, 4.1, 4.2, 6.1	
Total %	35	30	35	100

Subject: Food Technology

	Task 1	Task 2	Weighting %
	Food Quality – Food Selection Experimentation and Preparation	Yearly Examination	
Notification	Term 2, Week 10		
Due	Term 3, Week 2	Term 3, Week 9	
Outcomes	P1.2, P2.2, P3.2, P4.1, P4.2, P5.1	P1.1, P1.2, P2.2, P4.2, P4.4, P5.1	
Total %	50	50	100

Subject: History – Ancient

	Task 1	Task 2	Task 3	Weighting %
	Article Review/Analysis Pregnancy & Birth	Research & Design Task Disability and Special Needs	Observation & Report Promoting Positive Behaviours	
Notification	Term 1, Week 4	Term 2, Week 7	Term 3, Week 3	
Due	Term 1, Week 7	Term 2, Week 10	Term 3 Week 7	
Outcomes	1.1, 2.2, 5.1,	1.5, 2.2	1.3, 2.5, 4.1, 4.2, 6.1	
Total %	35	30	35	100

Subject: History – Modern

	Task 1	Task 2	Weighting %
	Historical Investigation	End of Course Examination	
Notification	Term 2, Week 5		
Due	Term 2, Week 9	Term 3, Week 9	
Outcomes	MH11.5, MH11.6, MH11.8, MH11.9, MH11.10	MH11.1, MH11.2, MH11.3, MH11.4, MH11.6, MH11.7	
Total %	50	50	100

Subject: Industrial Technology Timber

	Task 1	Task 2	Task 3	Weighting %
	Industry Study	Minor Project and Folio	End of Course Examination	
Notification	Term 1, Week 4	Term 2, Week 6		
Due	Term 2, Week 7	Term 3, Week 6	Term 3, Week 9	
Outcomes	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P5.1, P5.2, P7.1, P7.2	P1.1, P1.2, P2.1, P6.1, P7.1	
Total %	20	40	40	100

Subject: Legal Studies

	Task 1	Task 2	Weighting %
	Essay and annotated resource file <i>The Legal System, The Individual and the Law, and the Law in Practice</i> units	End of Course Examination <i>The Legal System, The Individual and the Law, and the Law in Practice</i> units	
Notification	Term 2, Week 6		
Due	Term 2, Week 10	Term 3, Week 9	
Outcomes	P1, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P9, P10	
Total %	60	40	100

Subject: Mathematics Advanced

	Task 1	Task 2	Task 3	Weighting
	Summary Skills Assessment	Prepared Answers	Final Examination	
Week Distributed	Term 1, Week 5	Term 2, Week 8		
Week Due	Term 1, Week 7	Term 3, Week 3	Term 3, Week 9	
Outcomes Assessed	MA11-1, MA11-2 MA11-8, MA11-9	MA11-1, MA11-3, MA11-8, MA11-9	MA-11-1, MA11-2 MA11-3, MA11-4 MA11-5, MA11-6 MA11-7, MA11-8 MA11-9	
Total %	35	25	40	

Subject: Mathematics Standard 2

	Task 1	Task 2	Task 3	Weighting
	Summary Skills Assessment	Prepared Answers	Final Examination	
Week Distributed	Term 1, Week 5	Term 2, Week 8		
Week Due	Term 1, Week 7	Term 3, Week 3	Term 3, Week 9	
Outcomes Assessed	MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6 MS11-7, MS11-8, MS11-9, MS11-10	
Total %	30	30	40	

Subject: Mathematics Extension 1

	Task 1	Task 2	Weighting
	Prepared Answers	Final Examination	
Week Distributed	Term 2, Week 8		
Week Due	Term 3, Week 5	Term 3, Week 9	
Outcomes Assessed	ME11-1, ME11-2, ME11-3, ME11-4 ME11 -5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4 ME11 -5, ME11-6, ME11-7	
Total %	50	50	

Subject: Music

	Task 1	Task 2	Weighting %
	Topic 2 Practical Task	Topic 3 Viva Voce & End of Course Examination	
Notification	Term 2, Week 5		
Due	Term 2, Week 10	Term 3, Week 9	
Outcomes	P2, P3, P5, P6, P7, P10	P1, P2, P4, P5, P7, P8, P9, P10	
Total %	40	60	

Subject: PDHPE

	Task 1	Task 2	Weighting %
	Task Type Core 2 Exam style Questions	Task Type Final Exam	
Notification	Term 2 Week 8		
Due	Term 2, Week 10	Term 3, Week 9	
Outcomes	P7,P8,P9,P10, P11,	P7,P8,P13,P16 P17	
Total %	40	60	100

Subject: Photography, Video & Digital Imaging

	Task 1	Task 2	Weighting %
	Making Task 1: PRACTICAL COMPONENT PART B	Task 2: PRACTICAL COMPONENT and CRITICAL & HISTORICAL TASK WRITTEN COMPONENT	
Notification	Term 1, Week 2	Term 3, Week 1	
Due	Term 2, Week 9	Term 3, Week 7	
Outcomes	M1, M2, M3, M4, M5, M6	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5	
Total %	40	30	100

Subject: Physics

	Task 1	Task 2	Weighting %
	Depth Study Assessment	End of Course Examination	
Notification	Term 2, Week 7		
Due	Term 2, Week 9	Term 3, Week 9	
Outcomes	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11, PH11-12	
Total %	40	60	100

Subject: Society and Culture

	Task 1	Task 2	Weighting %
	Research Project <i>The Social and Cultural World, Personal and Social Identity, Intercultural Communication</i>	End of Course Examination <i>The Social and Cultural World, Personal and Social Identity, Intercultural Communication</i>	
Notification	Term 2, Week 6		
Due	Term 2, Week 10	Term 3, Week 9	
Outcomes	P1, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P9, P10	
Total %	50	50	100

Subject: Sports, Lifestyle and Recreation

	Task 1	Task 2	Weighting %
	Fitness Testing Exam Style Questions	Exam	
Notification	Term 2, Week 8		
Due	Term 2, Week 10	Term 3, Week 9	
Outcomes	1.3, 2.2, 3.2, 3.3 3.4, 4.1	1.3, 2.2, 3.2, 3.3 3.4, 4.1, 4.2	
Total %	40	60	100

Subject: Visual Arts

	Task 1	Task 2	Weighting %
	Practical Portfolio Part 1: Drawing Part 2: Portrait Painting Part 3: Sculpture Cardboard Animal	End of Course Examination	
Notification	Term 1, Week 3		
Due	Term 3, Week 7	Term 3, Week 9	
Outcomes	P1, P2, P3, P4, P5, P6	P8, P9, P10	
Total %	50	50	100

Subject: Work Studies

	Task 1	Task 2	Task 3	
	Research and Report	Report	Work Project Case Study	
Week Distributed	Term 1, Week 4	Term 2, Week 7	Term 3, Week 1	
Week Due	Term 1, Week 8	Term 2, Week 9	Term 3, Week 7	
Outcomes assessed	5, 7, 8	2, 5, 6, 7	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	
Total %	30	30	40	100

Part 4: Appendices

Student Assessment Planner

Lithgow High School Year 11 2020

Term	Week	Dates	
Term 1 begins 29 January 2020	1	28/1-31/1	Staff Development Day 28/1; Students return Wed 29/1
	2	3/2-7/2	
	3	10/2-14/2	
	4	17/2-21/2	
	5	24/2-28/3	
	6	2/3-6/3	
	7	9/3-13/3	EEC, AH, MAA, MAS
	8	16/3-20/3	BUS, DRAM, ENG, ENC, WS
	9	23/3-27/3	
	10	30/3-3/4	
	11	6/4-10/4	(Good Friday 10/4)
Term 2 begins 28 April 2020	1	27/4-1/5	Staff Development Day 27 and 28/4; Students return 29/4
	2	4/5-8/5	Students attend 1 day per week
	3	11/5-15/5	Students attend 1 day per week
	4	18/5-22/5	Students return full time
	5	25/5-29/5	
	6	1/6-5/6	
	7	8/6-12/6	ITT (Queens Bday 8/6)
	8	15/6-19/6	
	9	22/6-26/6	BIO, EEC, MH, PHO, PHY, WS
	10	29/6-3/7	DAN, EES, ENC, AH, LS, MUS, PDHPE, SAC, SLR
Term 3 begins 23 July 2020	1	20/7-24/7	Staff Development Day 20/7; Students return 21/7 AG, BUS, CHEM, CAFS, DRAM
	2	27/7-31/7	FT
	3	3/8-7/8	MAA, MAS
	4	10/8-14/8	
	5	17/8-21/8	ENA, ENS, MAX
	6	24/8-28/8	ITT
	7	31/8-4/9	EEC, AH, PHO, VA, WS
	8	7/9-11/9	Assessment Free Week
	9	14/9-18/9	End of Course Exams
	10	21/9-25/9	End of Course Exams

Examinations will be conducted under formal examination rules



Assessment Task Notification

Subject:				
School Year:				
Task Number:	Date Issued:	Date Due:	Marks/Grade:	Weighting:
Outcomes Assessed: (Codes from Syllabus)				
Task Description:				
Marking Criteria and Guidelines: (full outcome and specific dot points from syllabus)				
Feedback: (form of feedback to be provided)				
<p>___ Written</p> <p>___ Verbal</p> <p>___ Other:</p>				
Student Confirmation: 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.				
Head Teacher Signature:			Teacher Signature:	
Head Teacher:			Course Teacher:	
Date:			Date:	



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:

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

Outcome of Appeal

Student Name: _____

Declined / Upheld Reasons: _____

Approved by: _____ Signed: _____ Date: _____



Lithgow High School

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ALARM KEY TERMS

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



Lithgow High School

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Examination / Assessment Task Rules

1. During examinations, the year group 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. Ensure you arrive at least **10 minutes before the scheduled start times** for all examinations.
3. Students will not be permitted to take a toilet break during an in-class assessment. Students will need to apply for special provisions for medical issues regarding toileting.
4. Desks will be labelled and rolls marked. Please sit at the desk that holds your name tag.
5. **Bags will be locked in a separate location** as directed at the beginning of the examination, so ensure you have everything you need from your bag.
6. **Mobile phones may not be brought into examinations / Assessment Tasks under any circumstances.** Possession of a phone is a serious breach of rules and will result in a zero for the task. In the HSC it could result in a non-award of the HSC.
7. It is the student's responsibility to bring the correct equipment for each task. Pens, pencils, ruler, and a **calculator for Mathematics and Science, and geometric instruments for Mathematics.** If a calculator is being used in a task, the memory must be empty. **This will be checked by a supervisor.**
8. **No paper** may be taken into examinations / assessment tasks.*
9. **Unacceptable behaviour by any student will result in the task 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 task.
10. **Pencil cases, opaque water bottles, correction fluid or tape and smart watches are all prohibited in the examination room. Analogue or digital watches are permitted, but must be placed on the desk.**
11. **You may not leave any examination / assessment tasks early.**
12. **School uniform** must be worn to all examinations / assessment tasks. Hats or beanies must be placed on the floor under the desk before the commencement of the task.
13. **You must attempt all exams, and a range of questions in each task.** 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 / assessment tasks. 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 assessment period.



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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.



Lithgow High School

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ALARM Matrix Connotative Example

	Text name, type and composer -					
	Definition and Explanation Briefly What is the text about (1-2 sentences)					
	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?					
Name and Identify What are the significant moments in the text?	Define/Describe What language features are used in these moments?	Significance What is the effect of the language features as used in the text? What tone/atmosphere does it create?	Analyse How or why is this effect created using the language features?	Thematic/Moral What thematic or moral implications are raised in this moment, using the effect on the responder?	Critically Analyse 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?	Evaluate, Justify, Assess Make a judgment on each moment. Has each feature served its purpose? Are they successful? + vs – which outweighs which.
					+ -	
					+ -	
					+ -	
	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?					
	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					
	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?					



Lithgow High School

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ALARM Matrix Logical Example

	Text name, type and composer -				
	Definition and Explanation Briefly What is the text about (1-2 sentences)				
	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?				
Name and Identify What are the significant moments in the text?	Define/Describe What language features are used in these moments?	Significance What is the effect of the language features as used in the text? What tone/atmosphere does it create?	Analyse How or why is this effect created using the language features?	Critically Analyse 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?	Evaluate, Justify, Assess Make a judgment on each moment. Has each feature served its purpose? Are they successful? + vs - which outweighs which.
				+ -	
				+ -	
				+ -	
	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?				
	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				
	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?				

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.

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