



Lithgow
HIGH SCHOOL

In pursuit of excellence for all

**Year 11 2023
ASSESSMENT
BOOKLET**

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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:

Foty Loupos	Principal
Rebecca Hamment	Deputy Principal
Brett Jeffers	Deputy Principal
Fotini Papas	Deputy Principal
Spiridoula Dervenis	HT Teaching, Learning and Wellbeing
Kristy Kimber	Year 11 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 2023

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

<https://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 certificate or Statement of Attainment.

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.

Assessment in VET courses is competency based. Assessment and reporting in VET courses are based on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students will be given multiple opportunities to demonstrate competencies and receive a record of completed competencies for their relevant training package at the conclusion of the HSC.

Work placement is a mandatory requirement of each VET course. For each course, a minimum number of hours are required in the workplace to enable students to progress toward the achievement of industry competencies and to practice skills acquired in the classroom or workshop. This is usually 35 hours in the Year 11 course and 35 hours in the HSC course. Failure to complete the mandatory work placement will mean that the student will not satisfy the requirements for the successful completion of the VET course and may jeopardise their eligibility for completion of the Year 11 or HSC credential.

All My Own Work (AMOW)

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.

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 NESA.

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.

2023 Year 11 Subject Lines

LINE	SUBJECT
1	Ancient History Modern History Personal Development, Health & PE VET – Cert I Retail VET – Cert II Hospitality VET – Cert I Engineering
2	Mathematics Advanced Mathematics Standard Numeracy
3	Business Studies Community & Family Studies Chemistry Dance Photography VET – Cert II Construction Pathways
4	Visual Arts Biology Industrial Technology – Automotive Music Physics Society & Culture Sport, Lifestyle & Recreation Studies
5	English Advanced English Standard English Studies
6	Agriculture Drama Earth & Environmental Science Engineering Studies Exploring Early Childhood Industrial Technology – Timber Legal Studies
7a	English Extension TVET – Human Services TVET – Animal Studies TVET – Early Childhood
7b	Mathematics Extension 1 TVET – Human Services

Course Contacts

	COURSE	CONTACT (HEAD TEACHER)
Creative and Performing Arts	Dance Music Visual Arts	Ms L. Aldrick
Distance Education		Ms J. Cross
English	English Standard English Advanced English Extension English Studies Drama	Ms B. Alexander
Human Society and Its Environment	Ancient History Business Studies Legal Studies Society & Culture Work Studies	Mr T. Galloway
Mathematics	Mathematics Advanced Mathematics Standard Mathematics Extension	Mr R. Stoneley
Personal Development/Health/Physical Education	Community & Family Studies Exploring Early Childhood PD/H/PE Sport, Lifestyle & Recreation Studies	Ms. C. Curran
Science	Agriculture Biology Chemistry Earth and Environmental Science Physics	Ms J. Shaw
Technology & Applied Studies and VET	Engineering Studies Food Technology Industrial Technology – Automotive Industrial Technology – Timber VET – Construction VET – Hospitality VET – Manufacturing and Engineering VET – Retail Services	Mr P. Brownlow
TAFE	Animal Care Child Care Beauty Human Services	TBA

Part 3: Assessment Schedules for Internal Assessment and VET Preliminary Assessment Advice

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Farm Case Study Exam (limited notes permitted)	Simple Plant Trial Written Report	End of Course Examination Preliminary Exam	
Week Distributed	Term 1, Week 9	Term 2, Week 8	Term 3, Week 7	
Week Due	Term 1, Week 11	Term 2, Week 10	Term 3, Week 9/10	
Outcomes Assessed	P1.1, P1.2, P2.3, P5.1	P1.2, P2.1, P4.1, P5.1	All	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge, understanding and skills required to manage agricultural production systems	10	10	20	40
Skills in effective research, experimentation and communication	5	15	0	20
Total %	25	35	40	100

Biology

2 Unit

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Depth Study Assessment Task	Practical Skills Assessment Task	End of Course Examination	
Week Distributed	Term 1, Week 8	Term 2, Week 7	Term 3, Week 7	
Week Due	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9/10	
Outcomes Assessed	BIO11-1, BIO11-4, BIO11-6, BIO11-7, BIO11-9	BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-8	BIO11-1, BIO112, BIO11-3, BIO11-4, BIO115, BIO11-6, BIO11-7, BIO11-8, BIO11-9,	
Component	BIO11-10,			Weighting %
Knowledge and understanding of course content	10	10	20	40
Skills working scientifically	20	20	20	60
Total %	30	30	40	100

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Case Study Nature of Business	Topic Test comprising of multiple choice and short answer questions Business Management Test	End of Course Examination Nature of Business, Business Management and Business Planning	
Week Distributed	Term 1, Week 7	Term 2, Week 8	Term 3, Week 7	
Week Due	Term 1, Week 9	Term 3, Week 1	Term 3, Week 9/10	
Outcomes Assessed	P1, P2, P6, P7, P8	P1, P3, P6, P7, P9	P1 - P10	
Component				Weighting %
Knowledge and understanding of course content	5	15	20	40
Stimulus based skills	10	0	10	20
Inquiry and research	10	10	0	20
Communication of business information, ideas and issues in appropriate forms	0	10	10	20
Total %	25	35	40	100

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Skills Assessment	Depth Study Assessment Task	End of Course Examination	
Week Distributed	Term 1, Week 7	Term 2, Week 8	Term 3, Week 7	
Week Due	Term 1, Week 9	Term 2, Week 10	Term 3, Week 9/10	
Outcomes Assessed	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-8	CH11/12-4, Ch11/12-5, CH11/12-6, CH11/12-7, CH11-9	CH11-1 to CH11-7 and CH11-8 to CH11-11	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Skills working Scientifically	20	20	20	60
Total %	30	30	40	100

Community and Family Studies

2 Unit

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	In Class Essay Resource Management	In Class Research Assignment Individuals and Groups	End of Course Examination	
Week Distributed	Term 1, Week 8	Term 2, Week 5		
Week Due	Term 1, Week 10	Term 2, Week 7	Term 3, Week 9-10	
Outcomes Assessed	P1.1, P1.2, P5.1	P2.1, P2.2, P2.3	All Course Outcomes	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, analysing and communicating	20	20	20	60
Total %	30	30	40	100

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	<p>Core Performance Focus on 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>Core Appreciation Australian choreographer research task</p>	<p>End of Course Examination</p> <p>Core Appreciation Examination/Research Task</p> <p>Additional Performance Including process diary with analysis and reflection</p>	
Week Distributed	Term 1, Week 8	Term 2, Week 6	Term 3, Week 7	
Week Due	Term 1, Week 10	Term 2, Week 8	Term 3, Week 9/10	
Outcomes Assessed	P2.1, P2.2, P2.3, P2.4, P2.5	P1.2, P3.1, P3.2, P3.3, P3.5, P4.3	P1.3, P2.3, P2.5, P4.1, P4.2, P4.4,	
Component				Weighting %
Performance	20	0	20	40
Composition	0	30	0	30
Appreciation	0	10	20	30
Total %	20	40	40	100

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Group Devised Performance	Independent Project and Reflection	End of Course Examination	
Week Distributed	Term 1, Week 8	Term 2, Week 7		
Week Due	Term 1, Week 10	Term 2, Week 9	Term 3	
Outcomes Assessed	P1.1, P1.2, P1.3, P1.4, P1.6, P1.7, P2.1, P2.2	P1.1, P1.2, P1.3, P1.5, P1.7, P2.1, P2.2, P2.3	P3.1, P3.2, P3.3	
Component				Weighting %
Making Drama	20	0	0	20
Performing Drama	15	35	0	50
Critically Studying Drama	0	0	30	30
Total %	35	35	30	100

Subject: Earth and Environmental Science

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Practical Skills Assessment Task	Depth Study Assessment Task	End of Course Examination	
Week Distributed	Term 1, Week 7	Term 2, Week 8	Term 3, Week 7	
Week Due	Term 1, Week 9	Term 2, Week 10	Term 3, Week 9-10	
Outcomes Assessed	EES11-2, EES11-3, EES11-5, EES11-6, EES 11-8, EES11-11	EES11-1, EES11-5, EES11-6, EES11-7, EES11-9, EES11-10	EES11-4, EES11-5, EES11-7, EES11-8, EES11-9, EES1110, EES11-11	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Skills working scientifically	20	20	20	60
Total %	30	30	40	100

Engineering Studies

2 Unit

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Engineered Product Analysis	Engineering Solution and Report	End of Course Examination	
Week Distributed	Term 1, Week 10	Term 2, Week 8	Term 3 Week 9/10	
Week Due	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9-10	
Outcomes Assessed	P1.2, P2.1, P4.1, p4.2	P1.1, P2.2, P3.1, P3.2, P5.1, P5.2, P6.2	P1.2, P2.1, P3.1, P3.3, P4.2, P4,3, P6,1	
Component				Weighting %
Knowledge and understanding of course content	10	10	40	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	20		
Total %	30	30	40	100

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Reading to Write Portfolio	Narratives that Shape our World Feature Article	End of Year Examination Critical Response	
Week Distributed	Term 1, Week 2	Term 2, Week 7		
Week Due	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9-10	
Outcomes Assessed	EA11-1, EA11.3, EA11-4, EA11-5, EA11-9	EA11-3, EA11-4, EA11-6, EA11-8	EA11-1, EA11-2, EA11-6, EA11-7	
Component				Weighting %
Knowledge and understanding of course content	20	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	50
Total %	40	30	30	100

Subject: English Extension

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Imaginative Response	Multimodal TED Talk	End of Course Examination	
Week Distributed	Term 1, Week 3	Term 2, Week 1		
Week Due	Term 1, Week 11	Term 2, Week 9-10	Term 3, Week 10	
Outcomes Assessed	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	
Component				Weighting %
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total %	30	40	30	100

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Imaginative text with reflection and ALARM Reading to Write	Multimodal Task Contemporary Possibilities	End of Course Examination Critical Study	
Week Distributed	Term 1, Week 2	Term 2, Week 7		
Week Due	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9-10	
Outcomes Assessed	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7, EN11-9	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	
Component				Weighting %
Knowledge and understanding of course content	20	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	50
Total %	40	30	30	100

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Workplace Written Response Mandatory Module: Achieving through English	Multimodal presentation Elective Module: The Big Screen	Collection of Classwork All Modules	
Week Distributed	Term 1, Week 6	Term 2, Week 7	Term 3, Week 5	
Week Due	Term 1, Week 9	Term 2, Week 9	Term 3, Week 7	
Outcomes Assessed	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	
Component				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in - comprehending texts, - communicating ideas, - using language accurately, appropriately and effectively	15	15	20	50
Total %	30	30	40	100

Exploring Early Childhood

2 Unit

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Research Task Pregnancy & Birth	Practical and Written component Food and Nutrition	Research Task	
Week Distributed	Term 1, Week 4	Term 2, Week 7	Term 3, Week 2	
Week Due	Term 1, Week 6	Term 2, Week 9	Term 3, Week 7	
Outcomes Assessed	1.1, 1.2, 1.4, 5.1, 6.1, 6.2	1.3, 3.1, 4.1, 6.1	2.1, 2.2, 2.3, 2.4, 4.2, 4.3	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, analyzing and communicating	20	20	20	60
Total %	30	30	40	100

Ancient History

2 Unit

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Source-based Research Task	An Historical Investigation	End of Course Examination	
Week Distributed	Term 1, Week 6	Term 2, Week 1	Term 3, Week 6	
Week Due	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9-10	
Outcomes Assessed	AH11-6; AH11-7; AH11-9, AH11-10	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10	AH11-1, AH11-3, AH11-5, AH11-7, AH11-9	AH11-2, AH11-4, AH11-6, AH11-8,
Component				Weighting %
Knowledge and understanding of course content	20		20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5		10
Historical inquiry and research	10	10	10	30
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	40	20	40	100

Industrial Technology - Automotive

2 Unit

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Industry Study	Minor Project and Folio	End of Course Examination	
Week Distributed	Term 1, Week 4	Term 2, Week 6		
Week Due	Term 1, Week 7	Term 3, Week 6	Term 3, Week 9-10	
Outcomes Assessed	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	
Component				Weighting %
Study of the organization and management of an individual business	20	0	10	30
Manage work through the completion of a management folio linked to each project produced	0	30	0	30
Develop knowledge and understanding of a range of materials, processes, tools, equipment and machinery	0	10	30	40
Total %	20	40	40	100

Industrial Technology - Timber

2 Unit

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Industry Study	Minor Project and Folio	End of Course Examination	
Week Distributed	Term 1, Week 4	Term 2, Week 6		
Week Due	Term 1, Week 7	Term 3, Week 6	Term 3, Week 9-10	
Outcomes Assessed	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	
Component				Weighting %
Study of the organization and management of an individual business	20	0	10	30
Manage work through the completion of a management folio linked to each project produced	0	30	0	30
Develop knowledge and understanding of a range of materials, processes, tools, equipment and machinery	0	10	30	40
Total %	20	40	40	100

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Legal System Topic Test	Legal Research Task	End of Course Examination	
Week Distributed	Term 1, Week 6	Term 2, Week 9	Term 3, Week 7	
Week Due	Term 1, Week 8	Term 3, Week 1	Term 3, Week 9	
Outcomes Assessed	P1, P2, P3, P6	P5, P6, P7, P8	P1, P2, P9, P10	
Component				Weighting %
Knowledge and understanding of course content	20	0	20	40
Analysis and evaluation	10	0	10	20
Inquiry and research	0	20	0	20
Communication of legal information, ideas and issues in appropriate forms	0	10	10	20
Total %	30	30	40	100

Mathematics Advanced

2 Unit

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Summary Skills Assessment	Assignment/ Investigation	End of Course Examination	
Week Distributed	Term 1, Week 6	Term 2, Week 2	Term 3, Week 7	
Week Due	Term 1, Week 8	Term 2, Week 10	Term 3, Week 9	
Outcomes Assessed	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-5, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
Component				Weighting %
Understanding, fluency and communicating	20	10	20	50
Problem solving, reasoning and justification	15	15	20	50
Total %	35	25	40	100

Mathematics Extension 1

1 Unit

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Assignment/ Investigation	Summary Skills Assessment	End of Course Examination	
Week Distributed	Term 1, Week 6	Term 2, Week 2	Term 3, Week 7	
Week Due	Term 2, Week 2	Term 2, Week 5	Term 3, Week 9	
Outcomes Assessed	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
Component				Weighting %
Understanding Fluency and Communicating	10	20	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	25	35	40	100

Mathematics Standard

2 Unit

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Summary Skills Assessment	Assignment/ Investigation	End of Course Examination	
Week Distributed	Term 1, Week 6	Term 2, Week 8	Term 3, Week 7	
Week Due	Term 1, Week 8	Term 3, Week 4	Term 3, Week 9	
Outcomes Assessed	MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-3, MS11-4, 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	
Component				Weighting %
Understanding, fluency and communicating	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
Total %	30	30	40	100

Modern History

2 Unit

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Source Based in Class Assessment	Historical Investigation	End of Course Examination	
Week Distributed	Term 1, Week 8	Term 2, Week 1	Term 3, Week 7	
Week Due	Term 1, Week 10	Term 2, Week 8	Term 3, Week 9-10	
Outcomes Assessed	MH11-1, MH11-4, MH11-6, MH11-7	MH11-4, MH11-6, MH11-7, MH11-8, MH11-9, MH11-10	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5	
Component				Weighting %
Knowledge and understanding of course content	15	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research	0	15	5	20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	30	30	40	100

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Topic 1	Topic 2	End of Course Examination	
Week Distributed	Term 1, Week 4	Term 2, Week 6		
Week Due	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9-10	
Outcomes Assessed	P2, P5, P7, P10	P2, P3, P6, P11	P1, P4, P6, P8, P9	
Component				Weighting %
Performance	10	0	15	25
Composition	10	15	0	25
Musicology	10	15	0	25
Aural	0	0	25	25
Total %	30	30	40	100

Personal Development, Health and Physical Education

2 Unit

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	ALARM Scaffold Better Health for Individuals (Core1)	In Class Task Core 2 The body in Motion	End of Course Examination All topics	
Week Distributed	Term 1, Week 6	Term 2, Week 6	Term 3, Week 7	
Week Due	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9-10	
Outcomes Assessed	P3, P4, P5, P6	P7, P8, P9, P10, P11, P16, P17	P7, P8, P13, P16, P17	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, analysing and communicating	20	20	20	60
	30	30	40	100

Photography, Video and Digital Imaging

2 Unit

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Making Task 1: Practical Component Part A Part B	Critical & Historical Task 1: Written Component	Making Task 2 Practical Component	
Week Distributed	Term 1 Week 2	Term 2 Week 1	Term 3 Week 1	
Week Due	Term 2 Week 10	Term 2 Week 8	Term 3 Week 7	
Outcomes assessed	M1, M2, M3, M4, M5, M6			
Component	Making	Critical and Historical Studies	Making	Weighting
Making 70%	40	0	30	70
Critical and Historical Studies 30	0	30	0	30
Total %	40	30	30	100

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Practical Skills Assessment	Depth Study Assessment	End of Course Examination	
Week Distributed	Term 1, Week 8	Term 2, Week 6	Term 3, Week 7	
Week Due	Term 1, Week 10	Term 2, Week 8	Term 3, Week 9-10	
Outcomes Assessed	PH11-1, PH11-2, PH11-5, PH11-6, PH8, PH11-9	PH11-1, PH11-2, PH11-4, PH11-6, PH11-7, PH11-10	PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11, PH11-12	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Skills in working Scientifically	20	30	10	60
Total %	30	40	30	100

Society and Culture

2 Unit

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Social and Cultural World Worksheet 1 & 2 Film Review Questionnaire methodology	Personal and Social Identity Worksheet 1 & 2 Film review Interview methodology	End of Course Examination	
Week Distributed	Term 1, Week 7	Term 1, Week 2		
Week Due	Term 1, Week 9	Term 2, Week 10	Term 3, Week 9-10	
Outcomes Assessed	P1, P4, P5, P6, P10, P11	P1, P2, P4, P5, P7, P8, P10, P11	P1, P2, P3, P4, P6, P7, P8, P11	
Component				Weighting %
Knowledge and understanding of course content	10	20	20	50
Application and evaluation of social and cultural research methods	15	5	10	30
Communication of information, ideas and issues in appropriate forms	5	5	10	20
Total %	30	30	40	100

Sports, Lifestyle and Recreation

2 Unit

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Fitness Training Program	Outdoor Recreation	Sports Coaching Coach Profile	
Week Distributed	Term 1, Week 5	Term 2, Week 6	Term 3, Week 7	
Week Due	Term 1, Week 7	Term 2, Week 8	Term 3, Week 9-10	
Outcomes Assessed	4.1, 4.2, 4.3	7.1, 7.2, 7.3	2.1, 3.2, 3.3	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, analysing and communicating	20	20	20	60
Total %	30	30	40	100

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Art Criticism, Art History & Planning Part 1: Written Assignment Part 2: Drawing Practical	Practical Portfolio: Part A: Portrait Part B: Sculpture	End of Course Examination	
Week Distributed	Term 1, Week 4	Term 2, Week 3	Term 3, Week 3	
Week Due	Term 1 Week 10	Part A Term 2, Week 10 Part B Term 3, Week 7	Term 3, Week 9-10	
Outcomes Assessed	P1, P4, P6, P7, P8, P9	P2, P3, P4, P5	P7, P8, P9, P10	
Component				Weighting %
Art Criticism and Art History	20	0	30	50
Artmaking	10	40	0	50
Total %	30	40	30	100

Work Studies

2 Unit

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Research and Report My Working Life	Report Job Applications	Work Project Case Study Experiencing Work	
Week Distributed	Term 1, Week 4	Term 2, Week 4	Term 3, Week 1	
Week Due	Term 1, Week 10	Term 2, Week 6	Term 3, Week 7	
Outcomes Assessed	5, 7, 8	2, 5, 6, 7	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	
Component				Weighting %
Knowledge and understanding of course content	10	15	15	40
Skills	20	20	20	60
Total %	30	35	35	100

Assessment Advice for VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed “Competent” if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses.

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

Recognition of Prior Learning (RPL) on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

Credit Transfer (CT) may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

N Determination letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

Work placement is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer.
- a ‘N’ determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

Work placement advice from NESA in response to COVID

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

VET – Certificate II Construction

2 Unit

Assessment Events		Task 1	Task 2	Task 3	Task 4	Preliminary 1/2 Year Exam**	Preliminary Yearly Exam**
		Week TBA depending on school delivery Term Date	Week Term 1 Date	Week Term 2 Date	Week Term 3 Date:	Week Term Date	Week Term Date
Code	Unit of Competency						
CPCWHS1001	Prepare to work safely in the construction industry	X					
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry		X				
CPCCCM1011 CPCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations			X			
CPCCOM2001 CPCCOM1013	Read and interpret plans and specifications Plan and organise work				X		

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

Students must complete 35 hours of work placement in Year 11. Further information on this will be provided to students by the VET trainer.

VET – Certificate II Hospitality

2 Unit

There has been an update to the National Training Package in 2023 for this course.

This information will be provided to students once the Wagga Wagga RTO has released this information for the 2023-2024 cohort.

Students must complete 35 hours of work placement in Year 11. Further information on this will be provided to students by the VET trainer.

VET – Manufacturing and Engineering

1 Unit

Assessment events for MEM10119 Certificate I in Engineering			Task 1	Task 2	Task 3	Work placement*
			Week 10 Term 1	Week 2 Term 3	Week 10 Term 3	TBA
Task	Code	Unit of competency				
Task 1 Welcome to the industry	MEM13015	Work safely and effectively in manufacturing and engineering	X			
	MEM16006	Organise and communicate information				
	MEM11011	Undertake manual handling				
Task 2 Right tool, right job	MEM18001	Use hand tools		X		
	MEM18002	Use power tools/hand held operations				
Task 3 Engineering in practice	MEM12024	Perform computations			X	
	MEM16008	Interact with computing technology				
	MEM07032	Use workshop machines for basic operations				

Students must complete 35 hours of work placement in Year 11. Further information on this will be provided to students by the VET trainer.

VET – Certificate III Retail Services (SIR30216)

2 Unit

Assessment Plan Year 11 2023			Evidence gathering techniques			
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 1 – Teamwork in a service environment	SIRXIND001 SIRXCOM002	Work effectively in a customer service environment Work effectively in a team	Y	Y		Y
Cluster 2 – Safely maintain the store environment	SIRXWHS002 SIRXIND002	Contribute to workplace health and safety Organise and maintain the store environment	Y	Y		Y
Cluster 3 - Handling retail stock	SIRRINV001 SIRRINV002	Receive and handle retail stock Control stock	Y	Y		Y
Yearly Examination						Y
Work Placement	Students must complete 35 hours of work placement in Year 11. Further information on this will be provided to students by the VET trainer.					

Part 4: Appendices

Student Assessment Planner – Year 11 2023

Term	Week	Dates	
Term 1 begins 27 January	1	23/1-27/1	Staff Development Day 27/1 & Mon 30/1 students return from Tuesday 31/2
	2	30/1-3/2	
	3	6/2-10/2	
	4	13/2-17/2	
	5	20/2-24/2	
	6	27/2-3/3	EEC
	7	6/3-10/3	ITT, SLR
	8	13/3-17/3	MATA, MATS, PDHPE, LS, MUS
	9	20/3-24/3	ENA, ENS, ENC, CHEM, EE, S&C, BS
	10	27/3-31/3	BIO, DRA, MH, PHY, AH, CAFS, DAN, VA
	11	3/4-7/4	AG, EXT1,
Term 2 begins 24 th April	1	24/4-28/4	WS
	2	1/5-5/5	
	3	8/5-12/5	MEX1
	4	15/5-19/5	MATA, MATS
	5	22/5-26/5	
	6	29/5-2/6	
	7	5/6-9/6	CAFS, SLR, WS
	8	12/6-16/6	MUS, PDHPE, PHY, MH, DAN, PVD
	9	19/6-23/6	ENA, EXT1, ENS, ENC, BIO, VA, DRA, EEC, AH,
	10	26/6-30/6	AS, AG, CHEM, EE, S&C, MATA, PVD
Term 3 begins 17 th July	1	17/7-21/7	BS, LS
	2	24/7-28/7	
	3	31/7-4/8	MEX1
	4	7/8-11/8	
	5	14/8-18/8	
	6	21/8-25/8	ITT, WS
	7	28/8-1/9	VA, ENC, EEC, PVD
	8	4/9-8/9	Assessment Free Week
	9	11/9-15/9	End of Course Examinations
	10	18/9-22/9	End of Course Examinations

Examinations will be conducted under formal examination rules

Assessment Task Notification Template

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)				
<input type="checkbox"/> Written <input type="checkbox"/> Verbal <input type="checkbox"/> Other:				
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:	



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: _____

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.

Student Personal Assessment Results Record

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**.

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 NESA against Higher School Certificate Examination marks for the group and will therefore be different on the Record of Achievement.

	Courses Studied						
	Use one column for each subject including any additional extension courses						
	Course:	Course:	Course:	Course:	Course:	Course:	Course:
Task 1							
Task 2							
Task 3							
Task 4							
Task 5							
Total							

ALARM KEY TERMS

Key Word	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?
Clarify Define Identify List Recall Recount Summarise	<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.
Describe Demonstrate Distinguish Extract Outline Classify	<p>Describe</p> <ul style="list-style-type: none"> What are the features/characteristics/properties? Use examples.
Apply Explain Account What/Why	<p>Explain the Significance</p> <ul style="list-style-type: none"> What is the ... purpose/function? ... Cause and effect? Use examples
Analyse Examine Interpret Synthesise Predict How/Why	<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?
Critically Analyse Compare Contrast Discuss Recommend	<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?
Construct Deduce Evaluate Extrapolate Investigate Propose	<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?
Critically Evaluate Assess Justify	<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>Appreciate</p> <ul style="list-style-type: none"> Why is this understanding of the topic important for life?

ALARM Matrix Connotative Example

Text name, type and composer						
Definition and Explanation		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 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?						

ALARM Matrix Logical Example

Text name, type and composer						
Definition and Explanation	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