

Task 4: Yearly Exam

Due Date: Thursday 7 November 2024

Task Distributed: 24 October 2024

Units: Consumer and Financial Decisions; Investing and Law in Action

Task Type: Yearly Exam

Task Weighting: 20%

Outcomes: COM5-1 COM5-7 COM5-8 and COM5-9

Task Description

Students will sit an online examination on ALL topics covered in class this year: Consumer and Financial Decisions; Investing and Law in Action

The exam will have **TWO sections**. All sections are **COMPULSORY**.

Section I - 20 multiple choice questions worth one mark each

Section II – Short Answer questions worth **15 marks plus 5 marks** for literacy

Time allowed: 45 minutes

Total marks: 40

Details of Submission

This task will be completed under exam conditions on **Thursday 7 November 2024** in the tech centre during the students' scheduled lesson (Period 2 – 9Com2 or Period 6 – 9Com1).

Students are **NOT** permitted to bring notes into the exam.

Absences on the day will be dealt with in accordance with school policies.

NESA Glossary of Key Words

Explain - Relate cause and effect; make the relationships between things evident; provide why and/or how

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

Check the NESA Glossary of Key Words for further guidance <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within two weeks of the due date.
- At this time feedback including information on how to improve will be provided through a mark and teacher comment.
- Students can clarify or seek further feedback by speaking to their teacher.
- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric.
- Upon return of the task, students will also be expected to complete a self-reflection.

How does this link to my learning?

Students will be assessed on their understanding of the course content in the following topics: **Consumer and Financial Decisions; Investing and Law in Action**. They will be required to select the correct answer from alternatives provided as well as communicate their understanding of the course concepts through written responses to questions posed.

Assessment Procedures

All students should be aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

Marking Criteria

Due to the structure of the exam being multiple choice, short answer and an extended response, the mark allocation will vary. Students should answer each question according to how much the question is worth, and marks will be awarded accordingly. Marking guidelines stating the specific criteria for each question will be given to students with feedback when the task is returned. The extended response will also be assessed using the literacy criteria.

| Literacy Outcomes | Elementary achievement You have: | Limited achievement You have: | Satisfactory achievement You have: | High achievement You have: | Outstanding achievement You have: |
|---|---|---|--|---|---|
| Vocabulary <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i> | Very limited response. Few content words used. | Only simple words are used. | Some precise and technical words are used. | Sustained use of precise and technical words. | Sustained, consistent and fluent use of precise and technical words. |
| | 0 | 1 | 2 | 3 | 4 |
| Punctuation <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i> | No evidence of correct sentence punctuation. | Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i> | Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required. | Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation. | Writing contains accurate use of all applicable punctuation. |
| | 0 | 1 | 2 | 3 | 4 |
| Sentences & Cohesion <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i> | No clear evidence of sentences: a list of words OR text fragments. | At least one sentence is used correctly. Some meaning can be construed from the text. | Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures. | Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness. | All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures) |
| | 0 | 1 | 2 | 3 | 4 |
| Paragraphs <i>Paragraphs are used to effectively structure information and partition events and ideas</i> | No correct use of paragraphing; may be a block of text or random breaks. | Ideas are separated; paragraphs may contain some unrelated ideas. | At least ONE paragraph is well structured and develops an idea | Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively. | All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text. |
| | 0 | 1 | 2 | 3 | 4 |
| Text Structure <i>Uses features of the appropriate text type</i> | No evidence of the structural features of the appropriate text type (extended response). <i>No attempt to write in the appropriate text type and/or response is off task.</i> | Minimal evidence of the structural features - 1 component evident - of the appropriate text type (extended response). | Some evidence of the structural features - 2 components evident - of the appropriate text type (extended response). | Substantial evidence of the structural features - all components evident but there may be some lapses - of the appropriate text type (extended response). | Coherent and controlled use of all the appropriate structural features of the text type (extended response). |
| | 0 | 1 | 2 | 3 | 4 |
| | Level of response is well below syllabus expectation | Level of response is below syllabus expectation | Level of response is equivalent to syllabus expectation | Level of response is above syllabus expectation | Level of response is well above syllabus expectation |