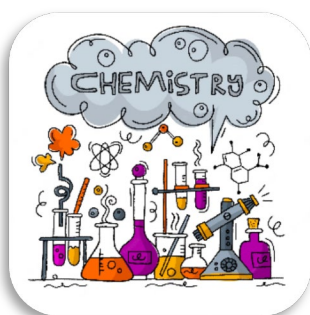
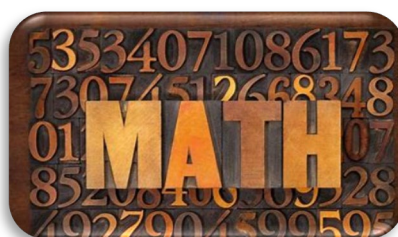




STAGE 6 2025 – YEAR 11

CROOKWELL HIGH SCHOOL ASSESSMENT BOOKLET



YOUR COMMITMENT FOR SUCCESS

| It is **your responsibility** to ensure you are meeting the pattern of study requirements at all times. You cannot change or withdraw from a subject without permission in writing from the school and your parents.

| It is your responsibility to ensure you are studying ten units of the correct subjects to gain an Australian Tertiary Admissions Rank (ATAR). When you are given an enrolment confirmation sheet from the NSW Education Standards Authority (NESA), it is your responsibility to check and verify that you are correctly enrolled for the Higher School Certificate (HSC) and an ATAR, if needed. You must notify the Administration Office if you change your address or any personal details during the year.

| It is **your responsibility** to complete all class work, assignments, revision and research in addition to HSC assessment tasks. You need to do the best you can in all assessment tasks to give yourself the best possible chance of attaining a good final HSC mark. You need to commit to completing all tasks to the best of your ability and to submit all assessment tasks on time.

| You must present your own work. Further explanation of this is outlined in the HSC: All My Own Work program.

| You need to make a commitment that school will be your top priority during the HSC year. This will include a study plan each night for homework, revision, summary writing, assessment tasks, class assignments and study. Work commitments should be balanced with school and leisure commitments.

| All students at Crookwell High School, including Year 12, need to be prepared to wear school uniform to school every day and on official school excursions and sporting visits.

| Students studying Vocational Education and Training (VET) courses need to ensure mandatory Work Placements are completed on time. Additionally, TVET students must meet all Tertiary and Further Education (TAFE) requirements including satisfactory attendance (that is, not absent for more than three TAFE days).

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WELCOME TO YOUR HIGHER SCHOOL CERTIFICATE

Introductory Notes:

The following guidelines have been written to assist you to successfully plan and complete your assessment tasks during your Preliminary Studies.

- | The timing, order or nature of assessment tasks outlined in this booklet are subject to change and should be read as a guide. Your teacher may make a professional judgement to vary a task.
- | If a task is varied, your teacher will discuss this with you. For smaller classes a new date may be negotiated. For larger classes or courses, a new date will be issued. The final decision to vary an assessment task will be made by the Head Teacher of the relevant Faculty.
- | Except in exceptional circumstances, the number of tasks and weightings will not change.
- | At least three weeks' notification of tasks will always be given. This will be noted on the Assessment Task Notification proforma.
- | A marking guideline will be provided with the assessment task notification (where applicable) or on return of the task.

Course Completion Criteria

You will be considered to have satisfactorily completed a course if, in the school's view, there is sufficient evidence that you have:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all the course outcomes

Class Attendance

Poor attendance and unsatisfactory progress are closely linked. Attendance in each course needs to meet satisfactory levels to complete sufficient course outcomes.

Where attendance and/or course outcome completion are of concern, the student will be notified in writing, and a letter will be sent home. This will be the first official warning that the student may be withdrawn from that course if the completion of outcomes does not improve. A second letter of concern will be a final warning and will require a parent/guardian interview. Continued unsatisfactory progress will result in the student being withdrawn from the course. This may result in failure to complete the required courses for the award of the Higher School Certificate.

INFORMATION ON NESA HSC EXAMINATION

Practical Examinations and Submissions:

The following HSC courses require the students to undertake a Practical Examination and/or submit HSC Major Works/Projects in the third term. Students will be advised during the year as to the actual completion and submission dates of the assessments:

- | Visual Arts - Bodies of Work and Process Diaries
- | Music - Core and Elective composition, Performances and Musicology Essays
- | Industrial Technology - Major Works and Folios

Written HSC Examinations

These take place early in Term 4, 2026. Students will be advised of the exact dates during the year after dates have been published by NESA.

For more details on the HSC examination and examinations timing please visit the following website:

Official NESA website: <http://educationstandards.nsw.edu.au>

Other Useful websites:

UAC - University Admissions Centre: www.uac.edu.au

Crookwell High School website: <https://crookwell-h.schools.nsw.gov.au>

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Purpose of School Assessment

Assessment consists of a series of tasks which measure your achievement in a particular course. The purpose of HSC assessment is to compare the achievement of all students within a course and rank them accordingly.

The School Assessments are intended to provide an indication of a student's attainment which is based on a wide range of syllabus outcomes determined by NESA.

Your final assessment total and ranking will be sent to NESA. NESA will often moderate this school mark using the HSC exam marks.

For further information see:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/1112/hsc/aboutHSC>

The final HSC assessment mark for each course will not be provided to students.

This is provided to NESA in confidence. Students will be given their course rank.

Components of Assessment

In each course, teachers are required to assess specific aspects of the course. These items are referred to as Assessment Components and specific guidelines are set down by NESA as to the value of each component relative to the total course.

Assessments can include, but are not limited to:

- | Practical work
- | Field work
- | Research assignments, case studies and essays
- | Formal exams and class tests
- | Oral presentations and seminars

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Completion of Assessment Tasks

Satisfactory completion of a course involves participation in experiences which are integral requirements of the syllabus, including such things as attendance and participation in class activities, practical work and assessment tasks.

NESA expects you to undertake all set assessment tasks and that you make a genuine attempt at each task. The minimum requirement is that you make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks.

This 50% guideline can be applied in a number of ways including the word length of a task, the length of a presentation and the number of components (eg: question / activities) in a task. A task that is determined to have not been substantially completed may be treated as a non-serious attempt or as a non-completion. These both may result in being awarded zero. If you do not comply with the assessment requirements you may be given an 'N' Determination and fail to complete your HSC. If the Principal determines that you have not fulfilled the above criteria, you will be given a written warning with sufficient time for you to correct any problems regarding your application or completion of courses. If the problem is not corrected, then you may be deemed UNSATISFACTORY in that course and an 'N' determination will be made. In particular, student absences will be regarded seriously, since significant non-attendance will make it very difficult for you to fulfil course requirements.

Timing of Tasks

You will be notified in writing of the specific criteria for each assessment including the weighting and due date, at least three weeks in advance of the due date.

Tasks that indicate that a draft can be submitted for feedback will get a minimum three weeks' notice. These tasks need to be submitted for feedback by the feedback date indicated on the task notification sheet. Feedback will be provided by the teacher no later than four days prior to the submission date, to give students time to make any improvements or changes. Tasks submitted for feedback after the date indicated on the task notification sheet may not give the teacher sufficient time to provide feedback prior to the submission date.

Tasks other than in-class tasks must be handed to the teacher at the beginning of the class on the day that it is due. If the teacher is absent, then the Head Teacher will collect the task.

Note that you will be asked to sign a submission register in class at the time that you hand the task in.

Assessments may be handed in earlier, particularly if the student knows they will be absent on that day. Again, the task must be handed personally to your teacher. Where a teacher has requested that an assessment task be submitted electronically then this must be received by the teacher before the lesson that you have with that teacher on the due date.

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Special Provisions

NESA has a program to help students with practical support in their Higher School Certificate examinations. This practical support, known as provisions, assists students to read examination questions and to write their answers. Provisions include rest breaks and extra time. The use of any provision is not written on the student's results.

Students may need provisions for:

- | a permanent condition, such as diabetes or reading difficulty
- | a temporary condition, such as a broken arm, or
- | an intermittent condition, such as back pain when sitting for long periods

It is not embarrassing to apply for or use provisions. More than 5000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do.

To apply for provisions, the school submits an online application to NESA. This application tells us which provisions the student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments. Much of the evidence can be collected by the school, but the parents' role is welcome and needed. Parents help by talking with the school, describing the student's needs, and providing the school with medical or other reports.

Applications for provisions should be submitted by the school to NESA by the end of Term 1. Late applications are accepted for an emergency, such as a broken arm, until the time of the examinations. Once NESA has made a decision about which provisions are approved or declined, a decision letter is provided to the school. The school will provide the student with a copy of the letter.

To support the school in applying for provisions you must contact the Learning and Support Teacher and commence this process before the end of term 4. This will enable sufficient time to conduct the mandatory testing or documentation collating required. If you have a diagnosed medical condition that will require supporting medical documentation this needs to be dated in Term 4. Please contact the Learning and Support team to discuss the necessary medical support documentation.

If you or the school are not satisfied with NESA's decision, it is possible for the school to lodge an appeal. Appeals must state why NESA's decision is unsuitable and must include new evidence to support the appeal.

If you think that you may require support in completing the Higher School Certificate examinations, please discuss the matter with the Learning and Support Teacher.

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Application for Special Consideration – Absences, Illness and Misadventure

Requesting Extensions:

If a student knows that he/she needs an extension for a task, an application for Absence, Illness or Misadventure can be made. Extensions are not automatic. Students will need to supply documentary evidence as to why they have a valid reason for an extension and the Head Teacher of the Faculty must be satisfied that no unfair advantage will be gained over other students.

A request for extension should be submitted to the subject teacher a minimum of 2 school days prior the due date, (where possible). This application must include any component of the task completed to date. Extensions requested after this time frame may be denied.

All application for special consideration must be completed using the Absence, Illness and Misadventure form located on page 24 of this booklet.

Planned absence or Illness:

- (a) If you are going to be absent from school for legitimate reasons when a task is due, you should negotiate an alternate date as soon as you are aware of the absence and have this approved by the relevant Head Teacher
- (b) If you are going to be absent from school when a task is due because of illness or misadventure, you should attempt to negotiate an extension prior to the due date. Supporting evidence **MUST** be provided (eg: doctor's certificate) to the relevant Head Teacher on the day you return to school.

Unplanned absence, illness or misadventure:

- (c) If you are unable to attend the school to submit or complete an assessment task due to unforeseen circumstances or illness on the due date, you must notify the school on the day and provide appropriate evidence (eg: medical certificate or statutory declaration) to the relevant Head Teacher on the day you return to school.
- (d) If a student is suffering from an ongoing medical condition, it is their responsibility to apply for appropriate provisions to allow them to attempt tasks. Medical certificates for exemption based on long term and/or foreseeable conditions may not be accepted.

Medical Certificates:

Where a medical certificate is required to support an appeal for special consideration it must be submitted with the Absence, Illness or Misadventure form (pg 23)

Medical Certificates must include the following information:

- | Be issued during the period of illness
- | State the nature of the illness
- | State the date the student visited the medical professional

HIGHER SCHOOL CERTIFICATE

Please be aware that medical certificates written by a qualified medical practitioner closely related to the student will not be accepted as valid documentation.

Extended periods of absence due to ongoing medical concerns:

- It is the student's responsibility to ensure appropriate documentation for Special Consideration appeals and supporting medical certificates are forwarded to the Head Teacher at the first available opportunity. This may include the submission of progress certificates if required. Failure to provide this documentation may result in a finding of an unsupported appeal.

Being Late for a Test or Examination:

- If a student is late to an assessment task, then it will need to be determined if there is a valid reason for the lateness. Missing the bus to get to school is not a valid reason. If the reason for lateness is not considered valid, the student should attempt the task, but no extra time will be given.
- If the reason is valid, then the student will be allowed the full time if it is feasible, or arrangements to complete the task or a substitute task at an alternate time might be made. An estimate might be given if it is not feasible to complete the task or a substitute task.
- Students will be required to submit an Appeal for Special Consideration to their teacher at the first available opportunity after the task is completed, detailing the issues and/or concerns experienced on the day that resulted in lateness.

Clashes with School Excursions:

- Sometimes a student may be going on an excursion on the day a task is due and not be able to hand it in at the designated time/place. If this is the case, the student can submit an Appeal for Special Consideration form requesting an alternate arrangement for handing in the task. This will enable alternate arrangements for the student so that the work can be handed in without the student being penalised. It is the student's responsibility to ensure the appeal form is submitted to the subject teacher before the due date.

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Being away before an assessment task is due:

Students who are absent in the days or week immediately prior to an assessment task due date, without an application for special consideration appeal in place, are not entitled to an immediate extension of time and must complete the task on the due date as notified. They can appeal for misadventure with the appropriate supporting documentation after the task is completed.

Long-term illness:

There is no provision for students who have lost preparation time due to a long-term illness (such as glandular fever, asthma, chronic fatigue syndrome). Chronic illness is not in itself an acceptable reason for requesting special consideration. However, you should notify the Year Advisor of any long-term condition that may affect your assessment tasks via the ***'Notification of Long-Term Illness'*** form.

Getting an estimate:

Estimates can be used when students miss a task, and a substitute task is not feasible. The estimate is determined from other information known about the student in the course. Often other Assessment Tasks and Ranks are used to produce the estimate. Class work and class tasks or tests may be used to produce estimates if they are more closely related to the work to be estimated than the remaining assessment tasks in the course. This may include tasks completed in the Year 11 Course if insufficient information is available to make a reasonable judgement.

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Technology and assessment tasks:

Problems caused by technological difficulties do not normally count as misadventure. Whatever material that has been completed before the technological breakdown should be submitted. Emailing of assessment tasks may only be done by prior arrangement with your teacher.

- Most students now use some form of electronic technology to produce their submitted assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.
- It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for extension will only be considered in extreme circumstances.
- To minimise problems in relation to technology, students should adhere to the following protocols:
 - | When working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive)
 - | Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school.
 - | Check the compatibility of your home software with the school's technology.
 - | Save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on external portable storage media.
 - | To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers / printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing, inform your class teacher of this.

Please note that applications for special consideration should be submitted on the correct form contained in this booklet.

OCCASSIONS WHERE ZERO MARKS MAY BE AWARDED

1. Deadlines and extensions:

You may be awarded zero for a task if you fail to meet deadlines without prior approval for an extension. You will still be required to submit the assessment to meet course requirements.

2. Absence from a test:

You may be awarded zero for a test if you do not meet the conditions of illness, absences and misadventure, noted previously. You will still be required to sit the test to meet course requirements.

3. Malpractice:

You may be awarded zero if you are found to be engaging in malpractice in assessment tasks or tests. Examples of malpractice include, but are not limited to:

- | **Cheating** during an examination or assessment task.
- | Deliberately **disrupting** the conduct of an assessment task.
- | Colluding with others to submit similar work or collaborate on tasks which are clearly meant to be completed as an individual task.
- | Plagiarising of material without due acknowledgement - plagiarism is defined as 'stealing the words or ideas of another and using them as one's own'. (Collins English Dictionary, p 749). This includes:
 - (a) copying out of one or more books or journals and presenting it as your own work.
 - (b) cutting and pasting from the Internet and presenting it as your own work.
 - (c) submitting work that contains a large contribution from another person such as a parent, coach or subject expert.
 - (d) paying someone to write or prepare material on your behalf.
 - (e) using Artificial Intelligence (AI) software to create part of, or all of a task. Students who submit work that appears through the style of writing and level of knowledge at a higher level than their usual work may be suspected of using AI to produce some or all of the task. Students may need to demonstrate their ability to respond to an alternative question at a level equivalent in style and substance to the submitted assessment task, showing they are capable of working at that level.

Please note students should adhere to the principles and practices outlined in HSC - All My Own Work. - All incidents of malpractice are reported to NESA and recorded on their HSC register.

4. Non-serious attempts of assessment tasks:

You will be awarded zero if the Head Teacher of the subject makes the professional judgment that you have not made a serious attempt at an assessment task. A non-serious attempt is when a student submits an assessment task which demonstrates little or no thought or effort, is generally incomplete or which contains frivolous or objectionable material or is plagiarised. A serious attempt is the presentation of an assessment task which meets the requirements of the set task and which has been completed to the best of the student's ability.

5. Mobile phones and other smart electronic devices:

You will be awarded zero if you use electronic devices during a test or examination. It is strongly recommended that students do not have these devices in their possession when undertaking assessment tasks. They should be surrendered to the assessment supervisor before entering an assessment room. None of these items are permitted in any formal examination room.

APPEALS

If, on the return of an assessment task, a student considers a mistake has been made in the marking of the assessment it is their responsibility to discuss their concern with the subject teacher or Faculty Head Teacher immediately. If the matter cannot be resolved the Appeals Process can be used. If you wish to appeal use the “Application for Review of Marks/Ranking” form. It should be noted however, that a teacher’s professional judgement cannot be questioned.

Appeals about assessment ranks

Students may appeal against decisions concerning aspects of the award of the Higher School Certificate and Record of School Achievement on a number of bases. These may be summarised as follows:

1. Student appeals against ‘N’ determinations for non-completion of particular course.
2. Student appeals against assessment rankings in HSC courses.
3. Student appeals against the withholding of Higher School Certificate and Record of School Achievement credentials by the NSW Education Standards Authority (NESA).

Any appeal, over a particular grade for a particular item, must be made by the student to the Faculty Head Teacher within 24 hours of the grade being known. If a satisfactory solution is unable to be found the matter is to be referred to The Appeals Panel which consists of the Principal and Deputy Principal. The panel will consider the written information supplied by the appealing student and the Crookwell High School Assessment Policy. Appeals to the Appeals Panel must be submitted to the principal within two weeks of notification of the Head Teachers decision. The Panel will meet at a point towards the end of the course to decide on all appeals and will then explain the reasons for the decision or the process that needs to be followed by the appellant.

The panel is concerned with the Assessment Process and will not review the teacher’s judgement of the worth of a particular task. The decision of the panel will be final in this regard.

This same procedure applies to an appeal over the *final HSC Assessment Grade*.

Unacceptable grounds for appeal

The application process does not cover:

- | attendance at a sporting or cultural/music event, or family holiday
- | alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities. (There may be causes involving the interruption to the completion of a HSC submitted work or loss of materials prepared by the student which the NSW Education Standards Authority (NESA) will consider, eg major works stolen or destroyed by vandals.)
- | disabilities for which NESA has already granted disability provisions
- | matters avoidable by the student (eg. misreading of timetable; misinterpretation of examination papers)

THE SCHOOLS RESPONSIBILITIES

The school's responsibilities:

1. For all tasks your teacher will give you written notice which indicates the nature of the task, when it will be held or when it is due and the outcomes to be assessed. The relative value of the task will be specified. The school will provide a marking guideline to define how the task will be assessed, as indicated on the Assessment Task Notification.
2. The school will keep records of your performance and you will be provided with written feedback on your performance and information about your progress in specific tasks.
3. The school will provide you with access to syllabus documents. Your teacher may give you copies of relevant pages as you begin each new topic. All syllabus documents are available on the internet on www.educationstandards.nsw.edu.au

Your responsibilities:

1. To carefully read this document and be familiar with the requirements for all assessment tasks.
2. To use your assessment planner and raise any issues arising promptly. To attend all timetabled lessons unless prevented by a legitimate reason. If you are absent from school, it is your responsibility to catch up on all missed work.
3. To provide documentation to cover all absences.
4. To complete all set tasks on time and to the best of your ability.
5. To be familiar with the prescribed texts, topics, projects and works that are set for study in your various courses.
6. To notify your teacher if you are unable to attend an assessment task and to present documentary evidence if necessary.
7. To understand that all work, both assessable and non-assessable, contributes to your skills and knowledge of the course. Failure to complete non assessable work may lead to the loss of your principal's certification for the successful completion of the HSC.

EXAMINATION RULES FOR SENIOR STUDENTS

As senior examinations are an important component of the final assessment mark, the importance of adhering to the examination rules cannot be stressed too highly.

These rules are:

- a.** Only authorised equipment or material shall be used by students during examinations or assessment tasks. The faculty responsible for the paper/task will specify authorised equipment etc. No borrowing of equipment will be permitted during the examination.
- b.** Writing paper is issued by the school. No other paper is to be in a student's possession.
- c.** Student's bags, folders etc are to be placed at the front of the room prior to the commencement of the examination.
- d.** It is each student's responsibility to ensure:
 - i) that your name or examination number is placed on each page.
 - ii) that all pages are handed in at the conclusion of the examination. Any work inadvertently taken from the room will not be accepted for marking.
 - iii) that all pages handed in are securely fastened together.
- e.** Leaving the examination room is not permitted.
- f.** Late arrivals will be treated in the same manner as in the HSC. That is, generally no additional time will be allowed except in major emergencies affecting a number of candidates, e.g. floods, transport strikes, etc.
- g.** Malpractice occurs if a student is in possession of unauthorised information during a test, examination, or assessment task.

Malpractice can result in the award of zero for the examination or task.

Students should note that the following factors are not relevant in instances of malpractice:

- the quantity or quality of the information
- the motives or intent of the student
- establishing that the information was used by the student

It is therefore extremely important that all students should check to see that they have not inadvertently taken information into the examination room e.g. notes used for study.

Such notes would constitute malpractice unless given to the supervisor before the examination commences.

- h.** If a student is aware that malpractice is taking place during a test or examination it should be reported to the supervisor at the time.
Students should appreciate that it is not appropriate to report malpractice after an examination has concluded if it is to be dealt with effectively.
- i.** Students will sit in places determined by the supervisor.

GLOSSARY OF KEY WORDS

HSC subject syllabuses, school internal assessment tasks and examinations have **key words** that state what students are expected to be able to do.

This glossary of key words has been developed to help provide a common language and consistent meaning in Higher School Certificate tasks and examinations. Using the glossary will help you understand what is expected in answers to questions in examinations and assessment tasks.

Key Word	Definition - what you have to do
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, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement 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 items or arguments
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 judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
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 (for example 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
Synthesise	Putting together various elements to make a whole

REFERENCING

A Guide to Writing Bibliographies (Based on the Harvard Style)

In all assessment tasks that are based on research it is essential that any sources of information are accurately acknowledged. There are two aspects to this:

- | **Citing of References** – When you quote material in the body of your work or refer to the work of someone else or use an idea you found in a reference it is essential that you acknowledge the fact. This can be done either by the use of footnotes or by using the Harvard method. The Harvard method is a system of making reference to a source listed in your bibliography.
- | **Bibliographies** – with every assessment you need to include a bibliography. This is the list of all the sources you have used in your assessment task. It should be included as an appendix.

Books

Include the following information in this order:

- Author's surname, initials. (full stop)
- Year. (in brackets) (full stop)
- Title of book. (underlined OR italics) (full stop)
- Place of publication. (colon)
- Publisher. (full stop)

For Example: Dixon, J. (1993). *How to be a successful student*. Ringwood: Penguin Books.

Books (edited)

Include the following information in this order:

- Editor's surname, initials. (full stop)
- (ed.) (in brackets)
- Year. (in brackets) (full stop)
- Title of book. (underlined OR italics) (full stop)
- Place of publication. (colon)
- Publisher. (full stop)

For Example: Morgan, J. (ed.) (1993). *How to be a successful author*. London: Penguin Books.

Reference Books

Include the following information in this order:

- Title of book. (underlined OR italics) (full stop)
- Year. (in brackets) (full stop)
- Place of publication: (colon)
- Publisher. (full stop)

For Example: The Cambridge encyclopedia of human evolution. (1992). Cambridge: Cambridge University Press

E-Mail

Include the following information in this order:

- Sender's surname, initials. (full stop)
- (Sender's E-mail address), (brackets) (comma)
- Day, (comma) month, (comma) year. (full stop)
- Subject of message. (underlined OR italics) (full stop)
- E-mail to (recipient's E-mail address). (brackets) (full stop)

For Example: Lowman, D. (deborah@pbsinc.com.au), 4, April 1998. Internet Referencing. (awill@dva.gov.au)

Journals

Include the following information in this order:

- Author's surname, initials. (full stop)
- Year. (in brackets) (full stop)
- Title of article. (full stop)
- Title of the journal (underlined OR italics) (full stop)
- Volume, number, month/season, (comma)
- Page numbers of article. (full stop)

For Example: Burns, S. (1989). There's more than one way to learn. *Australian Wellbeing*. No 33, October, pp42-44.

Newspapers

Include the following information in this order:

- Author's surname, initials. (full stop)
- Year. (in brackets) (full stop)
- Title of article. (full stop)
- Title of the newspaper (underlined OR italics) (full stop)
- Date of publication, (comma)
- Page numbers of article. (full stop)

For Example: Popham, B. (1997). Saving of the future. *Weekend Australian*. 7 February, p10.

DVDs

Include the following information in this order:

- Series title. (full stop)
- Series number. (full stop)
- Title. (underlined OR italics) (full stop)
- Year. (in brackets) (full stop)
- Place of publication: (colon)
- Publisher. (full stop)
- Date of transmission, (comma)
- Medium: Format. [in square brackets] (full stop)

For Example: Fragile Earth. 5. *South American wetland*. (1982). London: BBC. 17, October, [DVD].

World Wide Web

Include the following information in this order:

- Author's surname, initials. (full stop)
- Year. (in brackets) (full stop)
- Title. (underlined OR italics) (full stop)
- Internet. [in square brackets] (full stop)
- Place of publication: (colon)
- Publisher (if ascertainable). (full stop)
- Available from: URL [Accessed date]. [in square brackets] (full stop)

For Example: Holland, M. (1996). *Harvard System*. [Internet]. Poole: Bournemouth University. Available from: <http://www.bournemouth.ac.uk/service-depts/lis/LIS Pub/harvardsys.htm> [Accessed 6, May 1998].

From a Person

Whether in person, by phone or by email:

- Name Year, pers. Comm., date

For Example: A Gibson 2005, pers. Comm., 10th October

ASSESSMENT TASK NOTIFICATION



ASSESSMENT TASK NOTIFICATION Crookwell High School

COURSE	
TASK NUMBER TASK NAME	
TASK WEIGHT	
DATE OF NOTIFICATION	
DUE DATE AND PERIOD	Also specify if task is due at beginning or end of a period if it is an assignment style task.

OUTCOMES ASSESSED

Include the syllabus outcome number and description for each outcome being assessed.

TARGETED LITERACY AND/OR NUMERACY PROGRESSIONS

Include any progression codes and descriptions being targeted in the task.

TASK DESCRIPTION AND INSTRUCTIONS

A detailed description of what students need to do, or direction to an additional document.

DRAFT SUBMISSION

☐ **A draft is applicable for this task.**

You are encouraged to submit a draft of your task to your teacher to get feedback and make improvements before the due date.

The cut-off date and period for submitting a draft to get feedback for this assignment is: (insert date) (insert period).

Feedback from the teacher will be provided at least 4 days before your assignment is due to give you time to update/improve your task.

☐ **A draft is not applicable for this task.**

ASSESSMENT TASK CHANGE OF DATE

Crookwell High School



ASSESSMENT TASK NOTIFICATION CHANGE OF DATE

Course Title:

Teacher:

Topic / Area of Study:

Assessment Task Weighting:

Original Date Distributed:

Term:	Week:
Date:	

Original Date Due:

Term:	Week:
Date:	

New Due Date:

Term:	Week:
Date:	
Period(s):	

Head Teacher: _____

Deputy Principal: _____

Date: _____

Comments:

APPLICATION FOR SPECIAL CONSIDERATION



APPLICATION FOR SPECIAL CONSIDERATION *Absence, Illness or Misadventure Appeal*

If illness, accident, misadventure, or special circumstances prevent a student from completing a set task on or by the due date, the school must be advised immediately of the situation.

On the day the student returns to school this form must be returned to the relevant Head Teacher of the subject affected. **The student MUST keep a signed copy of this form.**

Student's Name:	Year:	Date: / /
Subject:	Subject Teacher:	

Assessment Task Appealed: _____

Date task/exam was due/on: / / Date task was set (if applicable): / /

☐ Absence
 ☐ Illness
 ☐ Misadventure

Nature of appeal (tick):

☐ Request for extension of time
 ☐ Failure to submit task
☐ Failure to perform at usual standard
 ☐ Failure to sit for school set exam

Student Statement in Support of Appeal

My appeal is based on the following grounds:

Supporting documentation (e.g. Doctor's Certificate or additional pages) may be stapled to this

form Student's Signature: _____ Date: / /

Parent/Guardian's Signature: _____ Date: / /
 (If student is under 18 years of age)

Form submitted to _____ (Head Teacher Name) Signature: _____
 Date: / /

Your Teacher or Subject Head Teacher will advise you of the outcome of your appeal within five school days.

Appeal Result _____

Signature: _____ Date: / /

NOTIFICATION OF LONG-TERM ILLNESS

Crookwell High School



NOTIFICATION OF LONG-TERM ILLNESS

Student's Name: _____ Year: _____ Date: ____/____/____

Long-term illness (brief description of illness):

Expected impact on study program:

Subject & Teacher's Names:

SUBJECT	CLASS TEACHER

Supporting documentation (e.g. Doctor's Certificate or additional pages) may be stapled to this form.

Student's Signature: _____

Date: ____/____/____

Parent/Guardian's Signature: _____

Date: ____/____/____

(If student is under 18 years of age)

APPLICATION FOR REVIEW OF MARKS/RANKING

Crookwell High School



APPLICATION FOR REVIEW OF MARKS/RANKING

Student's Name: _____ **Year:** _____ **Date:** ____/____/____

Subject: _____ **Subject Teacher:** _____

This form must be submitted to the Head Teacher within 24 hours of receipt of the assessment task result.

Title of Assessment Task: _____

Date of Assessment Task: ____/____/____

Assessment Task details:

Why are you appealing this result?

Supporting documentation may be stapled to this form.

Student's Signature: _____

Date: ____/____/____

Parent/Guardian's Signature: _____

Date: ____/____/____

(If student is under 18 years of age)

Form submitted to: _____ (Name)

Signature: _____

Date ____/____/____

Faculty Head Teacher Decision:

Signature: _____

Date: ____/____/____

YEAR 11
SUBJECT
ASSESSMENT
SCHEDULES

2025

AGRICULTURE (YEAR 11) 2025

Task Number		Task 1	Task 2	Task 3
Nature of Task		Farm Case Study – Farm Visit and Report	Practical Report	Yearly Examination
Outcomes being assessed		P1.1 P1.2 P2.3 P3.1 P5.1	P1.2 P2.2 P4.1	P1.1 P1.2 P2.1 P2.2 P2.3 P3.1 P4.1 P5.1
Assessment Components	Weight %	Task Assessment Components		
Knowledge and understanding of content	40	10	10	20
Knowledge, understanding and skills required to manage agricultural productive systems	40	15	10	15
Skills in effective research, experimentation and communication	20	5	10	5
Total weight	100%	30%	30%	40%
Timing of Task		Term 2 Week 2	Term 2 Week 10	Term 3 Week 9

Outcomes: Agriculture

A student:

- P1.1: describes the complex, dynamic and interactive nature of agricultural production systems
- P1.2: describes the factors that influence agricultural systems
- P2.1: describes the biological and physical resources and applies the processes that cause changes in plant production systems
- P2.2: describes the biological and physical resources and applies the processes that cause changes in animal production systems
- P2.3: describes the farm as a basic unit of production
- P3.1: explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements
- P4.1: applies the principals and procedures of experimental design and agricultural research
- P5.1: investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

BIOLOGY (YEAR 11) 2025 – AURORA

Task Number		Task 1	Task 2	Task 3
Nature of Task				
Outcomes being assessed				
Assessment Components	Weight %	Task Assessment Components		
Skills in working scientifically	60			
Knowledge and understanding	40			
Total weight	100%			
Timing of Task				

Outcomes: Biology

A student:

- BIO11/12-1: develops and evaluates questions and hypotheses for scientific investigation
- BIO11/12-2: designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11/12-3: conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11/12-4: selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11/12-5: analyses and evaluates primary and secondary data and information
- BIO11/12-6: solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11/12-7: communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO11-8: describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
- BIO11-9: explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- BIO11-10: describes biological diversity by explaining the relationship between a range of organisms in terms of specialisation for selected habitats and evolution of species
- BIO11-11: analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

BUSINESS STUDIES (YEAR 11) 2025

Task Number		Task 1	Task 2	Task 3
Nature of Task		Topic Test on Business	Business Plan	Yearly Examination
Outcomes being assessed		P1	P1	P1
		P2	P4	P2
		P3	P7	P3
		P9	P8	P4
			P9	P5
				P6
				P7
				P8
				P9
				P10
Assessment Components	Weight %	Task Assessment Components		
Knowledge and understanding of course	40	5	15	20
Stimulus – based skills	20	10		10
Inquiry and research skills	20	10	10	
Communication of business information, ideas and issues in appropriate forms	20		10	10
Total weight	100%	25%	35%	40%
Timing of Task		Term 1 Week 9	Term 3 Week 6	Term 3 Week 9

Outcomes: Business Studies

A student:

- P1: discusses the nature of business, it's role in society and types of business structure
- P2: explains the internal and external influences on business
- P3: describes the factors contributing to the success or failure of small to medium business enterprises
- P4: assesses the processes and interdependence of key business functions
- P5: examines the application of management theories and strategies
- P6: analyses the responsibilities of business to internal and external stakeholders
- P7: plans and conducts investigations into contemporary business issues
- P8: evaluates information for actual and hypothetical business situations
- P9: communicates business information and issues in appropriate formats
- P10: applies mathematical concepts appropriately in business situations

CHEMISTRY (YEAR 11) 2025

Task Number		Task 1	Task 2	Task 3
Nature of Task		Depth Study Research and Presentation (Module 1)	Topic Test (Module 2)	Yearly Examination (Modules 1-4)
Outcomes being assessed		CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-7 CH11-8	CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-9	CH11/12-1 CH11/12-2 CH11/12-4 CH11/12-5 CH11/12-6 CH11-8 CH11-9 CH11-10 CH11-11
Assessment Components	Weight %	Task Assessment Components		
Knowledge and understanding	40	20	10	10
Skills in working scientifically	60	20	20	20
Total weight	100%	40%	30%	30%
Timing of Task		Term 1 Week 11	Term 2 Week 8	Term 3 Week 9

Outcomes: Chemistry

A student:

- CH11/12-1: develops and evaluates questions and hypotheses for scientific investigation
- CH11/12-2: designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11/12-3: conducts investigations to collect valid and reliable primary and secondary data and information
- CH11/12-4: selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11/12-5: analyses and evaluates primary and secondary data and information
- CH11/12-6: solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11/12-7: communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- CH11-8: explores the properties and trends in the physical, structural and chemical aspects of matter
- CH11-9: describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
- CH11-10: explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
- CH11-11: analyses the energy considerations in the driving force for chemical reactions

COMMUNITY AND FAMILY STUDIES (YEAR 11) 2025

Task Number		Task 1	Task 2	Task 3
Nature of Task		Take Home Task <ul style="list-style-type: none"> Resource Management 	In-class Response <ul style="list-style-type: none"> Individuals and Groups 	Yearly Examination <ul style="list-style-type: none"> Resource Management Individuals and Groups Families and Communities
Outcomes being assessed		P1.1 P4.2 P6.1	P2.1 P2.3 P3.2	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2, P7.1, P7.2, P7.3, P7.4
Assessment Components	Weight %	Task Assessment Components		
Knowledge and understanding	40	15	15	10
Skills in critical thinking, research methodology, analysing and communicating	60	20	20	20
Total weight	100%	35%	35%	30%
Timing of Task		Term 1 Week 8	Term 2 Week 9	Term 3 Week 9

Outcomes: Community and Family Studies

A student:

- P1.1 :describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2: proposes effective solutions to resource problems
- P2.1: accounts for the roles and relationships that individuals adopt within groups
- P2.2: describes the role of the family and other groups in the socialisation of individuals
- P2.3: examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4: analyses the inter-relationships between internal and external factors and their impact on family functioning
- P3.1: explains the changing nature of families and communities in contemporary society
- P3.2: analyses the significance of gender in defining roles and relationships
- P4.1: utilises research methodology appropriate to the study of social issues
- P4.2: presents information in written, oral and graphic form
- P5.1: applies management processes to maximise the efficient use of resources
- P6.1: distinguishes those actions that enhance wellbeing
- P6.2: uses critical thinking skills to enhance decision-making
- P7.1: appreciates differences among individuals, groups and families within communities and values their contributions to society
- P7.2: develops a sense of responsibility for the wellbeing of themselves and others
- P7.3: appreciates the value of resource management in response to change
- P7.4: values the place of management in coping with a variety of role expectations

ENGLISH ADVANCED (YEAR 11) 2025

Task Number		Task 1	Task 2	Task 3
Nature of Task		Reading to Write - Imaginative text with reflection (Common Module)	Narratives that Shape our World - Multimodal presentation (Module A)	Yearly Examination - Critical Response (Common Module, Module A, Module B)
Outcomes being assessed		EA11-2 EA11-3 EA11-4 EA11-5 EA11-9	EA11-2 EA11-3 EA11-6 EA11-7 EA11-8 EA11-9	EA11-1 EA11-3 EA11-4 EA11-5 EA11-6 EA11-8
Assessment Components	Weight %	Task Assessment Components		
Knowledge and understanding of course content	50	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	20	15
Total weight	100%	30%	40%	30%
Timing of Task		Term 1 Week 10	Term 2 Week 9	Term 3 Week 9

Outcomes: English Advanced

A student:

- EA11-1: responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA11-2: uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA11-3: analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA11-4: strategically uses knowledge skills and understanding of language concepts and literary devices in new and different contexts
- EA11-: thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA11-: investigates and evaluates the relationship between texts
- EA11-: evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA11-8: explains and evaluates cultural assumptions and values in texts and their effects on meaning
- EA11-9: reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

ENGLISH STANDARD (YEAR 11) 2025

Task Number		Task 1	Task 2	Task 3
Nature of Task		Reading to Write Imaginative Writing and reflection (Common Module)	Contemporary Possibilities – Multimodal Presentation (Module A)	Yearly Examination Short answer questions, sustained responses (Common Module, Module A, Module B)
Outcomes being assessed		EN11-2 EN11-3 EN11-4 EN11-5 EN11-9	EN11-2 EN11-3 EN11-5 EN11-7	EN11-1 EN11-3 EN11-5 EN11-6 EN11-8
Assessment Components	Weight %	Task Assessment Components		
Knowledge and understanding of course content	50	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	20	15
Total weight	100%	30%	40%	30%
Timing of Task		Term 1 Week 10	Term 2 Week 9	Term 3 Week 9

Outcomes: English Standard

A student:

- EN11-1: responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
- EN11-2: uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN11-3: analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
- EN11-4: applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN11-5: thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN11-6: investigates and explains the relationships between texts
- EN11-7: understands and explains the diverse ways texts can represent personal and public worlds
- EN11-8: identifies and explains cultural assumptions in texts and their effects on meaning
- EN11-9: reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

ENGLISH STUDIES (YEAR 11) 2025

Task Number		Task 1	Task 2	Task 3
Nature of Task		Achieving through English: Multimodal Presentation	Playing the Game: Portfolio items	Yearly Examination All modules
Outcomes being assessed		ES11-2 ES11-3 ES11-6	ES11-5 ES11-9 ES11-10	ES11-1 ES11-4 ES11-7 ES11-8
Assessment Components	Weight %	Task Assessment Components		
Knowledge and understanding of course content	50	15	20	15
Skills in: <ul style="list-style-type: none"> Comprehending texts Communicating ideas Using language accurately, appropriately and effectively 	50	15	20	15
Total weight	100%	30%	40%	30%
Timing of Task		Term 1 Week 9	Term 2 Week 6	Term 3 Week 9

Outcomes: English Studies

A student:

- ES11-1: comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES11-2: identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES11-3: gains skills in accessing, comprehending and using information to communicate in a variety of ways
- ES11-4: composes a range of texts with increasing accuracy and clarity in different forms
- ES11-5: develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- ES11-6: uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES11-7: represents own ideas in critical, interpretive and imaginative texts
- ES11-8: identifies and describes relationships between texts
- ES11-9: identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
- ES11-10: monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

HEALTH & MOVEMENT SCIENCE (YEAR 11) 2025

Task Number		Task 1 Case Studies	Task 2 Practical Application	Task 3 Collaborative Investigation
Nature of Task		Health for Individuals & Communities	The Body & Mind in Motion	Collaborative Investigation
Outcomes being assessed		HMS11-01 HMS11-02 HMS11-05 HMS11-06 HMS11-07 HMS11-08 HMS11-09 HMS11-10	HMS11-01 HMS11-02 HMS11-03 HMS11-04 HMS11-05 HMS11-06 HMS11-07 HMS11-08 HMS11-09 HMS11-10	HMS11-05 HMS11-06 HMS11-07 HMS11-08
Assessment Components	Weight %	Task Assessment Components		
Knowledge and understanding of course content	40	15	15	10
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	60	20	20	20
Total weight	100%	35%	35%	30%
Timing of Task		Term 1 Week 8	Term 2 Week 8	Term 3 Week 10

Outcomes: Health and Movement Science

A student:

- HMS11-01: interprets meanings, measures and patterns of health experienced by Australians
- HMS11-02: analyses methods and resources to improve and advocate for the health of young Australians
- HMS11-03: analyses the systems of the body in relation to movement
- HMS11-04: investigates movement skills and psychology to improve participation and performance
- HMS11-05: Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts
- HMS11-06: Analysis: analyses the relationships and implications of health and movement concepts
- HMS11-07: Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes
- HMS11-08: Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts
- HMS11-09: Problem-solving: proposes and evaluates solutions to health and movement issues
- HMS11-10: Research: analyses a range of sources to make conclusions about health and movement concepts

INDUSTRIAL TECHNOLOGY – TIMBER (YEAR) 2025

Task Number		Task 1	Task 2	Task 3
Nature of Task		Folio	Half-Yearly Examination	Folio and Major Project
Outcomes being assessed		P2.2 P3.1 P3.2 P4.3 P5.1 P5.2 P6.1	P1.1 P2.1 P4.3 P6.1 P7.1 P7.2	P1.2 P2.1 P2.2 P3.2 P3.3 P4.1 P4.3 P5.1 P5.2 P6.1 P6.2
Assessment Components	Weight %	Task Assessment Components		
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by the focus area	40	10	20	10
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project	60	20	10	30
Total weight	100%	30%	30%	40%
Timing of Task		Term 1 Week 10	Term 2 Week 8	Term 3 Week 9

Outcomes: Industrial Technology – Timber

A student:

- P1.1: describes the organisation and management of an individual business within the focus area industry
- P1.2: identifies appropriate equipment, production and manufacturing techniques including new and developing technologies
- P2.1: describes and uses safe working practices and correct workshop equipment maintenance techniques
- P2.2: works effectively in team situations
- P3.1: sketches, produces and interprets drawings in the production of projects
- P3.2: applies research and problem-solving skills
- P3.3: demonstrates appropriate design principles in the production of projects
- P4.1: demonstrates a range of practical skills in the production of projects
- P4.2: demonstrates competency in using relevant equipment, machinery and processes
- P4.3: identifies and explains the properties and characteristics of materials/components through the production of projects
- P5.1: uses communication and information processing skills
- P5.2: uses appropriate documentation techniques related to the management of projects
- P6.1: identifies the characteristics of quality manufactured products
- P6.2: identifies and explains the principles of quality and quality control
- P7.1: identifies the impact of one related industry on the social and physical environment
- P7.2: identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

MATHEMATICS ADVANCED (YEAR 11) 2025

Task Number		Task 1	Task 2	Task 3
Nature of Task		In-class Test	Investigation Task	Yearly Examination
Outcomes being assessed		MA11.1 MA11.2 MA11.8 MA11.9	MA11.1 MA11.3 MA11.8 MA11.9	MA11.1 MA11.2 MA11.3 MA11.4 MA11.5 MA11.6 MA11.7 MA11.9
Assessment Components	Weight %	Task Assessment Components		
Understanding, fluency and communication	50	15	15	20
Problem-solving, reasoning and justification	50	15	15	20
Total weight	100%	30%	30%	40%
Timing of Task		Term 1 Week 11	Term 2 Week 7	Term 3 Week 9

The summative assessment will be weight 50% for the use of concepts, skills and techniques to solve mathematical problems and interpret practical situations, and 50% for the application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models.

Outcomes: Mathematics Advanced

A student:

- MA11.1: uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11.2: uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11.3: uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11.4: uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11.5: interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11.6: manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11.7: uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11.8: uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11.9: provides reasoning to support conclusions which are appropriate to the context

MATHEMATICS STANDARD 2 (YEAR 11) 2025

Task Number		Task 1	Task 2	Task 3
Nature of Task		Test with Summary Sheets	Assignment	Yearly Examination
Outcomes being assessed		MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-9 MS11-10	MS11-5 MS11-6 MS11-9 MS11-10	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-9 MS11-10
Assessment Components	Weight %	Task Assessment Components		
Concepts, skills and techniques	50	15	15	20
Reasoning and communication	50	15	15	20
Total weight	100%	30%	30%	40%
Timing of Task		Term 1 Week 11	Term 2 Week 7	Term 3 Week 9

The summative assessment will be weight 50% for the use of concepts, skills and techniques to solve mathematical problems and interpret practical situations, and 50% for the application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models.

Outcomes: Mathematics Standard

A student:

- MS11-1: uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2: represents information in symbolic, graphical and tabular form
- MS11-3: solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4: performs calculations in relation to two-dimensional figures
- MS11-5: models relevant financial situations using appropriate tools
- MS11-6: makes predictions about everyday situations based on simple mathematical models
- MS11-7: develops and carries out simple statistical processes to answer questions posed
- MS11-8: solves probability problems involving multistage events
- MS11-9: uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10: justifies a response to a given problem using appropriate mathematical terminology and/or calculations

MATHEMATICS – STAGE 6 NUMERACY (YEAR 11) 2025

Task Number		Task 1	Task 2	Task 3
Nature of Task		Assignment 1	Assignment 2	Student Portfolio
Outcomes being assessed		N6-1.1 N6-1.2 N6-2.1 N6-2.2 N6-3.1	N6-1.1 N6-2.2 N6-2.3 N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-3.1, N6-3.2
Assessment Components	Weight %	Task Assessment Components		
Knowledge and understanding	50	17.5	17.5	15
Skills	50	17.5	17.5	15
Total weight	100%	35%	35%	30%
Timing of Task		Term 1 Week 10	Term 2 Week 8	Term 3 Week 8

Outcomes: Stage 6 Numeracy

A student:

- N6-1.1: recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
- N6-1.2: applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
- N6-1.3: determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
- N6-2.1: chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
- N6-2.2: chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
- N6-2.3: chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
- N6-2.4: chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
- N6-2.5: chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
- N6-3.1: chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
- N6-3.2: chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

MUSIC (YEAR 11) 2025

Task Number		Task 1	Task 2	Task 3
Nature of Task		An Instrument and its Repertoire Viva Voce	Methods of Notation Composition	Music of a Culture Performance/Aural
Outcomes being assessed		P4 P5 P6 P7	P2 P3 P4 P5 P7	P1 P8 P9 P10 P11
Assessment Components	Weight %	Task Assessment Components		
Musicology	25	25		
Composition	25		25	
Performance	25		5	20
Aural	25	10		15
Total weight	100%	35%	30%	35%
Timing of Task		Term 1 Week 8	Term 2 Week 7	Term 3 Week 9

Outcomes: Music

A student:

- P1: performs music that is characteristic of the topics studied
- P2: observes, reads, interprets and discusses simple musical scores characteristic of topics studied
- P3: improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
- P4: recognises and identifies the concepts of music and discusses their use in a variety of musical styles
- P5: comments on and constructively discusses performances and compositions
- P6: observes and discusses concepts of music in works representative of the topics studied
- P7: understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
- P8: identifies, recognises, experiments with and discusses the use of technology in music
- P9: performs as a means of self-expression and communication
- P10: demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P11: demonstrates a willingness to accept and use constructive criticism

PHYSICS (YEAR 11) 2025 - AURORA

Task Number		Task 1	Task 2	Task 3
Nature of Task		To Be Advised by Aurora College	To Be Advised by Aurora College	To Be Advised by Aurora College
Outcomes being assessed				
Assessment Components	Weight %	Task Assessment Components		
Skills in working scientifically	60			
Knowledge and understanding	40			
Total weight	100%			
Timing of Task				

Outcomes: Physics

A student:

- PH11/12-1: develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2: designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3: conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4: selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5: analyses and evaluates primary and secondary data and information
- PH11/12-6: solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7: communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH11-8: describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
- PH11-9: describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
- PH11-10: explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
- PH11-11: explains and quantitatively analyses electric fields, circuitry and magnetism

PHYSICS (YEAR 11) 2025

Task Number		Task 1	Task 2	Task 3
Nature of Task		Practical Investigation (Module 1)	Depth Study Research, construct, fly and analyse (Modules 1 & 2)	Yearly Examination (Modules 1-4)
Outcomes being assessed		PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9	PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11
Assessment Components	Weight %	Task Assessment Components		
Skills in working scientifically	60	20	20	20
Knowledge and understanding	40	10	20	10
Total weight	100%	30%	40%	30%
Timing of Task		Term 1 Week 7	Term 2 Week 8	Term 3 Week 9

Outcomes: Physics

A student:

- PH11/12-1: develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2: designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3: conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4: selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5: analyses and evaluates primary and secondary data and information
- PH11/12-6: solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7: communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH11-8: describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
- PH11-9: describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
- PH11-10: explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
- PH11-11: explains and quantitatively analyses electric fields, circuitry and magnetism

SOFTWARE ENGINEERING (YEAR 11) 2025 - AURORA

Task Number		Task 1	Task 2	Task 3
Nature of Task		To be advised by Aurora College	To be advised by Aurora College	To be advised by Aurora College
Outcomes being assessed				
Assessment Components	Weight %	Task Assessment Components		
Knowledge and skills in the practical application of the content	50			
Knowledge & understanding	50			
Total weight	100%			
Timing of Task				

Outcomes: Software Engineering

A student:

- SE-11-01: describes methods used to plan, develop and engineer software solutions
- SE-11-02: explains how structural elements are used to develop programming code
- SE-11-03: describes how current hardware, software and emerging technologies influence the development of software engineering solutions
- SE-11-04: applies safe and secure practices to collect, use and store data
- SE-11-05: describes the social, ethical and legal implications of software engineering on the individual, society and the environment
- SE-11-06: applies tools and resources to design, develop, manage and evaluate software
- SE-11-07: implements safe and secure programming solutions
- SE-11-08: applies language structures to refine code
- SE-11-09: manages and documents the development of a software project

SPORT, LIFESTYLE & RECREATION STUDIES (YEAR 11) 2025

Task Number		Task 1	Task 2	Task 3
Nature of Task		Event Management	Navigation	Games and Sports Strategies
Outcomes being assessed		1.1	1.4	2.1
		1.3	2.3	3.1
		1.6	4.1	3.2
		4.2	4.4	4.1
		4.5		
Assessment Components	Weight %	Task Assessment Components		
Knowledge and understanding of course content	50	20	15	15
Skills in critical thinking, research, analysis and communicating	50	15	20	15
Total weight	100%	35%	35%	30%
Timing of Task		Term 1 Week 11	Term 2 Week 10	Term 3 Week 9

Outcomes: Sport, Lifestyle & Recreation Studies

A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and health lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 2.1 explains the principles of skill development & training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects physical activities that meet individual needs, interests and abilities
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.6 assesses and responds appropriately to emergency care situations
- 4.1 plans strategies to achieve performance goals
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

VISUAL ARTS (YEAR 11) 2025

Task Number		Task 1	Task 2	Task 3	Task 4
Nature of Task		2D Material/ Media Experimentation The Human Form- 3D The Audience for Art	Essay The Evolution of Modern Art	Explorations into Contemporary Art	Yearly Examination
Outcomes being assessed		P1 P2 P3 P4 P6	P7 P8 P9 P10	P2 P3 P4 P5 P6 P8	P7 P8 P9 P10
Assessment Components	Weight %	Task Assessment Components			
Artmaking	50	25		25	
Art Criticism and Art History	50		25		25
Total weight	100%	25%	25%	25%	25%
Timing of Task		Term 2 Week 2	Term 2 Week 5	Term 3 Week 6	Term 3 Week 9

Outcomes: Visual Arts

A student:

- P1: explores the conventions of practice in artmaking
- P2: explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3: identifies the frames as the basis of understanding expressive representation through the making of art
- P4: investigates subject matter and form as representations in artmaking
- P5: investigates ways of developing coherence and layers of meaning in the making of art
- P6: explores a range of material techniques in ways that support artistic intentions
- P7: explored the conventions of practice in art criticism and art history
- P8: explores relationships between concepts of artist, artwork, world audience through critical and historical investigations of art
- P9: identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P10: explores ways in which significant art histories, critical narratives and other documentary accounts the visual arts can be constructed

VOCATIONAL EDUCATION AND TRAINING (VET COURSES)

Crookwell High School will offer the following VET courses:

- Hospitality
- Primary Industries

HOSPITALITY (YEAR 11) 2025

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2025 - 2026

Training Package SIT Tourism, Travel and Hospitality

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 Safety in the kitchen	Task 2 Service please		Optional EXAM
		Week 7 Term 2	Week 3 Term 3		Week 9 Term 3
Code	Unit of Competency				
SITXFSA005	Use hygienic practices for food safety	X			
SITXWHS005	Participate in safe work practices	X			
SITXFSA006	Participate in safe food handling practices	X			
SITHCCC025	Prepare and present sandwiches	X			
SITXCCS011	Interact with customers		X		
SITXCOM007	Show social and cultural sensitivity		X		

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.

*** Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards.

Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

PRIMARY INDUSTRIES (YEAR 11) 2025

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: AHC20122 Certificate II in Agriculture Release 1

Cohort 2025 - 2026

Training Package AHC Agriculture, Horticulture and Conservation and
Land Management Release 9.0

Assessment Schedule Year 11 - 2025

Assessment Tasks for AHC20122 Certificate II in Agriculture Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 WHS	Task 2 Communicate and Work Effectively	Task 3 Operate Tractors	Task 4 Biosecurity	Task 5 Handle and Observe Livestock	Task 6 Care for Livestock	EXAM (Optional)
			Week 10 Term 1	Week 10 Term 1	Week 10 Term 2	Week 10 Term 2	Week 10 Term 3	Week 10 Term 3	Week 9 Term 3
Code	Unit of Competency	HSC Examinable Unit							
AHCWHS202	Participate in work- place health and safety processes	✓	X						
AHCWRK212	Work effectively in industry	✓		X					
AHCWRK213	Participate in workplace communications			X					
AHCMOM202	Operate tractors				X				
AHCMOM304	Operate machinery and equipment				X				
AHCBI0203	Inspect and clean machinery, tools and equipment to preserve biosecurity					X			
AHCLSK205	Handle livestock using basic techniques						X		
AHCLSK204	Carry out regular livestock observation						X		
AHCLSK202	Care for health and welfare of livestock	✓						X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward AHC20122 Certificate II in Agriculture.

The assessment components in this course are competency based.

Students must demonstrate they have gained the knowledge and skills of each unit of competency,
to industry standards.

Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

SUMMARY OF ASSESSMENT TASKS CALENDAR – YEAR 11

	LINE 1			LINE 2			LINE 3				LINE 4			LINE 5			LINE 6		
TERM 1 2025	ENGLISH ADVANCED	ENGLISH STANDARD	ENGLISH STUDIES	MATHEMATICS ADVANCED	MATHEMATICS STANDARD	STAGE 6 NUMERACY	BIOLOGY (AURORA)	CAFS	PHYSICS	SLR	CHEMISTRY	HOSPITALITY	INDUSTRIAL TECHNOLOGY - TIMBER	AGRICULTURE	BUSINESS STUDIES	VISUAL ARTS	HEALTH & MOVEMENT SCIENCE	MUSIC	PRIMARY INDUSTRIES
Week 1																			
Week 2																			
Week 3																			
Week 4																			
Week 5																			
Week 6																			
Week 7									X										
Week 8								X									X	X	
Week 9			X												X				
Week 10	X	X				X							X						X
Week 11				X	X					X	X								

	LINE 1			LINE 2			LINE 3				LINE 4			LINE 5			LINE 6		
TERM 2 2025	ENGLISH ADVANCED	ENGLISH STANDARD	ENGLISH STUDIES	MATHEMATICS ADVANCED	MATHEMATICS STANDARD	STAGE 6 NUMERACY	BIOLOGY (AURORA)	CAFS	PHYSICS	SLR	CHEMISTRY	HOSPITALITY	INDUSTRIAL TECHNOLOGY - TIMBER	AGRICULTURE	BUSINESS STUDIES	VISUAL ARTS	HEALTH & MOVEMENT SCIENCE	MUSIC	PRIMARY INDUSTRIES
Week 1																			
Week 2														X		X			
Week 3																			
Week 4																			
Week 5																X			
Week 6			X																
Week 7				X	X							X						X	
Week 8						X			X		X		X				X		
Week 9	X	X						X											
Week 10										X				X					X


NOTES

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