

CROOKWELL HIGH SCHOOL



ASSESSMENT BOOKLET

Year 12 2024 HSC



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 HSC 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 two 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 NESAs; 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 of 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, 2024. Students will be advised of the exact dates during the course of 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/11-12/hsc/about-HSC>

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 the 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 absence 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 two weeks in advance of the due 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 23 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

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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 Excursion:

- 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.

- i. 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.
- ii. 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.
- iii. 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.

Occasions where zero marks may be awarded

1. Deadlines and Extension

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:
 - copying out of one or more books or journals and presenting it as your own work;
 - cutting and pasting from the Internet and presenting it as your own work;
 - submitting work that contains a large contribution from another person such as a parent, coach or subject expert;
 - paying someone to write or prepare material on your behalf;

Please note students should adhere to the principles and practices outlined in HSC - All My Own Work. - All incidents of malpractice are reported to NESAs 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, iPods and PDAs

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 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 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.
3. 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. 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 studentIt 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*. Penguin Books: 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

Referencing

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 or 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 the future". *Weekend Australian*. 7 February, p10.

Referencing

DVD's

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, [video:VHS].

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)
- | [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](http://www.bournemouth.ac.uk/service-depts/lis/LIS%20Pub/harvardsys.htm)

Accessed 6, May, 1998].

From a person: whether in person, by phone or by email: Name Year, pers. Comm., date
A Gibson 2005, pers. comm., 10th October

Crookwell High School



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

NOTIFICATION OF VARIATION

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

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

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

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: ____/____/____

SUBJECT ASSESSMENT SCHEDULES

The following pages give information regarding the assessment tasks for individual subjects.

Attention should be paid to the Week of Assessment, Weighting, Nature of the Task and the Syllabus Outcomes addressed in each task.

ANCIENT HISTORY (HSC) 2024

Task Number		Task 1	Task 2	Task 3	Task 4
Nature of Task		Essay Historical Period	In-class source analysis Cities of Vesuvius	Research and Presentation Ancient Societies	Trial HSC Examination
Outcomes being assessed		AH12.3 AH12.6 AH12.7 AH12.8 AH12.9	AH12.5 AH12.6 AH12.7 AH12.10	AH12.1 AH12.5 AH12.6 AH12.7 AH12.9	AH12.2 AH12.4 AH12.6 AH12.7 AH12.8 AH12.9
Assessment Components	Weight	Task Assessment Components			
Knowledge and understanding of course content	40%	10	5	5	20
Historical skills in the analysis and evaluation of sources and interpretations	20%	5	10		5
Historical inquiry and research	20%	10		10	
Communications of historical understanding in appropriate forms	20%		5	10	5
Total Weight	100%	25%	20%	25%	30%
Timing of Task		2023 Term 4 Week 7	Term 1 Week 10	Term 2 Week 6	Term 3 Weeks 4-5

Outcomes: Ancient History

A Student:

- AH12-1 accounts for the nature of continuity and change in the ancient world
- AH12-2 proposes arguments about the varying causes and effects of events and developments
- AH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past
- AH12-4 analyses the different perspectives of individuals and groups in their historical context
- AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world
- AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- AH12-7 discusses and evaluates differing interpretations and representations of the past
- AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

BIOLOGY - AURORA (HSC) 2024

Task Number		Task 1	Task 2	Task 3	Task 4
Nature of Task		TBA by Aurora College	TBA by Aurora College	TBA by Aurora College	TBA by Aurora College
Outcomes being assessed					
Assessment Components	Weight	Task Assessment Components			
Skills in working scientifically	60%				
Knowledge and understanding of course content	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 information
- BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific audience or purpose
- BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO11/12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
- BIO11/12-13 explains natural genetic change and the use of genetic technologies to induce genetic change
- BIO11/12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
- BIO11/12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

BUSINESS STUDIES (HSC) 2024

Task Number		Task 1	Task 2	Task 3	Task 4
Nature of Task		Research Task Operations	Extended Response Marketing	Case Study Finance	Trial Examination
Outcomes being assessed		H2 H4 H5 H6 H7 H8 H9	H1 H2 H4 H5 H7 H8 H9	H4 H5 H6 H8 H9 H10	H1 H2 H3 H4 H5 H6 H9
Assessment Components	Weight	Task Assessment Components			
Knowledge and understanding of course content	40%	10	10	10	10
Stimulus based skills	20%			10	10
Inquiry and research	20%	10	10		
Communication of business information, ideas and issues in appropriate forms	20%	5	5		10
Total Weight	100%	25%	25%	20%	30%
Timing of Task		2023 Term 4 Week 8	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 4-5

Outcomes: Business Studies

A Student:

- H1 critically analyses the role of business in Australia and globally
- H2 evaluates management strategies in response to changes in internal and external influences
- H3 discuss the social and ethical responsibilities of management
- H4 analyses business functions and processes in large and global businesses
- H5 explains management strategies and their impact on businesses
- H6 evaluates the effectiveness of management in the performance of business
- H7 plans and conducts investigations into contemporary business issues
- H8 organises and evaluates information for actual and hypothetical business situations
- H9 communicates business information, issues and concepts in appropriate formats
- H10 applies mathematical concepts appropriately in business situation

CHEMISTRY (HSC) 2024

Task Number		Task 1	Task 2	Task 3	Task 4
Nature of Task		Module 5 Test	Module 6 Practical Task	Module 7 Depth Study	Trial Examination
Outcomes being assessed		CH11/12-1 CH11/12-5 CH12-12	CH11/12-2 CH11/12-3 CH11/12-5 CH12-13	CH11/12-1 CH11/12-5 CH11/12-6 CH11/12-7 CH12-14	CH11/12-1 CH11/12-2 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15
Assessment Components	Weight	Task Assessment Components			
Skills in Working Scientifically	60%	10	20	20	10
Knowledge and understanding of course content	40%	10	5	5	20
Total Weight	100%	20%	25%	25%	30%
Timing of Task		2024 Term 1 Week 1	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 4-5

Outcomes: Chemistry

A Student:

- CH11/12-1 questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation
- CH11/12-2 planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11/12-3 conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information
- CH11/12-4 processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11/12-5 analysing data and information - analyses and evaluates primary and secondary data and information
- CH11/12-6 problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11/12-7 communicating - communicates scientific understanding using suitable language and terminology for specific audience or purpose
- CH12-12 Module 5 - EQUILIBRIUM AND ACID REACTIONS - explains the characteristics of equilibrium systems, and the factors that affect these systems
- CH12-13 Module 6 - ACID/BASE REACTIONS - describes, explains and quantitatively analyses acids and bases using contemporary models
- CH12-14 Module 7 - ORGANIC CHEMISTRY - analyses the structure of, and predicts reactions involving carbon compounds
- CH12-15 Module 9 - APPLYING CHEMICAL IDEAS - describes and evaluates chemical systems used to design and analyse chemical processes

ENGLISH - ADVANCED (HSC) 2024

Task Number		Task 1	Task 2	Task 3	Task 4
Nature of Task		Texts and Human Experiences Multimodal	Textual Conversation Comparative Essay	Craft of Writing Imaginative Task	Trial Examination Common Module Module A Module B Module C
Outcomes being assessed		EA12-1 EA12-2 EA12-3 EA12-5 EA12-6 EA12-7	EA12-1 EA12-3 EA12-5 EA12-6 EA12-8	EA12-1 EA12-3 EA12-4 EA12-9	EA12-3 EA12-4 EA12-5 EA12-6 EA12-8
Assessment Components	Weight	Task Assessment Components			
Knowledge and understanding of course content	50%	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15	10	10	15
Total Weight	100%	25%	25%	20%	30%
Timing of Task		2023 Term 4 Week 9	Term 1 Week 8	Term 2 Week 4	Term 3 Weeks 4-5

Outcomes: English - Advanced

A student :

- EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA12-6 investigates and evaluates the relationships between texts
- EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
- EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

ENGLISH - STANDARD (HSC) 2024

Task Number		Task 1	Task 2	Task 3	Task 4 All Modules
Nature of Task		Texts and Human Experiences Multimodal presentation with related material	Close Study of Literature Analytical response	Craft of Writing Imaginative text	Trial HSC Examination Common Module Module A Module B Module C
Outcomes being assessed		EN12-1 EN12-2 EN12-3 EN12-4 EN12-6 EN12-7	EN12-1 EN12-3 EN12-5 EN12-7 EN12-8	EN12-1 EN12-3 EN12-4 EN12-9	EN12-1 EN12-3 EN12-4 EN12-5 EN12-6 EN12-7
Assessment Components	Weight	Task Assessment Components			
Knowledge and understanding of course content	50%	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15	10	10	15
Total Weight	100%	25%	25%	20%	30%
Timing of Task		2023 Term 4 Week 9	Term 1 Week 8	Term 2 Week 4	Term 3 Weeks 4-5

Outcomes: English - Standard

A student :

- EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
- EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN12-6 investigates and explains the relationships between texts
- EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds
- EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning
- EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

INVESTIGATING SCIENCE (HSC) 2024

Task Number		Task 1	Task 2	Task 3	Task 4
Nature of Task		Practical Investigation Design, conduct and evaluate a practical investigation	Topic Test Module 6	Depth Study Conduct practical and secondary-sourced investigations to evaluate a claim made in the media	Trial Examination
Outcomes being assessed		INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-12	INS11/12-1 INS11/12-2 INS11/12-4 INS12-13	INS11/12-1 INS11/12-2 INS11/12-3 INS 11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-12 INS12-14 INS12-15	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-12 INS12-13 INS12-14 INS12-15
Assessment Components	Weight	Task Assessment Components			
Skills in Working Scientifically	60%	20	10	20	10
Knowledge and Understanding	40%	5	10	5	20
Total Weight	100%	25%	20%	25%	30%
Timing of Task		2023 Term 4 Week 7	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 4-5

Outcomes: Investigating Science

A student :

- INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- INS11/12-2 designs and evaluates investigations to obtain primary and secondary data and information
- INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS11/12-5 analyses and evaluates primary and secondary data information
- INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- INS11/12-7 communicates scientific understanding using suitable languages and terminology for a specific audience or purpose
- INS12-12 develops and evaluates the process of undertaking scientific investigations
- INS12-13 describes and explains how science drives the development of technologies
- INS12-14 uses evidence-based analysis in a scientific investigation to support
- INS12-15 evaluates the implications of ethical, social, economic and political influences on science

INDUSTRIAL TECHNOLOGY: TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES - (HSC) 2024

Task Number		Task 1	Task 2	Task 3
Nature of Task		Project Proposal	Major Project Development & Project Management	Trial Examination
Outcomes being assessed		H3.1 H3.2 H3.3 H4.1 H4.2 H4.3 H5.1 H5.2 H6.2	H3.1 H3.2 H3.3 H4.1 H4.2 H4.3 H5.1 H5.2 H6.2	H1.2 H1.3 H3.1 H4.3 H5.1 H6.1 H6.2 H7.1 H7.2
Assessment Components	Weight	Task Assessment Components		
Knowledge and understanding of course content	40%	10	10	20
Knowledge and skills in the design, management, communication and production of a major project	60%	30	25	5
Total Weight	100%	40%	35%	25%
Timing of Task		2023 Term 4 Week 7	Term 1 Week 11	Term 3 Weeks 4-5

Outcomes: Industrial Technology

A student :

- H1.1 investigates industry through the study of businesses in one focus area
- H1.2 identifies appropriate equipment, production, and manufacturing techniques and describes the impact of new and developing technologies in industry
- H1.3 identifies important historical developments in the focus area industry
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1 demonstrates skills in sketching, producing and interpreting drawings
- H3.2 selects and applies appropriate research and problem-solving skills
- H3.3 applies and justifies design principles through the production of a Major Project
- H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.2 examines and applies appropriate documentation techniques to project management
- H6.1 evaluates the characteristics of quality manufactured products
- H6.2 applies the principles of quality and quality control
- H7.1 explains the impact of the focus area industry on the social and physical environment

MATHEMATICS ADVANCED (HSC) 2024

Task Number		Task 1	Task 2	Task 3	Task 4
Nature of Task		Topic Test	Investigative Task	Topic Test	Trial Examination
Outcomes being assessed		MA12-1 MA12-3 MA12-6 MA12-9 MA12-10	MA12-1 MA12-3 MA12-5 MA12-6 MA12-7 MA12-9 MA12-10	MA12-3 MA12-4 MA12-8 MA12-9 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6, MA12-7 MA12-8 MA12-9 MA12-10
Assessment Components	Weight	Task Assessment Components			
Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50%	10	10	15	15
Application of reasoning and communication in appropriate forms to construct and proofs to interpret and use mathematical models	50%	10	10	15	15
Total Weight	100%	20%	20%	30%	30%
Timing of Task		Term 1 Week 4	Term 1 Week 11	Term 2 Week 8	Term 3 Weeks 4-5

Outcomes: Mathematics Advanced

A student :

- MA12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
- MA12-2 models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
- MA12-3 applies calculus techniques to model and solve problems
- MA12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
- MA12-5 applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
- MA12-6 applies appropriate differentiation methods to solve problems
- MA12-7 applies the concepts and techniques of indefinite and definite integrals in the solution of problems
- MA12-8 solves problems using appropriate statistical processes
- MA12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
- MA12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

MATHEMATICS STANDARD 2 (HSC) 2024

Task Number		Task 1	Task 2	Task 3	Task 4
Nature of Task		Assignment	Topic Test 1	Topic Test 2	Trial Examination
Outcomes being assessed		MS2-12-3 MS2-12-4 MS2-12-9	MS2-12-1 MS2-12-5 MS2-12-10	MS2-12-1 MS2-12-3 MS2-12-6 MS2-12-8 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12,5 MS2-12-6 MS2-12-7 MS2-12-8 MS2-12-10
Assessment Components	Weight	Task Assessment Components			
Understanding, fluency and communication	50%	15	10	10	15
Problem solving, reasoning and justification	50%	15	10	10	15
Total Weight	100%	30%	20%	20%	30%
Timing of Task		Term 1 Week 3	Term 1 Week 11	Term 2 Week 8	Term 3 Weeks 4-5

Outcomes: Mathematics Standard 2

A student :

- MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions
- MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including a degree of accuracy and the conversion of units where appropriate
- MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems
- MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments
- MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms
- MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
- MS2-12-8 solves problems using networks to model decision-making in practical problems
- MS2-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
- MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justify a response

MUSIC 1 (HSC) 2024

Task Number & Topic		Task 1 Topic - An Instrument and its repertoire	Task 2 Topic - Music for Film	Task 3 Topic - Rock Music	Task 4 Topics 1, 2 & 3
Nature of Task		Performance	Viva and Composition	Elective Assessment	Trial Examination - Aural Exam - Practical
Components		Core performance	- Musicology - Composition	Elective 1 Elective 2 - Performance - Musicology - Composition	Elective 3 - Performance - Musicology - Composition - Aural Core
Outcomes being assessed		H1 H2 H3	H4 H5 H6	H1-H8* (*based on elective options chosen by student)	H1-H8* (*based on elective options chosen by student)
Assessment Components	Weight	Task Assessment Components			
Core	55%	10	20		25
Electives	45%			30	15
Total Weight	100%	10%	20%	30%	40%
Timing of Task		2023 Term 4 Week 7	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 4-5

Outcomes: Music 1

A student :

- H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- H5 critically evaluates and discusses performances and compositions
- H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
- H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
- H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music
- H9 performs as a means of self-expression and communication
- H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H11 demonstrates a willingness to accept and use constructive criticism

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (HSC) 2024

Task Number		Task 1	Task 2	Task 3
Nature of Task		Health Report	Research Assignment	Trial Examination
Outcomes being assessed		H1, H2, H3, H4, H5, H14, H15	H7, H8, H9, H10, H11, H16	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17
Assessment Components	Weight	Task Assessment Components		
Knowledge & understanding of the factors that affect health and the way that the body moves	40%	15	10	15
Skills in critical thinking, research and analysis and communicating	60%	20	25	15
Total Weight	100%	35%	35%	30%
Timing of Task		2023 Term 4 Week 9	Term 1 Week 11	Term 3 Weeks 4-5

Outcomes: Personal Development, Health & Physical Education

A student :

- H1 describes the nature, and justifies the choice, of Australia's health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for the new public health approach to health promotion
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H6 demonstrates a range of personal health skills that enables them to promote and maintain health
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skill is acquired and appraised
- H10 designs and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

PHYSICS - AURORA (HSC) 2024

Task Number		Task 1	Task 2	Task 3	Task 4
Nature of Task		TBA by Aurora College	TBA by Aurora College	TBA by Aurora College	TBA 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 (Aurora)

A student :

- PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2 designs and evaluates investigations 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
- PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular the projectile motion of particles
- PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect on both qualitatively and quantitatively
- PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
- PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

SOFTWARE DESIGN AND DEVELOPMENT - AURORA (HSC) 2024

Task Number		Task 1	Task 2	Task 3	Task 4
Nature of Task		TBA by Aurora College	TBA by Aurora College	TBA by Aurora College	TBA by Aurora College
Outcomes being assessed					
Assessment Components	Weight	Task Assessment Components			
Knowledge and understanding					
Skills					
Total Weight	100%				
Timing of Task					

Outcomes: Software Design and Development

A student :

- H1.1 explains the interrelationship between hardware and software
- H1.2 differentiates between various methods used to construct software solutions
- H1.3 describes how the major components of a computer system store and manipulate data
- H2.1 describes the historical development of different language types
- H2.2 explains the relationship between emerging technologies and software development
- H3.1 identifies and evaluates legal, social and ethical issues in a number of contexts
- H3.2 constructs software solutions that address legal, social and ethical issues
- H4.1 identifies needs to which software solutions are appropriate
- H4.2 applies appropriate development methods to solve software problems
- H4.3 applies a modular approach to implement well structured software solutions and evaluates their effectiveness
- H5.1 applies project management techniques to maximise the productivity of the software development
- H5.2 creates and justifies the need for the various types of documentation required for a software solution
- H5.3 selects and applies appropriate software to facilitate the design and development of software solutions
- H6.1 assesses the relationship between the roles of people involved in the software development cycle
- H6.2 communicates the processes involved in a software solution to an inexperienced user
- H6.3 uses a collaborative approach during the software development cycle
- H6.4 develops effective user interfaces, in consultation with appropriate people

SPORT, LIFESTYLE & RECREATION STUDIES (HSC) 2024

Task Number		Task 1	Task 2	Task 3
Nature of Task		First Aid and Sport Injuries Examination	Sports Coaching Research Task	Resistance Training Task
Outcomes being assessed		1.3 2.5 3.6 4.5	1.1 2.1 3.1 3.2 4.2	1.2 2.2 3.3 3.4
Assessment Components	Weight	Task Assessment Components		
Knowledge & understanding	50%	15	15	20
Skills	50%	15	20	15
Total Weight	100%	30%	35%	35%
Timing of Task		2023 Term 4 Week 9	Term 1 Week 9	Term 2 Week 10

Outcomes: Sport, Lifestyle & Recreation Studies

A student :

- 1.1 applies the rules & conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness, and healthy 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
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development & training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects & participates in physical activities that meet individual needs, interests & abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology, and performance
- 3.1 selects appropriate strategies & 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
- 3.4 composes, performs & appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills & a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence & confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety, and physical activity
- 5.1 accepts responsibility for personal and community health
- 5.2 willingly participates in regular physical activity
- 5.3 values the importance of an active lifestyle
- 5.4 values the features of a quality performance
- 5.5 strives to achieve quality in personal performance

STAGE 6 NUMERACY (HSC) 2024

Task Number		Task 1	Task 2	Task 3	Task 4
Nature of Task		Assignment	Investigation Project	Assignment	Student Portfolio
Outcomes being assessed		N6-1.2 N6-2.1 N6-2.3 N6-3.1 N6-3.2	N6-1.2, N6-2.1, N6-2.2, N6-2.5, N6-2.6, N6-3.1	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.6, N6-3.1, 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, N6-2.6, N6-3.2
Assessment Components	Weight	Task Assessment Components			
Knowledge & understanding	50%	10	15	10	15
Skills	50%	10	15	10	15
Total Weight	100%	20%	30%	20%	30%
Timing of Task		2023 Term 4 Week 8	Term 1 Week 7	Term 2 Week 6	Term 3 Week 6

Outcomes: Stage 6 Numeracy

Objective N6-1

A student: develops numerical reasoning and mathematical thinking skills needed in everyday contexts to resolve situations, evaluate results and communicate solutions using appropriate language

- 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

Objective N6-2

A student: develops the capacity to choose and apply techniques to effectively meet the numeracy demands of life in personal and community, workplace and employment, and educational and training contexts

- 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
- N6-2.6** chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations

Objective N6-3

A student: develops the capacity to use numerical reasoning and mathematical skills and techniques, aided by appropriate technology, to organise, represent and analyse information, and interpret practical situations

- 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

VOCATIONAL EDUCATION AND TRAINING

(VET COURSES)

In 2024, Crookwell High School will offer the following VET Framework courses:

| Primary Industries

| Hospitality

ASSESSMENT SUMMARY FOR HSC AHC20116 CERTIFICATE II IN AGRICULTURE (PRIMARY INDUSTRIES)

Primary Industries Curriculum Framework courses are competency-based courses. To achieve an Australian Qualified Frameworks (AQF) Certificate or Statement a student must be assessed as competent.

This means that a student's performance is judged against a prescribed standard not against the performance of other participants. Assessment of competence involves the assessment of skills and knowledge combined. This is assessed throughout a unit or by an end of unit assessment task either in class or in the workplace.

The HSC Examination is optional. Students indicate during Year 12 whether they intend to attempt the examination.

The examination has no impact on a student's eligibility for AQF qualifications.

Task	Date
Unit Competency tests and assessments	Ongoing
Trial Examination	Term 3 Weeks 4 -5
Work Placement (compulsory)	To be negotiated with work placement coordinator, student and class teacher

Mandatory	Code	Unit of Competency	Prerequisite	Indicative Hours
Mandatory	AHCCHM201	Apply chemicals under supervision	NIL	20
Mandatory	AHCWHS201	Participate in work health and safety processes	NIL	15
Mandatory	AHCWRK201	Observe and report on weather	NIL	15
Mandatory	AHCWRK204	Work effectively in the industry	NIL	20
Mandatory	AHCWRK209	Participate in environmentally sustainable work practices	NIL	15
Mandatory	AHCLSK202	Care for health and welfare of livestock	NIL	20

Elective	Code	Unit of Competency	Prerequisite	Indicative Hours
Elective	AHCINF201	Carry out basic electric fencing operations	NIL	10
Elective	AHCINF202	Install, maintain, and repair farm fencing	NIL	15
Elective	AHCLSK204	Carry out regular livestock observation	NIL	10
Elective	AHCLSK205	Handle livestock using basic techniques	NIL	15
Elective	AHCLSK206	Identify and mark livestock	NIL	10
Elective	AHCLSK209	Monitor water supplies	NIL	10
Elective	AHCLSK211	Provide feed for livestock	NIL	10
Elective	AHCMOM202	Operate tractors	NIL	20
Elective	AHCPMG201	Treat weeds	NIL	10
Elective	AHCWRK205	Participate in workplace communications	NIL	10
Elective	AHCCHM304	Transport and store chemicals	NIL	15
Elective	AHCMOM304	Operate machinery and equipment	NIL	15
Total HSC indicative hours (240 indicative hours course providing a total of 4 HSC credit units)			NIL	255

ASSESSMENT SUMMARY FOR HSC CERTIFICATE II IN HOSPITALITY - SIT20322

Tourism and Hospitality Curriculum Framework courses are competency-based courses. To achieve an Australian Qualified Frameworks (AQF) Certificate or Statement a student must be assessed as competent. This means that a student's performance is judged against a prescribed standard not against the performance of other participants. Assessment of competence involves the assessment of skills and knowledge combined. This is assessed throughout a unit or by an end of unit assessment task either in class or in the workplace. The HSC Examination is optional. Students indicate during Year 12 whether they intend to attempt the examination. The examination has no impact on a student's eligibility for AQF qualifications.

Task	Due Date
Unit competency tests and assessments	Ongoing
Trial examination	Term 3, Weeks 4-5
Work Placement (mandatory)	To be negotiated with work placement coordinator, student, and class teacher

Core Units of Competency	
BSBTWK201	Work effectively with others
SITHIND007	Use hospitality skills effectively
SITHIND006	Source and use information on the hospitality industry
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices
SITXCCS011	Interact with customers

Elective Units of Competency	
SITXFSA005	Use hygienic practices for food safety
SITHCCC025	Prepare and present sandwiches
SITXFSA006	Participate in safe food handling practices
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB025	Prepare and serve espresso coffee
SITHFAB027	Serve food and beverages

This course contains 2 additional units above the qualification to meet HSC NSW Education Standards Authority.

Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted.

SUMMARY OF ASSESSMENT TASKS CALENDAR

NB: Students will be informed in writing of the ACTUAL DATE and details of the assessment task at least TWO WEEKS before the task due date.

Term 4 2023	Line 1		Line 2			Line 3			Line 4		Line 5		Line 6			Offline		
	ENGLISH ADVANCED	ENGLISH STANDARD	MATHEMATICS ADVANCED	MATHEMATICS STANDARD	STAGE 6 NUMERACY	INVESTIGATING SCIENCE	INDUSTRIAL TECH - TIMBER	MUSIC	BUSINESS STUDIES	PRIMARY INDUSTRIES	ANCIENT HISTORY	HOSPITALITY	CHEMISTRY	SLR	PDHPE	BIOLOGY (AURORA)	PHYSICS (AURORA)	SD&D (AURORA)
Week 1																		
Week 2																		
Week 3																		
Week 4																		
Week 5																		
Week 6																		
Week 7						X		X			X							
Week 8					X		X		X									
Week 9	X	X											X	X				
Week 10																		
Week 11																		

Term 1 2024	Line 1		Line 2			Line 3			Line 4		Line 5		Line 6			Offline		
	ENGLISH ADVANCED	ENGLISH STANDARD	MATHEMATICS ADVANCED	MATHEMATICS STANDARD	STAGE 6 NUMERACY	INVESTIGATING SCIENCE	INDUSTRIAL TECH - TIMBER	MUSIC	BUSINESS STUDIES	PRIMARY INDUSTRIES	ANCIENT HISTORY	HOSPITALITY	CHEMISTRY	SLR	PDHPE	BIOLOGY (AURORA)	PHYSICS (AURORA)	SD&D (AURORA)
Week 1													X					
Week 2																		
Week 3				X														
Week 4			X															
Week 5																		
Week 6																		
Week 7					X													
Week 8	X	X						X										
Week 9						X			X				X	X				
Week 10											X							
Week 11			X	X			X								X			

SUMMARY OF ASSESSMENT TASKS CALENDAR

NB: Students will be informed in writing of the ACTUAL DATE and details of the assessment task at least TWO WEEKS before the task due date.

Term 2 2024	Line 1		Line 2			Line 3			Line 4		Line 5		Line 6			Offline		
	ENGLISH ADVANCED	ENGLISH STANDARD	MATHEMATICS ADVANCED	MATHEMATICS STANDARD	STAGE 6 NUMERACY	INVESTIGATING SCIENCE	INDUSTRIAL TECH - TIMBER	MUSIC	BUSINESS STUDIES	PRIMARY INDUSTRIES	ANCIENT HISTORY	HOSPITALITY	CHEMISTRY	SLR	PDHPE	BIOLOGY (AURORA)	PHYSICS (AURORA)	SD&D (AURORA)
Week 1																		
Week 2																		
Week 3																		
Week 4	X	X																
Week 5																		
Week 6					X						X							
Week 7									X									
Week 8			X	X														
Week 9						X							X					
Week 10								X					X					

Term 3 2024	Line 1		Line 2			Line 3			Line 4		Line 5		Line 6			Offline		
	ENGLISH ADVANCED	ENGLISH STANDARD	MATHEMATICS ADVANCED	MATHEMATICS STANDARD	STAGE 6 NUMERACY	INVESTIGATING SCIENCE	INDUSTRIAL TECH - TIMBER	MUSIC	BUSINESS STUDIES	PRIMARY INDUSTRIES	ANCIENT HISTORY	HOSPITALITY	CHEMISTRY	SLR	PDHPE	BIOLOGY (AURORA)	PHYSICS (AURORA)	SD&D (AURORA)
Week 1																		
Week 2																		
Week 3																		
Week 4	X	X	X	X		X	X	X	X	X	X	X	X	X	X			
Week 5	X	X	X	X		X	X	X	X	X	X	X	X	X	X			
Week 6					X													
Week 7																		
Week 8																		
Week 9																		
Week 10																		

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