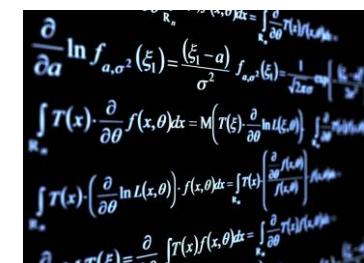


CROOKWELL HIGH SCHOOL



ASSESSMENT BOOKLET - VERSION 2

Year 11 - 2024



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 twelve units. 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 Year 11 Course and are eligible for 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 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 11 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 Technical and Further Education (TAFE) requirements including satisfactory attendance (that is, not absent for more than three TAFE days).

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Introductory

Introductory Notes:

The following guidelines have been written to assist you to successfully plan and complete your assessment tasks during your Year 11 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. A new date will be issued with written notification. The final decision to vary an assessment task will be made by the Head Teacher of the relevant Faculty.
- | Except in exceptional circumstance, the number of tasks and weightings will not change.
- | **Two weeks' written notification of tasks** will always be given. This will be noted on the Assessment Task Notification form.
- | 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

Whilst NESAs does not mandate attendance requirements, **Crookwell High School's** policy is that students should have at least a 90% attendance rate in each course. Failure to achieve this rate may result in you not fulfilling some or all of the course completion criteria. Your teachers and Year Adviser will monitor your attendance and will give early warning if your level of attendance is of concern.

Note: NESAs insists a minimum number of dedicated practical hours in Science Courses must be covered.

Assessment

In each course, teachers are required to assess specific aspects of the course. These items are referred to as Assessment Components.

Assessments can include, but are not limited to:

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

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 (for example: 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 may result in not being awarded a grade. If you do not comply with the assessment requirements, you may be given an 'N' Determination.

If the Principal determines that you have not fulfilled the above criteria, you will be given a written 'N Determination 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 submitted **no later than 9.00 am** on the due date, unless otherwise advised on the Assessment Task Notification by your class teacher.

Special Provisions

NESA has a program to help students with practical support in their High 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 learning difficulty.
- 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 details 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 as requested.

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 your child must contact the Teacher Learning Support (TLaS) 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 your child has a diagnosed medical condition that will require supporting medical documentation this needs to be dated in Term 4. Please contact the TLaS to discuss the necessary medical support documentation.

If you 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 or your child may require support in completing the Higher School Certificate examinations, please discuss the matter with the TLaS.

Intent to use School Provisions:

Students that have applied for special provisions for assessment tasks (eg. extra time, separate supervision) must complete the Intent to Use School Based Provisions on page 21 and submit to the class teacher 1 week prior to task.

Special Consideration

Application for Special Consideration Form - Absences, Illness and Misadventure

Requesting Extensions:

If you know that you need an extension for a task, an application for Special Consideration can be made. Extensions are not automatic. You will need to supply documentary evidence as to why you have a valid reason for an extension and the Head Teacher of the Faculty must be satisfied that unfair advantage will not be gained over other students.

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

All applications for special consideration must be completed using the Application for Special Consideration Form - Absence, illness and misadventure form located on page 19 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 should be provided (eg: doctor's certificate) to the relevant Head Teacher on the day you return to school.

Unplanned absence or 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: doctor's certificate) to the relevant Head Teacher on the day you return to school.
- (d) If you are suffering from an ongoing medical condition, it is your responsibility to apply for appropriate provisions to allow you 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 Application for Special Consideration Form (pg 19).

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
- | State the dates the student is unfit for attendance

Special Consideration

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

Extended periods of absence due to ongoing medical concerns:

- It is your responsibility to ensure appropriate documentation for Special Consideration appeals and supporting medical certificates are forwarded to their Year Adviser 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 you are 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, you 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 reasonable to complete the task or a substitute task.
- You will be required to submit an Appeal for Special Consideration to your 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 you 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, you can submit an Appeal for Special Consideration form requesting an alternate arrangement for handing in the task. This will enable alternate arrangements for you so that the work can be handed in without you being penalised. It is your responsibility to ensure the appeal form is submitted to the subject teacher before the due date.

Special Consideration

Being away before an assessment task is issued:

- 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. You can appeal for misadventure with the appropriate supporting documentation after the task is completed.

Estimates:

Estimates can be used when you miss a task and a substitute task is not feasible. The estimate is determined from other information known about you in the course. Often other Assessment Tasks and Ranks are used to determine the estimate. Class work and class tasks or tests may be used to determine estimates if they are more closely related to the work to be estimated than the remaining assessment tasks in the course.

Technology

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, you 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).
 - | When working at school, save the latest version of your work to your personal files on the school server.
 - | 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.nsw.gov.au email account), as well as bringing it to school on external portable storage.
 - | 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 (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 (page 19).

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/Examination

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

3. Malpractice

You may be awarded a 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'. This includes:
 - copying out of one or more books or journals and presenting it as your own work;
 - cutting and pasting from the Internet or a CD 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 a 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. They should be left at home or handed to the front office.

Appeals

Appeals in relation to assessment procedures should be made at the time of the task. See your class teacher first if you are unhappy with the process followed. If you still need assistance you should speak with your Head Teacher. Appeals relating to marks will generally not be accepted. Appeals should be made verbally, then in writing within seven days of the return of the task. The Appeals Proforma is located in this booklet.

If you are not satisfied with the decision of the Head Teacher, you may apply to the Principal for a school review only on the basis that the Assessment program has not been followed or that the procedures used in arriving at the final Assessment mark are incorrect.

Appeals about Final Assessment Ranks

You may appeal against decisions concerning aspects of the award of 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 a 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).

The School's Responsibilities

1. For all tasks your teacher will give you at least two weeks 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 timely 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.

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.

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

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

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, [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)
- | 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

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.

MARKING GUIDELINES/RUBRIC

Include a rubric here or direct to an attached document.

Teacher's signature: _____

Head Teacher's signature: _____

Assessment Task Change of Date

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): ____/____/____

Reason for appeal (tick): 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) 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

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

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: ____/____/____



Crookwell High School

Intent to Use School Based Provisions

Student Name: _____

Subject: _____

Year: 10 / 11 / 12 Assessment Name and Due Date

Note: Notice is required in five school days unless otherwise negotiated with your teacher

I intend to use the following provision's for the above:

<ul style="list-style-type: none"> • Writer, with a time allowance of 2.5 mins for every 30 mins of a task <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Extra time to write (5 mins for every 30 minutes of a task)
<ul style="list-style-type: none"> • Reader <p style="text-align: center;">AND / OR</p> <ul style="list-style-type: none"> • Extra time to read (5 mins for every 30 minutes of a task)
<ul style="list-style-type: none"> • Rest breaks (5 minutes for every 30 minutes of a task)
<ul style="list-style-type: none"> • Separate Supervision
<ul style="list-style-type: none"> • Individual Supervision
<ul style="list-style-type: none"> • Medical Provisions <ul style="list-style-type: none"> • Food/drink • Ventilation • Medication • Varied Seating • Other
<ul style="list-style-type: none"> • Hearing Support person
<ul style="list-style-type: none"> • Vision support person
<ul style="list-style-type: none"> • Other

Student Signature.....

Date.....

Teacher.....

Date copy given to student.....

Faculty Use:

Reader / Writer Name:

Provision use:

SUBJECT ASSESSMENT SCHEDULES

AGRICULTURE (YEAR 11) 2024

Task Number & Name		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			
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 1	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

ANCIENT HISTORY (YEAR 11) 2024

Task Number & Name		Task 1	Task 2	Task 3
Nature of Task		Source analysis and presentation- Investigating Ancient History	Research and final product - Historical Investigation	Yearly Examination
Outcomes being assessed		AH11-6 AH11-7 AH11-9 AH11-10	AH11-1 AH11-2 AH11-3 AH11-4 AH11-5 AH11-6 AH11-7 AH11-8 AH11-9 AH11-10	AH11-1 AH11-2 AH11-3 AH11-6 AH11-7 AH11-9 AH11-10
Assessment Components	Weight			
Knowledge and understanding of content	40	10	10	20
Historical skills in the analysis and evaluation of sources and interpretations	20	10	5	5
Historical inquiry & research	20	5	5	10
Communication of historical understanding in appropriate forms	20	5	10	5
Total Weight	100%	30%	30%	40%
Timing of Task		Term 1 Week 8	Term 2 Week 9	Term 3 Week 9

Outcomes: Ancient History

A Student:

- AH11-1 describes the nature of continuity and change in the ancient world
- AH11-2 proposes ideas about the varying causes and effects of events and developments
- AH11-3 analyses the role of historical features, individuals and groups in shaping the past
- AH11-4 accounts for the different perspectives of individuals and groups
- AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world
- AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- AH11-7 discusses and evaluates differing interpretations and representations of the past
- AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH11-9 communicate historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history

BIOLOGY (YEAR 11) 2024

Task Number & Name		Task 1	Task 2	Task 3
Nature of Task		Practical Investigation Design, conduct and evaluate a practical investigation	Depth Study Research and Presentation	Yearly Examination
Outcomes being assessed		BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-5 BIO11/12-7 BIO11-8	BIO11/12-1 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9	BIO11/12-5 BIO11/12-6 BIO11/12-8 BIO11/12-9 BIO11/12-10 BIO11/12-11
Assessment Components	Weight	Task Assessment Components		
Skills in Working Scientifically	60	25	25	10
Knowledge and understanding	40	5	15	20
Total Weight	100%	30%	40%	30%
Timing of Task		Term 1 Week 6	Term 2 Weeks 2/3	Term 3 Week 9

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) 2024

Task Number & Name		Task 1	Task 2	Task 3
Nature of Task		Topic Test on Business	Business Plan	Yearly Examination
Outcomes being assessed		P1 P2 P3 P9	P1 P4 P7 P8 P9	P1 P2 P3 P4 P5 P6 P7 P8 P9 P10
Assessment Components	Weight	Task Assessment Components		
Knowledge and understanding of course content	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) 2024

Task Number & Name		Task 1	Task 2	Task 3 Trial Exam
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 CHE11/12-2 CHE11/12-3 CHE11/12-4 CHE11/12-5 CHE11/12-7 CHE11-8	CHE11/12-4 CHE11/12-5 CHE11/12-6 CHE11/12-7 CHE11-9	CHE11/12-1 CHE11/12-2 CHE11/12-4 CHE11/12-5 CHE11/12-6 CHE11-8 CHE11-9 CHE11-10 CHE11-11
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 7	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

ENGLISH - ADVANCED (YEAR 11) 2024

Task Number & Name		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
- EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA11-6 investigates and evaluates the relationship between texts
- EA11-7 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) 2024

Task Number & Name		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

INDUSTRIAL TECHNOLOGY - (TIMBER PRODUCTS & FURNITURE TECHNOLOGIES) (YEAR 11)

Task Number & Name		Task 1	Task 2	Task 3
Nature of Task		Design Project and 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 Products & Furniture Technology

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) 2024

Task Number & Name		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 (YEAR 11) 2024

Task Number & Name		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

MUSIC (YEAR 11) 2024

Task Number & Name		Task 1	Task 2	Task 3
Nature of Task		An Instrument and it's 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

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (YEAR 11) 2024

Task Number & Name		Task 1 Research Task	Task 2 Case Study Response	Task 3 Yearly Examination
Nature of Task		Better Health for Individuals (Core 1)	The Body in Motion (Core 2)	Yearly Examination
Outcomes being assessed		P2 P3 P4 P5 P6 P15 P16	P7 P8 P9 P10 P11 P16 P17	P1 P2 P3 P4 P5 P6 P7 P8 P9 P10 P11 P14 P15 P16 P17
Assessment Components	Weight	Task Assessment Components		
Knowledge & understanding of course content	40	10	15	15
Skills in critical thinking, research, analysis and communicating	60	20	20	20
Total Weight	100%	30%	35%	35%
Timing of Task		Term 1 Week 11	Term 2 Week 10	Term 3 Week 9

Outcomes: Personal Development, Health and Physical Education

A student :

- P1 identifies and examines why individuals give different meanings to health
- P2 explains how a range of health behaviours affect an individual's health
- P3 describes how an individual's health is determined by a range of factors
- P4 evaluates aspects of health over which individuals can exert some control
- P5 describes factors that contribute to effective health promotion
- P6 proposes actions that can improve and maintain an individual's health
- P7 explains how body systems influence the way the body moves
- P8 describes the components of physical fitness and explains how they are monitored
- P9 describes biomechanical factors that influence the efficiency of the body in motion
- P10 plans for participation in physical activity to satisfy a range of individual needs
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
- P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
- P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 uses a range of sources to draw conclusions about health and physical activity concepts
- P17 analyses factors influencing movement and patterns of participation

PHYSICS (YEAR 11) 2024 - AURORA

Task Number & Name		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	20	20	20
Knowledge & understanding	40	10	10	20
Total Weight	100%	30%	30%	40%
Timing of Task		Term 1 Week 10	Term 2 Week 9	Term 3 Week 8/9

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
- 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) 2024 - AURORA

Task Number & Name		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

VISUAL ARTS (YEAR 11) 2024

Task Number & Name		Task 1	Task 2	Task 3	Task 4
Nature of Task		The Human Form- 3D The Audience for Art	Essay The Evolution of Modern Art	2D Interpreting the Contemporary	Yearly Examination
Outcomes being assessed		P1 P2 P3 P4	P7 P8 P9 P10	P2 P3 P5 P6 P8 P9	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 1 Week 9	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
identifies the frames as the basis of understanding expressive representation through the making of art
- P3 investigates subject matter and form as representations in artmaking
- P4 investigates ways of developing coherence and layers of meaning in the making of art
- P5 explores a range of material techniques in ways that support artistic intentions
- P6 explored the conventions of practice in art criticism and art history
- P7 explores relationships between concepts of artist, artwork, world audience through critical and historical investigations of art
- P8 identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P9 explores ways in which significant art histories, critical narratives and other documentary accounts the visual arts can be constructed
- P10 explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

VOCATIONAL EDUCATION AND TRAINING

(VET COURSES)

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

- | PRIMARY INDUSTRIES
- | CONSTRUCTION
- | HOSPITALITY

Assessment Schedule Year 11 - 2024

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	Task 2	Task 3	Task 4	Task 5	Task 6	EXAM
			WHS	Communicate and Work Effectively	Operate Tractors	Biosecurity	Handle and Observe Livestock	Care for Livestock	(Optional)
Code	Unit of Competency	HSC Examinable Unit	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
AHCWHS202	Participate in workplace 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				
AHC BIO203	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”.

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

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Cohort 2024 - 2025

Training Package CPC Construction, Plumbing and Services Training Package Release 8.0

Assessment Schedule Year 11 - 2024

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)			Task 1	Task 2	Task 3	Task 4
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>			White Card	Work safe, stay safe	Working it out	Project planning
			Week 5 Term 1	Week 6 Term 1	Week 10 Term 1	Week 4 Term 2
Code	Unit of Competency	HSC Examinable Unit				
CPCWHS1001	Prepare to work safely in the construction industry		X			
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	J		X		
CPCCCM1011	Undertake basic estimation and costing				X	
CPCCOM1015	Carry out measurements and calculations	J			X	
CPCCOM2001	Read and interpret plans and specifications	J				X
CPCCOM1013	Plan and organise work	J				X

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

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”.

Assessment Schedule Year 11 - 2024

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
Code	Unit of Competency	Date: 11.06.24	Date: 06.08.24		Date: TBA
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”.

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.

Term 1 2024	LINE 1		LINE 2		LINE 3			LINE 4			LINE 5			LINE 6		
	ENGLISH ADVANCED	ENGLISH STANDARD	MATHEMATICS ADVANCED	MATHEMATICS STANDARD	AGRICULTURE	ANCIENT HISTORY	CHEMISTRY	BIOLOGY	CONSTRUCTION	HOSPITALITY	PDHPE	PRIMARY INDUSTRIES	VISUAL ARTS	BUSINESS STUDIES	INDUSTRIAL TECH - TIMBER	MUSIC
Week 1																
Week 2																
Week 3																
Week 4																
Week 5								X								
Week 6							X	X								
Week 7																
Week 8						X										X
Week 9												X	X			
Week 10	X	X							X		X			X		
Week 11			X	X			X				X					

Term 2 2024	LINE 1		LINE 2		LINE 3			LINE 4			LINE 5			LINE 6		
	ENGLISH ADVANCED	ENGLISH STANDARD	MATHEMATICS ADVANCED	MATHEMATICS STANDARD	AGRICULTURE	ANCIENT HISTORY	CHEMISTRY	BIOLOGY	CONSTRUCTION	HOSPITALITY	PDHPE	PRIMARY INDUSTRIES	VISUAL ARTS	BUSINESS STUDIES	INDUSTRIAL TECH - TIMBER	MUSIC
Week 1					X											
Week 2								X								
Week 3								X								
Week 4									X							
Week 5												X				
Week 6																
Week 7			X	X			X			X						X
Week 8															X	
Week 9	X	X				X										
Week 10					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.

Term 3 2024	LINE 1		LINE 2		LINE 3			LINE 4			LINE 5			LINE 6		
	ENGLISH ADVANCED	ENGLISH STANDARD	MATHEMATICS ADVANCED	MATHEMATICS STANDARD	AGRICULTURE	ANCIENT HISTORY	CHEMISTRY	BIOLOGY	CONSTRUCTION	HOSPITALITY	PDHPE	PRIMARY INDUSTRIES	VISUAL ARTS	BUSINESS STUDIES	INDUSTRIAL TECH - TIMBER	MUSIC
Week 1																
Week 2																
Week 3										X						
Week 4																
Week 5																
Week 6												X		X		
Week 7																
Week 8																
Week 9	X	X	X	X	X	X	X	X		X	X		X	X	X	X
Week 10												X				

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