

Hawkesbury High School



Higher School Certificate Assessment Procedures and Course Assessment Schedules

2024

Caring, Learning, Connecting

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Introduction

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.
- Enables students to demonstrate what they know and can do.
- Clarifies student understanding of concepts and promotes deeper understanding.
- Provides evidence that current understanding is a suitable basis for future learning.

Hawkesbury High promotes an integrated approach to teaching, learning and assessment. *Assessment for learning*, *assessment as learning* and *assessment of learning* are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to improve student learning.

These approaches include:

- Self-assessment and peer assessment.
- Strategies for students to actively monitor and evaluate their own learning.
- Feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning.

A key to better assessment information is the re-thinking of assessment as the process of establishing *where* learners are in their learning at the time of assessment. This process can be undertaken at various levels of diagnostic detail to identify starting points for action and to monitor learning progress over time.

This Assessment Schedule is a useful guide for all students – it can assist them to effectively plan ahead and take responsibility for managing their own learning. I trust that this Assessment Schedule will be a useful tool for all students at Hawkesbury High School.

Mr I Maric

Principal

2023

Assessment Policy and Procedures

Schools are required to provide an Assessment Mark based on student achievements in each course studied for the Higher School Certificate. The Assessment Mark will be based on achievement measured throughout the HSC course and will encompass performance in all syllabus objectives and outcomes, except those relating to value and attitude.

What is the purpose of assessment?

Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.
- Enables students to demonstrate what they know and can do.
- Clarifies student understanding of concepts and promotes deeper understanding.
- Provides evidence that current understanding and skills are a suitable basis for future learning.

Course Completion Criteria

The following course completion criteria refers to both Preliminary and HSC Courses. A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- a) followed the course developed or endorsed by NESAs; and
- b) applied him or herself 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

Unsatisfactory Progress and Attendance

Poor attendance and unsatisfactory progress are closely linked. Students' attendance in each course needs to meet satisfactory levels in order to complete sufficient course outcomes. Where attendance and/or course outcomes completion are of concern, the student will be notified in writing and letters will be sent home. Continued unsatisfactory progress could result in the student being given an "N" determination of unsatisfactory participation in the course.

In extreme circumstances the Principal may expel a student from the school. The grounds for expulsion will be "unsatisfactory participation in learning by a student of post-compulsory age, e.g. a documented pattern of non-satisfactory completion, non-serious attempts to meet course objectives and/or non-compliance with NESAs requirements for the award of the Higher School Certificate".

Assessment Programs

Each school has to develop an Assessment Program for each course. In practical terms, this means that the school is required to:

- Inform students of the requirement in each course.
- Set tasks that will measure student performance in each specified component of the course and focus on outcomes.
- Specify a mark/weighting for each task.
- Keep records of each student's performance on each task.
- Provide students with information on their progress.

This handbook sets out the weightings of the component assessed in each course, as well as the value and nature of each task. Assessment programs will begin at the start of the HSC course. The Assessment period normally finishes shortly after the completion of the Trial HSC Examination. If a task does not discriminate adequately between students or has been made invalid by circumstances, Head Teachers, in consultation with the Principal or Deputy Principal, may set an additional or alternate Assessment Task. Valid, completed tasks in your Assessment Program cannot be discarded although the Head Teacher may re-weight them after consultation with the Principal.

Students with Special Needs

Assessment Tasks may need to be modified or altered for students with special needs. This process will be done in consultation with the Head Teacher Support and Support Teacher Learning Assistance.

Notification of Assessment Tasks

With the exception of formal examinations (Trial HSC) you will be notified in writing at least 14 calendar days prior to the due date of Assessment Tasks. The due date and information for all Assessment Tasks will be given to you on our Assessment Task Notice Cover Sheet which will be issued when you are notified of the task. Any variation to the published Assessment schedule must be made at least 14 days prior to the due date of the original task. The teacher's register must be signed by the student on receipt of the task and on submission of the task.

Absence When Task is Notified or Due

Whenever a student is absent from school, it is *their responsibility* to ensure that they know what work has been missed and to catch up on that work. The same conditions apply if they are absent when an Assessment Task is notified or due for submission or completion. Students are not entitled to any automatic extension of time for the task. If a student has a prolonged absence, you may submit to the Principal an application for Consideration/Extension. This includes travel or family holidays where an application for extended leave must be made with the Principal at least two weeks before the anticipated travel/leave dates. Students studying for the HSC are expected not to make any travel or leave arrangements during examination periods or during times when assessment tasks are due for submission.

Completing and Submitting Assessment Tasks

NESA expects all students to undertake all assessment tasks set. Once notice of deadline has been given, staff will not pursue students for work. All tasks are to be submitted by the *end of the school day on the due date*. All tasks submitted after this time will be deemed *late*. Late work will receive a zero mark unless there is a valid reason. However, the task must still be completed satisfactorily. Students may not be partially absent from school on the day an assessment task is due. In the case of illness or misadventure, appropriate evidence (e.g. medical certificate) must be supplied.

Feedback to students of Assessment marks

Teachers will return marked assessment tasks within 3 weeks of due date and prior to the due date of any subsequent assessable task. Teachers will provide effective oral and written feedback to students, either individually or in groups, to allow monitoring and improvement of learning.

Extensions to Due Dates

An extension to the due date of an assignment may be approved, *by the Principal or Deputy Principal only*, in cases of severe illness or other exceptional circumstances. Approval for an extension *must* be

sought at least one week in advance of the due date. A medical certificate will be required in cases of illness. For an extension you must complete an Application for Special Consideration/Illness Misadventure. This is available from the classroom teacher. You must submit this form to the teacher of that subject who will make a recommendation on the application. The Head Teacher will then submit it to the Principal for consideration.

If an extension is not granted, you must submit the task by the due date. Unless prior application for an extension has been approved **by the Principal**, the late submission of a task will result in zero marks being awarded for that task. Approval will not be automatically granted for holidays taken during scheduled formal examinations or when assessment tasks are due for submission. A separate application for extended leave must be made directly with the Principal at least two weeks prior to the anticipated travel/leave dates.

Illness/Misadventure

There are occasionally special circumstances where a student cannot hand a task in by the set time due to illness or for another exceptional reason. In this case the faculty Head Teacher confers with the Principal as to whether alternative arrangements are made. If, because of a valid reason you cannot attend school on the day when an Assessment Task is to be done/submitted you should telephone the school and speak to the Deputy Principal. If illness is offered as an excuse a Doctor's Certificate must be provided. If misadventure is offered, evidence acceptable to the Principal must be provided.

- a) If a student knows he or she will be absent on the day that a task is due, the task must be submitted before the due date. This includes students who are involved in sporting events, excursions or work placement.
- b) If you are suspended from school when assessment tasks are due you must:
 - Not attend school for the duration of your suspension.
 - Submit out-of-school assessment tasks either by mail or by delivery to the Front Office.
 - Miss your in-school assessment task for which you will be given an alternative task or an estimate.

Receiving an estimate

In all cases of misadventure, it is always the best idea to complete the task or attempt the exam. An estimate mark can only ever match your current assessment mark and will never improve your result above this.

Non-Attempt of Tasks

When a student does not attempt a task or submits a task after the due date without a valid reason:

- A Zero mark will be awarded for the task.
- The task will be recorded as a non-attempt.
- Parents/carers will be informed by letter.
- It may be necessary to invoke the 50% regulation.

Non-Genuine Attempt of Tasks

Students must make a genuine attempt at all Assessment Tasks. If, in the opinion of the class teacher, a student makes a non-genuine attempt at a task, that task will be treated in the same manner as a non-attempt of the task. A non-genuine attempt is when a student submits an assessment task which

shows little or no thought/effort, which is generally incomplete or which has been answered frivolously. A genuine attempt is the presentation of an assessment task which meets the requirements of the set task and which has been done to the best of the student's ability.

Malpractice in Assessment Tasks

Malpractice when completing assessment tasks or examinations may include the following:

- a) Copying and Non-Original Work (plagiarism) – where there is evidence of copying, or where outside sources are used and not acknowledged, marks will be deducted in proportion to the extent of non-original or unacknowledged work.
- b) Cheating – if a student is found to be cheating (or assisting others to cheat) in any assessment task, they will score **zero** for the task, parents/guardians will be informed and the Principal or Head Teacher may take further action as appropriate.
- c) Examinations – you must follow the school rules for examinations. If you break these rules, or if you cheat in the examinations in any way, your paper will be cancelled and you will be reported to the Principal. The Principal may determine that you received a zero mark for your examination paper.
- d) On the date of an assessment task (other than examinations) you must arrive to school on time and attend all lessons prior to the task. Any lateness to school on the day of an assessment task must be explained and supported with appropriate evidence – in most cases a medical certificate.

Appeals procedure

Students may seek a review of internal assessment in the case of procedural problems, in particular, computational errors, incorrect weightings or non-compliance with the school's stated HSC assessment policy. An assessment review should focus on the school's *procedures* for determining the final assessment mark. Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned.

Frequently Asked Questions

How will I be formally assessed?

- You will be required to complete a set of assessment tasks for each of your subjects e.g. tests, essays, fieldwork, oral reports etc. The mark you score for each of these tasks will be used by the school as part of your course assessment.
- 50% of your final HSC mark comes from your assessment marks.
- Tasks will be given with a minimum of 2 weeks' notice.
- Each task will have the outcomes described in detail.
- Tasks other than examinations are accompanied by a comprehensive marking guideline when the task is formally issued.
- Students sign the "HSC Assessment Task Register" when the notification is received, and again to document submission or attendance at a task.
- Any required changes to the nature and date of a task are given in writing to all students.

How can I best manage my assessment tasks?

- Be aware of due dates. Keep an up-to-date diary of all assessment tasks and other commitments.
- Use a wall calendar or small whiteboard in an area such as your family room or your kitchen to note due dates if you want others in your household to help you remember deadlines.
- Start tasks early so that you can ask for help if you need it.
- Break tasks into a series of smaller steps and set deadlines for completing each step.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end.
- Frequently save and back up any work completed on a computer. The failure of technology is generally not an acceptable excuse for submitting your work late.
- Keep all your earlier drafts and copies of your resources.
- Keep a copy of any work you submit for marking.

What are my rights and responsibilities as a student?

Every student has rights and responsibilities when it comes to assessment. All students have the following rights:

- To be informed of the assessment policies of the school and the NESA.
- To receive clear guidelines relating to requirements of each assessment task.
- To be informed in advance of the due date for each assessment task.
- To receive feedback that assists them to review their work.
- To query the mark for an individual task at the time it is returned to them.

All students have the following responsibilities:

- To become familiar with and follow the school's assessment policies and the *Rules and Procedures* booklet.
- To complete all set tasks on time or talk to their teachers about what to do if they cannot meet a deadline.
- Not to engage in behaviour which could be considered malpractice, cheating, or plagiarism, and ensure that all assessment work is their own or acknowledge the contribution of others.
- To follow up any concerns with tasks at the time they are marked and returned.

What is Plagiarism?

Plagiarism is when you claim that you have written, created or developed a piece of work that someone else originated. Plagiarism is a form of cheating, it is dishonest and it will negatively impact on your HSC results.

Q: Is it plagiarism if I copy someone else's work exactly and claim it as my own?

YES.

Q: Is it plagiarism if I change some of the words or sentences in the passage I am copying?

YES – using someone else's thoughts and words without acknowledgement.

Q: Is it plagiarism if I memorise a story or essay written by someone else, and then produce all or parts of it in my exam?

YES.

Q: Is it plagiarism if someone else proof reads my work and changes my final draft?

NO – it is not plagiarism if someone corrects your spelling or grammar. **However**, if someone makes major changes to the wording of the draft, the final version is no longer your own work.

Q: Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source when I hand my work in?

NO – it is legitimate to build on others' ideas provided you don't claim them as your own.

Q: Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes and then acknowledge the source in my text and / or bibliography?

NO – you have acknowledged you are presenting someone else's ideas.

What if I don't complete or submit a task?

If a student fails to attend or submit a task on the due date published then:

- a. The student is offered an appeal form to document the reason.
- b. If the appeal is successful, the student makes an alternative arrangement with the teacher to complete the task.
- c. If the appeal is accepted the task is marked and included in the assessment.
- d. If the reason on the appeal is not accepted the task is marked, feedback is given, but zero mark is recorded.
- e. If the student does not complete the task within the set time, an N Award warning letter is sent. A zero mark will be awarded.

In genuine cases of illness or misadventure, you should follow the misadventure procedure.

School Procedures for illness or misadventure appeals

Collect an Appeal or Misadventure form from the Class Teacher or the Head Teacher of the subject involved on the **first day** back at school after an absence or **on the day that you become aware** that you will be unable to submit the task on the due date.

- Return the completed form to the Class Teacher for their recommendation.
- It is expected that a medical certificate will be provided for an illness.
- The Head Teacher concerned will recommend either an extension of time, the setting of an alternative task; the award of an estimate, or that the appeal not be upheld.



APPLICATION FOR SPECIAL CONSIDERATION FOR ILLNESS OR MISADVENTURE

If illness or misadventure prevents a student from completing an ASSESSMENT TASK on or before the due date the school must be advised immediately the situation is known (before the due date if possible) and on the day of returning to school this form must be collected from the classroom teacher.

PART A – To be completed by the student and signed by the parent BEFORE completion by teachers

STUDENT NAME: Year:.....

COURSE: CLASS:

TEACHER:.....

ASSESSMENT TASK:

DATE SET:/...../..... DATE DUE:/...../.....

DATE SCHOOL ADVISED OF MISADVENTURE:/...../..... CONTACT NAME:

Reasons for consideration. Please attach supporting documents (e.g. Medical certificates, supporting comments, etc.) Note that in case of an application on medical grounds a medical certificate MUST accompany the application.

Signature of Student: Signature of Parent:.....

PART B – To be completed by the class teacher BEFORE the application is submitted to Head Teacher

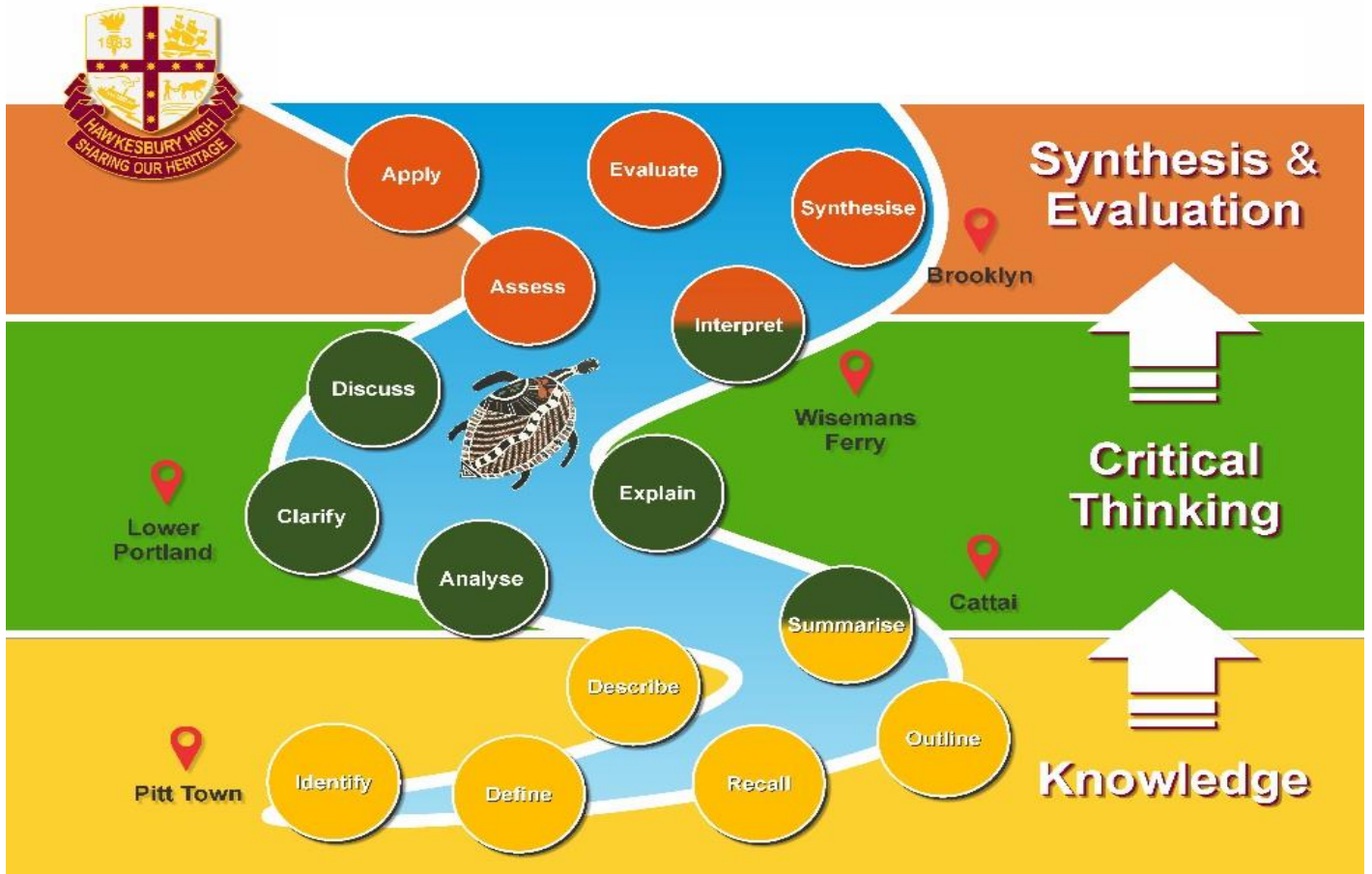
Teacher's recommendation based on the student's reasons:

Signature of Class Teacher:..... Date:

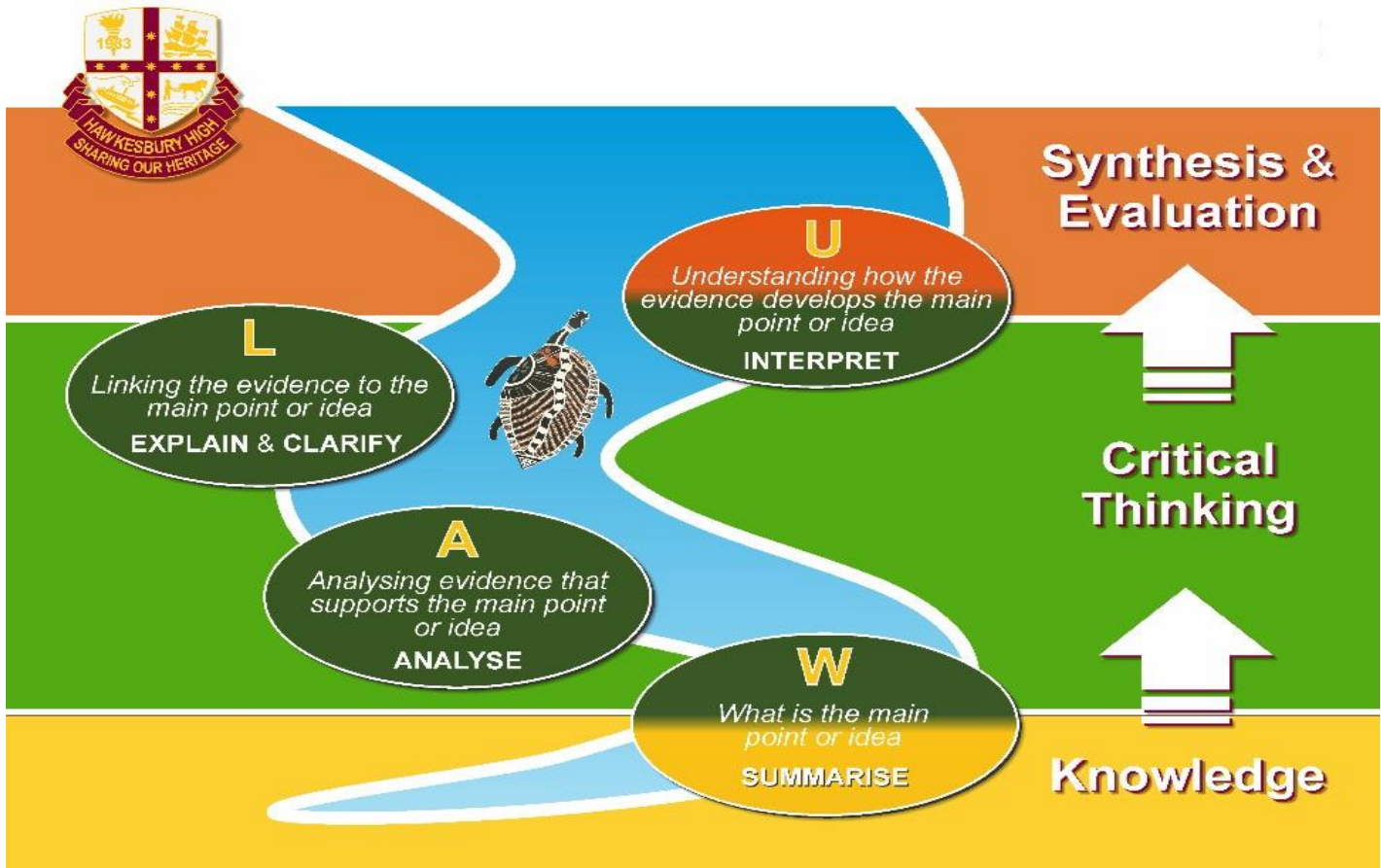
PART C – Decision of Head Teacher / Deputy Principal

Estimate based on late completion of the task <input type="checkbox"/>	Zero mark for late submission <input type="checkbox"/>
Estimate based on all other assessment tasks <input type="checkbox"/>	Non-serious attempt <input type="checkbox"/>
Estimate based on a substitute task set & completed <input type="checkbox"/>	N Award warning to be issued <input type="checkbox"/>
Extension of time granted until _____	Other action: _____
Signature of Head Teacher Date/...../.....	
Signature of Deputy Principal Date/...../.....	
Note: copy to student / original to Central File	

The Hawkesbury Learning Journey



W.A.L.U – Critical Thinking Writing Scaffold





WALU Paragraph Writing Scaffold



W

Summarise

What is the main point or idea?

A

Analyse

Analyse evidence that supports the main point or idea

L

Explain

Link the evidence to the main point or idea

U

Interpret

Understanding how the evidence develops the main point or idea



Essay Writing Scaffold

Identify

Define

Describe

Introduction

Summarise

Summarise

Summarise

Analyse

Analyse

Analyse

Explain

Explain

Explain

Interpret

Interpret

Interpret

Body

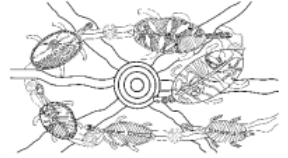
Synthesise

Evaluate

Conclusion



MURU – The Path to Reading Comprehension



Synthesis and Evaluation

U

Understand and interpret
Interpret
Evaluate
Synthesise

Make predictions

Make inferences

Make connections

Critical Thinking

R

U

Reflect and Think Deeper
Analyse
Explain
Discuss

Use background knowledge

Visualise

Recognise cause and effect

Unpack the main point or idea
Summarise
Clarify
Extrapolate

Re-read for clarity

Summarise

Ask questions

Knowledge

M

Main point or idea
Identify
Define
Describe

Identify the main point or idea

Find facts and details linked to the main idea

Identify the author's purpose

Management of Learning Goals



The Learner	Syllabus	Classwork	Assessment	Study
↓	↓	↓	↓	↓
Achieve school vs home balance Health and fitness Identify and eliminate distractors Perseverance Resilience Self-efficacy	Learn about / Learn to Key concepts Glossary of verbs Subject specific language What is the knowledge that you need to apply? What are the skills that you need to improve?	Bookwork and equipment organisation Note taking Active listening Participate in class discussions Asking for support Completing class tasks	The steps in completing an assessment task Selecting appropriate resources Glossary of verbs Weightings Time management – calendar or diary Submit drafts for feedback	What is crucial? Writing study notes Study tips / techniques Planning homework, study and completion of assessments Examination techniques Study groups Past HSC papers

HSC Assessment Task Planner

This Assessment Task Planner is provided to assist you to organise your workload to meet your assessment responsibilities. Consult the assessment schedules on the pages that follow, and fill in the planner to show the times for assessment tasks for your HSC courses.

Term 4, 2023	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
Term 1, 2024	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
Term 2, 2024	
1	
2	
3	
4	
5	
6	
7	
8	<i>No assessment tasks will be due 1 week prior to formal examinations</i>
9	
10	
Term 3, 2024	
1	
2	
3	
4	
5	
6	<i>No formal assessment tasks will be set after Week 6 of Term 3</i>

Getting Organised



- The first step towards success at school is to be organised. Know where you keep your books and equipment and know when school work is due.
- Check your timetable each evening before going to bed and pack your school bag. If you have a system like this, you will never forget your books or equipment.
- Use a calendar to record when homework and assignments are due.
- Use a weekly planner to help you plan your time by allowing you to calculate, at a glance, how much time you have left before something is due. Update it every week.
- Always have separate exercise books for all subjects. You should use headings and subheadings for things you write, and you should always date your work so it's easier to sequence.

Prioritising Your Time and Work

- To prioritise means to make a decision on what is important and what needs to be done first.
- Being organised, knowing when work is due, and knowing how much time you have to do it, will help you set priorities and find time to do things that are urgent and important.
- Make a “To Do” list of the most urgent / important things you have to do.



- It should not be too long – no more than 5 items at a time.
 - Always complete the item at the top of the list first.
 - It will help you to feel in control and give you a sense of achievement.
 - Important things are not always urgent, but they have to be done. You must find the time to do them.
- Having clear and manageable learning goals, helps you prioritise.
 - Learning goals should be realistic and manageable.
 - Set a long term goal – but also set the small steps that will allow you to get there.
 - Plan on doing the small steps first, and then gradually build up.
 - Knowing where you want to go makes getting there a lot easier.
- School work is very important, but so are the other things you do after school.
 - Find a balance between school and outside interests. It reduces stress and helps keep you on task.
 - Use your weekly planner to help you in this process.

Getting Things Done

- Getting things done can be time-consuming and challenging, but if you are organised and you have your priorities right, it will make your workload easier.
- Bigger tasks should be broken down into smaller parts.
 - Each assignment should be broken down into smaller, manageable components, and then time should be allocated to each component in your weekly planner.
 - This makes big jobs easier to do and it reduces stress.
 - Make sure that you understand all the steps that have to be completed, and then work on the first step until it is done. Only when you have completed the first step should you move on to the next step.
 - Your study schedule should help you work out how much time you have to complete each step.
- Go over your class notes at home during the time set aside to do homework. Even if your teacher does not set this activity explicitly for homework, you should be doing this regularly at home.
- Making study notes is the process of linking what you have learnt in class to key skills and processes. Once you have your study notes you will find it is much easier to do assessment tasks and prepare for examinations as these always ask you to link knowledge to key skills.
- Ask your teacher for feedback on your progress to see that you are doing the right thing and are on the right track. Give yourself enough time to complete your work so you have time to show your teacher a fairly complete draft several days before the work is due. This will give your teacher time to get back to you and give you time to act on the feedback you get.



A Glossary of Key Words for the Higher School Certificate

- HSC subject syllabuses, school internal assessment tasks and examination questions 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 HSC tasks and examinations.
- Using the glossary will help you understand what is expected in answers to questions in examinations 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 judgment 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 (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analyse/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



Course Name: Agriculture

Course outcomes: A student...

- H1.1 - Explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production.
- H2.1 - Describes the inputs, processes and interactions of plant production systems.
- H2.2 - Describes the inputs, processes and interactions of animal production systems.
- H3.1 - Assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products.
- H3.2 - Critically assesses the marketing of a plant OR animal product.
- H3.3 - Critically examines the technologies and technological innovations employed in the production and marketing of agricultural products.
- H3.4 - Evaluates the management of the processes in agricultural systems.
- H4.1 - Justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations.
- H5.1 - Evaluates the impact of innovation, ethics and current issues on Australian agricultural systems.

Task Description	Due by:	Outcomes	Weighting	Course Components		
				Knowledge and understanding of course content	Knowledge and understanding of Skills	Research experimentation communication
Task 1 Plant Trial	Term 1, 2024 Week 3	H1.1 H2.1 H4.1	35%	10	15	10
Task 2 Trial HSC Examination	Term 2, 2024 Weeks 9 & 10	H1.1 to H5.1	30%	20	10	
Task 3 Farm Product Study	Term 3, 2024 Week 4	H3.1 H3.2 H3.3 H3.4	35%	10	15	10
TOTAL			100%	40	40	20



Course Name: Ancient History

Course outcomes: 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 and groups 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.

Task Description	Due by:	Outcomes	Weighting	Course Components			
				Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms
Task 1 Research Project	Term 4, 2023 Week 9	AH12-5 to AH12-8	20%	10		10	
Task 2 Source Analysis Task	Term 1, 2024 Week 9	AH12-4 AH12-6 AH12-8	30%	10	15		5
Task 3 Trial HSC Examination	Term 2, 2024 Weeks 9 & 10	AH12-2 AH12-3 AH12-6 AH12-9	30%	15	5		10
Task 4 Historical Analysis	Term 3, 2024 Week 4	AH12-3 AH12-4 AH12-8 AH12-9	20%	5		10	5
TOTAL			100%	40	20	20	20



Course Name: Biology

Course outcomes: A student...

- BIO12-1 - Develops and evaluates questions and hypotheses for scientific investigation.
- BIO12-2 - Designs and evaluates investigations in order to obtain primary and secondary data and information.
- BIO12-3 - Conducts investigations to collect valid and reliable primary and secondary data and information.
- BIO12-4 - Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
- BIO12-5 - Analyses and evaluates primary and secondary data and information.
- BIO12-6 - Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
- BIO12-7 - Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
- BIO12-12 - Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species.
- BIO12-13 - Explains natural genetic change and the use of genetic technologies to induce genetic change.
- BIO12-14 - Analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system.
- BIO12-15 - Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease.

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Skills in working scientifically	Knowledge and understanding of course content
Task 1 Practical Task	Term 1, 2024 Week 2	BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-12	35%	25	10
Task 2 Trial HSC Examination	Term 2, 2024 Weeks 9 & 10	BIO12-6 BIO12-12 BIO12-13 BIO12-14	30%	10	20
Task 3 Depth Study Task	Ongoing Term 3, 2024 Week 3	BIO12-1 BIO12-4 BIO12-5 BIO12-7 BIO12-14	35%	25	10
TOTAL			100%	60	40



Course Name: Business Studies

Course outcomes: 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 - Discusses 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 businesses.
- 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 situations.

Task Description	Due by:	Outcomes	Weighting	Course Components			
				Knowledge and understanding of course content	Stimulus-based skills	Inquiry and Research	Communication of business information, ideas and issues in appropriate forms
Task 1 Inquiry Task	Term 4, 2023 Week 9	H3 H5 H9	35%	10		15	10
Task 2 Operations	Term 1, 2024 Week 7	H4 H6 H7 H10	35%	10	15	5	5
Task 3 Trial HSC Examination	Term 2, 2024 Weeks 9 & 10	H1 H2 H6 H9	30%	20	5		5
TOTAL			100%	40	20	20	20



Course Name: Community and Family Studies

Course outcomes: A student...

- H1.1 - Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities.
- H2.1 - Analyses different approaches to parenting and caring relationships.
- H2.2 - Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities.
- H2.3 - Critically examines how individual rights and responsibilities in various environments contribute to wellbeing.
- H3.1 - Analyses the sociocultural factors that lead to special needs of individuals in groups.
- H3.2 - Evaluates networks available to individuals, groups and families within communities.
- H3.3 - Critically analyses the role of policy and community structures in supporting diversity.
- H3.4 - Critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities.
- H4.1 - Justifies and applies appropriate research methodologies.
- H4.2 - Communicates ideas, debates issues and justifies opinions.
- H5.1 - Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources.
- H5.2 - Develops strategies for managing multiple roles and demands of family, work and other environments.
- H6.1 - Analyses how the empowerment of women and men influences the way they function within society.
- H6.2 - Formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments.

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Knowledge and understanding of course content	Skills in critical thinking, research methodology, analysing and co
Task 1 Independent Research Project	Term 4, 2023 Week 8	H4.1 H4.2	20%		20
Task 2 Groups in Context Investigation	Term 1, 2024 Week 6	H2.2 H3.1 H3.3 H6.2	25%	5	20
Task 3 Trial HSC Examination	Term 2, 2024 Weeks 9 & 10	H1.1 H2.1 H5.1 H5.2	30%	30	
Task 4 Social Impact of Technology	Term 3, 2024 Week 3	H2.3 H3.4 H6.1	25%	5	20
TOTAL			100%	40	60



Course Name: Chemistry

Course outcomes: A student...

- CH12-1 - Develops and evaluates questions and hypotheses for scientific investigation.
- CH12-2 - Designs and evaluates investigations in order to obtain primary and secondary data and information.
- CH12-3 - Conducts investigations to collect valid and reliable primary and secondary data and information.
- CH12-4 - Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
- CH12-5 - Analyses and evaluates primary and secondary data and information.
- CH12-6 - Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
- CH12-7 - Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
- CH12-12 - Explains the characteristics of equilibrium systems, and the factors that affect these systems.
- CH12-13 - Describes, explains and quantitatively analyses acids and bases using contemporary models.
- CH12-14 - Analyses the structure of, and predicts reactions involving, carbon compounds
- CH12-15 - Describes and evaluates chemical systems used to design and analyse chemical processes.

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Skills in working scientifically	Knowledge and understanding of course content
Task 1 Practical Task	Term 4, 2023 Week 10	CH12-2 CH12-4 CH12-5 CH12-7 CH12-12	35%	25	10
Task 2 Trial HSC Examination	Term 2, 2024 Weeks 9 & 10	CH12-5 CH12-6 CH12-7 CH12-12 CH12-13 CH12-14 CH12-15	30%	10	20
Task 3 Depth Study Task	Ongoing Term 3, 2024 Week 4	CH12-1 CH12-3 CH12-5 CH12-7 CH12-13	35%	25	10
TOTAL			100%	60	40



Course Name: English Advanced

Course outcomes: 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 - Analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning.
- EA12-4 - Adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts.
- EA12-5 - Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments.
- EA12-6 - Investigates and explains the relationships between texts.
- EA12-7 - Explains and evaluates the diverse ways texts can represent personal and public worlds.
- EA12-8 - Explains and assesses cultural assumptions in texts and their effects on meaning.
- EA12-9 - Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner.

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Knowledge and understanding of course content	Skills in <ul style="list-style-type: none"> • Comprehending texts • Communicating ideas • Using language accurately, appropriately and effectively
Task 1 Common module Texts and Human Experiences Multimodal Task	Term 4, 2023 Week 7	EA12-2 EA12-3 EA12-5 EA12-7	15%	5	10
Task 2 Module A Textual Conversations Comparative Essay	Term 1, 2024 Week 7	EA12-1 EA12-4 EA12-6 EA12-8	25%	15	10
Task 3 Trial HSC Examination Common Module (10%) Module A (10%) Module B (10%) Module C (5%)	Term 2, 2024 Weeks 9 & 10	EA12-2 EA12-3 EA12-4	35%	15	20
Task 4 Craft of Writing Composition and Reflection	Term 3, 2024 Week 3	EA12-1 EA12-5 EA12-6 EA12-9	25%	15	10
TOTAL			100%	50	50



Course Name: English Standard

Course outcomes: A student...

- EN12-1 - Independently responds to, composes and evaluates a range of 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.

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes
Task 1 Common Module: Texts and Human Experiences Multimodal Task	Term 4, 2023 Week 7	EN12-2 EN12-3 EN12-4	15%	5	10
Task 2 Module A: Language, Identity and Culture Analytical Essay	Term 1, 2024 Week 7	EN12-1 EN12-7 EN12-8	25%	15	10
Task 3 Trial HSC Examination Common Module (10%) Module A (10%) Module B (10%) Module C (5%)	Term 2, 2024 Weeks 9 & 10	EN12-1 EN12-2 EN12-5 EN12-6	35%	15	20
Task 4 Module C: Craft of Writing Composition & Reflection	Term 3, 2024 Week 3	EN12-3 EN12-4 EN12-5 EN12-9	25%	15	10
TOTAL			100%	50	50



Course Name: English Studies

Course outcomes: A student...

- ES12-1 - Comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes.
- ES12-2 - Identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts.
- ES12-3 - Accesses, comprehends and uses information to communicate in a variety of ways.
- ES12-4 - Composes proficient texts in different forms.
- ES12-5 - Develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences.
- ES12-6 - Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes.
- ES12-7 - Represents own ideas in critical, interpretive and imaginative texts.
- ES12-8 - Understands and explains the relationships between texts.
- ES12-9 - Identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences.
- ES12-10 - Monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner.

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Knowledge and understanding of course content	Skills in <ul style="list-style-type: none"> • Comprehending texts • Communicating ideas • Using language accurately, appropriately and effectively
Task 1 Common Module essay with related texts	Term 4, 2023 Week 8	ES12-1 ES12-5 ES12-7	25%	10	15
Task 2 Multimodal presentation	Term 1, 2024 Week 7	ES12-2 ES12-6 ES12-9	25%	15	10
Task 3 Trial Examination	Term 2, 2024 Weeks 9 & 10	ES12-3 ES12-6 ES12-8	20%	10	10
Task 4 Classwork Portfolio	Ongoing Term 3, 2024 Week 5	ES12-1 ES12-4 ES12-10	30%	15	15
TOTAL			100%	50	50



Course Name: Food Technology

Course outcomes: A student...

- H1.1 - Explains manufacturing processes and technologies used in the production of food products.
- H1.2 - Examines the nature and extent of the Australian food industry.
- H1.3 - Justifies processes of food product development and manufacture in terms of market, technological and environmental considerations.
- H1.4 - Evaluates the impact of the operation of an organisation within the Australian food industry on the individual, society and environment.
- H2.1 - Evaluates the relationship between food, its production, consumption, promotion and health.
- H3.1 - Investigates operations of one organisation within the Australian food industry.
- H3.2 - Independently investigates contemporary nutrition issues.
- H4.1 - Develops, prepares and presents food using product development processes.
- H4.2 - Applies principles of food preservation to extend the life of food and maintain safety.
- H5.1 - Develops, realises and evaluates solutions for a range of food situations.

Task Description	Due by:	Outcomes	Weighting	Course Components		
				Knowledge and Understanding	Skills in designing, researching, analysing and evaluating	Skills in experimenting with and preparing food by applying theoretical concepts
Task 1 The Australian Food Industry - Research a company	Term 4, 2023 Week 7	H1.2 H1.4 H3.1 H5.1	20%	10		10
Task 2 Food Manufacture - Research and practical task	Term 1, 2024 Week 7	H1.1 H4.2 H5.1	20%		10	10
Task 3 Trial HSC Examination Food availability and selection, Food manufacture, Food product development	Term 2, 2024 Weeks 9 & 10	H1.1 H1.3 H1.4 H2.1 H4.2	30%	20	10	
Task 4 Nutrition – Investigate the health status of a selected group in Australia and develop a strategy to promote optimum health in this group	Term 3, 2024 Week 4	H2.1 H3.2 H5.1	30%	10	10	10
TOTAL			100%	40	30	30



Course Name: Industrial Technology Timber & Furniture Products

Course outcomes: 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 effectively through the production of a Major Project.
- H4.1 - Demonstrates competence 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.
- H7.2 - Analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment.

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Knowledge and understanding	Knowledge and skills in the design, management, communication and production of a major project
Task 1 Design & Planning	Term 4, 2023 Week 9	H3.1 H3.2 H4.3 H5.1	30%	10	20
Task 2 Industry Study	Term 1, 2024 Week 8	H1.1 H1.3 H7.1 H7.2	20%	5	15
Task 3 Project Management Report	Term 2, 2024 Week 4	H2.1 H3.3 H4.1 H5.2	30%	10	20
Task 4 Trial HSC Examination	Term 2, 2024 Weeks 9 & 10	H1.2 H6.1 H6.2	20%	15	5
TOTAL			100%	40	60



Course Name: Legal Studies

Course outcomes: A student...

- H1 - Identifies and applies legal concepts and terminology.
- H2 - Describes and explains key features of and the relationship between Australian and international law.
- H3 - Analyses the operation of domestic and international legal systems.
- H4 - Evaluates the effectiveness of the legal system in addressing issues.
- H5 - Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change.
- H6 - Assesses the nature of the interrelationship between the legal system and society.
- H7 - Evaluates the effectiveness of the law in achieving justice.
- H8 - Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents.
- H9 - Communicates legal information using well-structured and logical arguments.
- H10 - Analyses differing perspectives and interpretations of legal information and issues.

Task Description	Due by:	Outcomes	Weighting	Course Components			
				Knowledge and understanding of course content	Analysis and evaluation	Inquiry and research	Communication of legal information, issues and ideas in appropriate forms
Task 1 Crime Case Study	Term 4, 2023 Week 10	H1 H8 H9	30%	10	10	10	
Task 2 Human Rights Presentation	Term 1, 2024 Week 11	H2 H3 H7	20%	5		5	10
Task 3 Trial HSC Examination	Term 2, 2024 Weeks 9 & 10	H3 H6 H9 H10	30%	20	5		5
Task 4 Investigation and Analysis	Term 3, 2024 Week 4	H7 H8 H9 H10	20%	5	5	5	5
TOTAL			100%	40	20	20	20



Course Name: Mathematics Advanced

Course outcomes: 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.

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Concepts, skills and techniques	Reasoning and Communication
Task 1 In class test	Term 4, 2023 Week 9	MA12-2 MA12-4 MA12-8 MA12-10	30%	15	15
Task 2 Investigation	Term 1, 2024 Week 5	MA12-1 MA12-5 MA12-10	20%	10	10
Task 3 Trial HSC Examination	Term 2, 2024 Weeks 9 & 10	MA12-1 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8	30%	15	15
Task 4 Investigation	Term 3, 2024 Week 5	MA12-8 MA12-9	20%	10	10
TOTAL			100%	50	50



Course Name: Mathematics – Standard 1

Course outcomes: A student...

MS1-12-1 - Uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts.

MS1-12-2 - Analyses representations of data in order to make predictions and draw conclusions.

MS1-12-3 - Interprets the results of measurements and calculations and makes judgements about their reasonableness.

MS1-12-4 - Analyses simple two-dimensional and three-dimensional models to solve practical problems.

MS1-12-5 - Makes informed decisions about financial situations likely to be encountered post-school.

MS1-12-6 - Represents the relationships between changing quantities in algebraic and graphical forms.

MS1-12-7 - Solves problems requiring statistical processes.

MS1-12-8 - Applies network techniques to solve network problems.

MS1-12-9 - Chooses and uses appropriate technology effectively and recognises appropriate times for such use.

MS1-12-10 - Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others.

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Understanding, Fluency and Communicating	Problem Solving, Reasoning and Justification
Task 1 Application of Networks: Computer cable analysis	Term 4, 2023 Week 9	MS1-12-8 MS1-12-10	25%	12.5	12.5
Task 2 Statistics Assignment	Term 1, 2024 Week 5	MS1-12-2 MS1-12-7 MS1-12-9 MS1-12-10	25%	12.5	12.5
Task 3 Trial HSC Examination	Term 2, 2024 Weeks 9 & 10	MS1-12-3 MS1-12-4 MS1-12-6 MS1-12-7 MS1-12-8 MS1-12-10	30%	15	15
Task 4 Investigation	Term 3, 2024 Week 5	MS1-12-5 MS1-12-9 MS1-12-10	20%	10	10
TOTAL			100%	50	50



Course Name: Mathematics – Standard 2

Course outcomes: 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 the 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 graphic 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 justifying a response.

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Understanding, Fluency and Communicating	Problem Solving, Reasoning and Justification
Task 1 Application of Networks Assignment	Term 4, 2023 Week 9	MS2-12-8 MS2-12-10	20%	10	10
Task 2 In-class supervised test	Term 1, 2024 Week 6	MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-9 MS2-12-10	30%	15	15
Task 3 Trial HSC Examination	Term 2, 2024 Weeks 9 & 10	MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-7 MS2-12-8	30%	15	15
Task 4 Assignment	Term 3, 2024 Week 5	MS2-12-1 MS2-12-10	20%	10	10
TOTAL			100%	50	50



Course Name: Modern History

Course outcomes: A student...

MH12-1 - Accounts for the nature of continuity and change in the modern world.

MH12-2 - Proposes arguments about the varying causes and effects of events and developments.

MH12-3 - Evaluates the role of historical features, individuals, groups and ideas in shaping the past.

MH12-4 - Analyses the different perspectives of individuals and groups in their historical context.

MH12-5 - Assesses the significance of historical features, people, ideas, movements, events and developments of the modern world.

MH12-6 - Analyses and interprets different types of sources for evidence to support an historical account or argument.

MH12-7 - Discusses and evaluates differing interpretations and representations of the past.

MH12-8 - Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources.

MH12-9 - Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms.

Task Description	Due by:	Outcomes	Weighting	Course Components			
				Knowledge and understanding of course content	Historical skills and analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms
Task 1 Source Analysis Journal	Term 4, 2023 Week 9	MH12-4 MH12-6 MH12-7	40%	5	15	15	5
Task 2 Historical Analysis	Term 1, 2024 Week 10	MH12-3 MH12-5 MH12-8	30%	15	5	5	5
Task 3 Trial HSC Examination	Term 2, 2024 Weeks 9 & 10	MH12-5 MH12-6 MH12-9	30%	20			10
TOTAL			100%	40	20	20	20



Course Name: Music 1

Course outcomes: 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.

Task Description	Due by:	Outcomes	Weighting	Course Components						
				Aural	Performance	Comp.	Musicology	Elective 1	Elective 2	Elective 3
Task 1 Musicology Core. Performance Core.	Term 4, 2023 Week 9	H1 H4 H5 H9	20%		10		10			
Task 2 Composition Core. Elective 1 (*).	Term 1, 2024 Week 8	H3 H7 (*)	25%			10		15		
Task 3 (Trial HSC) Aural Core Elective 2 (*)	Term 2, 2024 Weeks 9 & 10	H4 H6 (*)	30%	15					15	
Task 4 Aural Task Elective 3 (*)	Term 3, 2024 Week 4	H6 H10 (*)	25%	10						15
Total			100%	25	10	10	10	15	15	15

Elective Choice (*)	Outcome
Performance	H1, H2, H7
Composition	H2, H3, H5, H7
Musicology	H2, H4, H5, H6, H7



Course Name: Personal Development, Health and Physical Education

Course outcomes: 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.

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Knowledge and understanding of course content	Skills in critical thinking, research, analysis and communicating
Task 1 Health Priorities in Australia	Term 4, 2023 Week 7	H1 H2 H3	25%	10	15
Task 2 Factors Affecting Performance	Term 1, 2024 Week 8	H7 H9 H11	25%	15	10
Task 3 Trial HSC Examination	Term 2, 2024 Weeks 9 & 10	H4, H5, H6, H8 H10, H14 H15	30%	15	15
Task 4 Sports Medicine Task	Term 3, 2024 Week4	H13 H16 H17	20%	10	10
TOTAL			100%	50	50



Course Name: Photography, Video and Digital Imaging

Course outcomes: A student...

- M1 - Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice.
- M2 - Explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works.
- M3 - Investigates different points of view in the making of photographs and/or videos and/or digital Images.
- M4 - Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images.
- M5 - Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images.
- M6 - Takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works.
- CH1 - Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging.
- CH2 - Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations.
- CH3 - Distinguishes between different points of view and offers interpretive accounts in critical and historical studies.
- CH4 - Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging.
- CH5 - Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production.

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Making	Critical and Historical Studies
Task 1 Portfolio 1 and VAPD	Term 4, 2023 Week 9	M2 M6 CH1 CH2	25%	15	10
Task 2 Portfolio 2 and VAPD	Term 1, 2024 Week 8	M3 CH3 CH4	25%	15	10
Task 3 Portfolio 3 and VAPD	Term 2, 2024 Week 8	M4 CH5	25%	15	10
Task 4 Portfolio 4 and VAPD	Term 3, 2024 Week 4	M1 M5	25%	25	
TOTAL			100%	70	30



Course Name: Society and Culture

Course outcomes: A student...

- H1 - Explains the interaction between persons, societies, cultures and environments across time.
- H2 - Analyses relationships within and between social and cultural groups.
- H3 - Accounts for cultural diversity and commonality within societies and cultures.
- H4 - Evaluates continuity and change, and assesses social futures and strategies for change and the implications for societies and cultures.
- H5 - Analyses continuity and change and their influence on personal and social futures.
- H6 - Applies and evaluates the methodologies of social and cultural research.
- H7 - Applies appropriate language and concepts associated with society and culture.
- H8 - Selects, organises and evaluates information and sources for usefulness, validity and bias.
- H9 - Applies complex course language and concepts appropriate for a range of audiences and contexts.

Task Description	Due by:	Outcomes	Weighting	Course Components		
				Knowledge and understanding of course content	Application and Evaluation of social and cultural research methods	Communication of information, ideas and issues in appropriate forms
Task 1 Social and Cultural Research	Term 1, 2024 Week 3	H4 H6 to H10	35%	15	15	5
Task 2 Primary data research and analysis	Term 2, 2024 Week 4	H1 H2 H3 H5 H9	35%	20	5	10
Task 3 Trial HSC Examination	Term 2, 2024 Weeks 9 & 10	H1 H2 H3 H5 H9	30%	15	10	5
TOTAL			100%	50	30	20



Course Name: Sport, Lifestyle and Recreation

Course outcomes: A student...

- 1.1 - Explains the relationship between physical activity, fitness and healthy lifestyle.
- 1.3 - Demonstrates ways to enhance safety in physical activity.
- 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 and training.
- 2.3 - Selects and participates in physical activities that meet individual needs, interests and 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.
- 3.2 - Selects appropriate strategies and tactics for success in a range of movement contexts.
- 3.5 - Designs programs that respond to performance needs.
- 3.6 - Analyses personal health practices.
- 3.6 - Assesses and responds appropriately to emergency care situations.
- 4.1 - Plans strategies to achieve performance goal.
- 4.3 - Demonstrates leadership skills and a capacity to work cooperatively in movement context.
- 4.4 - Makes strategic plans to overcome the barriers to personal and community health.
- 4.4 - Demonstrates competence and confidence in movement contexts.
- 4.5 - Recognises the skills and abilities required to adopt roles that support health, safety and physical activity.

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Knowledge and understanding of course content	Skills
Task 1 First Aid and Sport Injury Research	Term 4, 2023 Week 9	1.3 3.6 4.5	30%	15	15
Task 2 Healthy Lifestyle Personal Report	Term 2, 2024 Week 5	1.5 3.5 4.3	20%	15	5
Task 3 Sports Administration Research and Application	Term 3, 2024 Week 4	1.1 1.6	20%	10	10
Task 4 Movement Skill and Performance	Ongoing throughout the course	4.2 4.4	30%	10	20
TOTAL			100%	50	50



Course Name: Visual Arts

Course outcomes: A student...

- H1 - Initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions.
- H2 - Applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work.
- H3 - Demonstrates an understanding of the frames when working independently in the making of art.
- H4 - Selects and develops subject matter and forms in particular ways as representations in artmaking.
- H5 - Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways.
- H6 - Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work.
- H7 - Applies their understanding of practice in art criticism and art history.
- H8 - Applies their understanding of the relationships among the artist, artwork, world and audience.
- H9 - Demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art.
- H10 - Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts.

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Artmaking	Art History and Art Criticism
Task 1 Establishment portfolio and VAPD	Term 4, 2023 Week 9	H1 H2 H8	30%	15	15
Task 2 Consolidation portfolio and VAPD	Term 1, 2024 Week 10	H3 H4 H9	30%	15	15
Task 3 Trial HSC Examination	Term 2, 2024 Weeks 9/10	H7 H10	20%		20
Task 4 Body of Work and VAPD Refinement submission	Term 3, 2024 Week 2	H5 H6	20%	20	
TOTAL			100%	50	50



Course Name: Work Studies

Course outcomes: A student...

- 1 - Investigates a range of work environments.
- 2 - Examines different types of work and skills for employment.
- 3 - Analyses employment options and strategies for career management.
- 4 - Assesses pathways for further education, training and life planning.
- 5 - Communicates and uses technology effectively.
- 6 - Applies self-management and teamwork skills.
- 7 - Utilises strategies to plan, organise and solve problems.
- 8 - Assesses influences on people’s working lives.
- 9 - Evaluates personal and social influences on people and groups.

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Knowledge and understanding of course content	Skills
Task 1 Workplace Communication and safety	Term 4, 2023 Week 7	3 4 6 8	30%	10	20
Task 2 Research Presentation	Term 1, 2024 Week 10	1 2 5 6 7	30%	5	25
Task 3 Inquiry Task	Term 3, 2024 Week 5	2 3 7 8	40%	15	25
TOTAL			100%	30	70

School Name: Hawkesbury High School

Assessment Schedule Year: 12 – 2024

Assessment Events		Task 5	Task 6	Task 7	Trial Exam**
		Week 5 Term 1 Date:01/03/2024	Week 5 Term 3 Date:23/08/2024	Week 9 Term 3 Date:20/09/2024	Week 9-10 Term 2
Code	Unit of Competency				
CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components	X			
CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials		X		
CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the construction industry			X	

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

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

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

Notes: