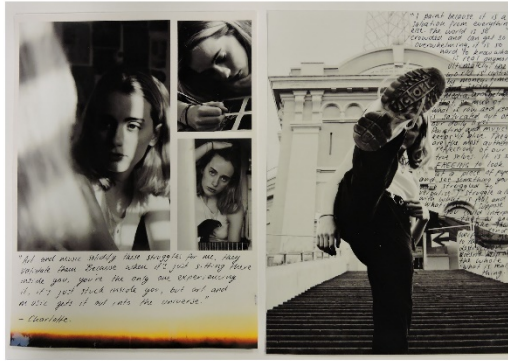


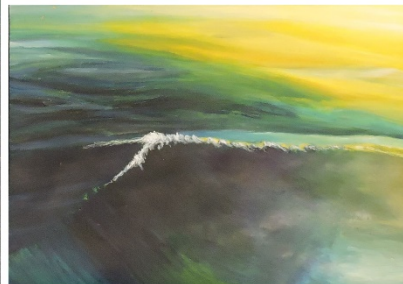


Hunters Hill
High School

HUNTERS HILL HIGH SCHOOL



Artworks (from left to right) by Zara Mambraku, Lola Bitti and Natalia Benc



Landscape Painting by Tibet Fidan

YEAR 12

ASSESSMENT HANDBOOK

FOR HSC 2020

Safe, Respectful and Active Learners

HIGHER SCHOOL CERTIFICATE (HSC)

YEAR 12

Dear Year 12 students,

The last year of school has just begun for you. Year 12 starts in Term 4 and the work that you are now completing goes towards your Higher School Certificate mark.

This assessment booklet is designed to help you to plan for the school assessment part of your Higher School Certificate. It informs you of all the tasks due, the date and the weighting of each task.

It is important to remember:

1. School assessment marks contribute to 50% of your final HSC marks and 50% of your Australian Tertiary Admission Rank (ATAR).
2. If for any serious reason you are not able to sit for your HSC exams your total HSC mark will be constituted from your assessment mark. A good assessment mark is good insurance.
3. Do not miss any assessment tasks.
4. Tasks not completed due to illness or misadventure must be supported by a doctor's certificate or an illness/misadventure form and presented to the relevant Head Teacher immediately upon your return to school.
5. Put all the tasks that you have due onto a calendar so you do not forget when one is due.

This booklet is also available on the school's website:

<https://huntershd-h.schools.nsw.gov.au/handbooks.html>

Good luck. Make a commitment to put in your best effort from the beginning.



Mr G. Lill
Principal



CRICOS Provider: NSW Department of Education
CRICOS Provider Code: 00588M

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List of courses offered in 2020

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Aboriginal Studies	24
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Introduction to Assessment

What is an assessment handbook?

This is a booklet for Year 12 students and their families to assist in the planning and preparation of the different tasks that will be used for their HSC grading at the completion of Year 12. Generally courses will have between 3 to 6 Assessment Tasks in their assessment program for students to undertake.

The timing, structure and nature of the various Assessment Tasks that apply to each HSC course are detailed in this booklet. Students should refer to this booklet regularly to assist in the proper management of these tasks.

Please keep this booklet in a safe location and refer to it frequently. It contains additional information, such as the Misadventure Appeal Form, which should be photocopied and completed if ever the need arises.

What is an assessment?

Assessment is the process of identifying, gathering and interpreting information about students' learning.

Standards Referencing

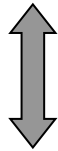
The HSC uses a standards-referenced approach in assessment and reporting.

In the HSC, the standards are:

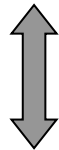
- The knowledge, skills and understandings expected to be learnt by students as a result of studying the course. These are referred to as the syllabus standards.
- The levels of achievement of the knowledge, skills and understanding are referred to as the performance standards.

A STANDARDS-REFERENCED MODEL (AN INTEGRATED APPROACH)

Syllabus Standards
What students are expected to learn about, and what they will be able to do as a result of studying this course

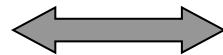


The Syllabus
Explicit statements in the form of syllabus aims, objectives, outcomes and content

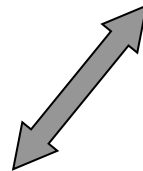


Teaching/Learning Programs

- Interpretation and implementation of the syllabus statements – aims, objectives etc.
- What is taught by teachers

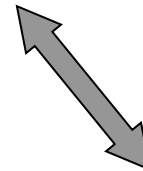


Assessments and Examinations
Identifying, gathering and interpreting information about students' learning



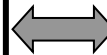
Internal Assessment

- Tasks are developed to measure a student's achievement against syllabus standards
- Tasks should be based on syllabus outcomes and content
- Student achievement on tasks is mapped against established standards. This mapping allows for comparisons to be made between students and informs the process of ranking students



External HSC Exam

- Measures student achievement of a range of syllabus outcomes that can be reliably measured in an examination setting
- Measure student achievement by using a variety of questioning techniques
- Awards marks that reflect the standard achieved
- Moderates school assessments



- Student performance is assessed against specified standards of achievement
- Standards consist of what is to be learned and how well it is to be achieved
- Standards remain constant
- Mark distributions can change but not the standards
- Marks reflect the standards achieved rather than a predetermined distribution
- Assessment tasks are designed to assess achievement against the standards
- Students know what is expected of them

Performance Standards

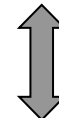
- The different levels of student achievement in a subject
- Levels of performance are summarised as performance descriptors and arranged into bands



Levels of Student Achievement
Determined with reference to:

- Students responses in assessment tasks
- Marking guidelines
- Samples of student work

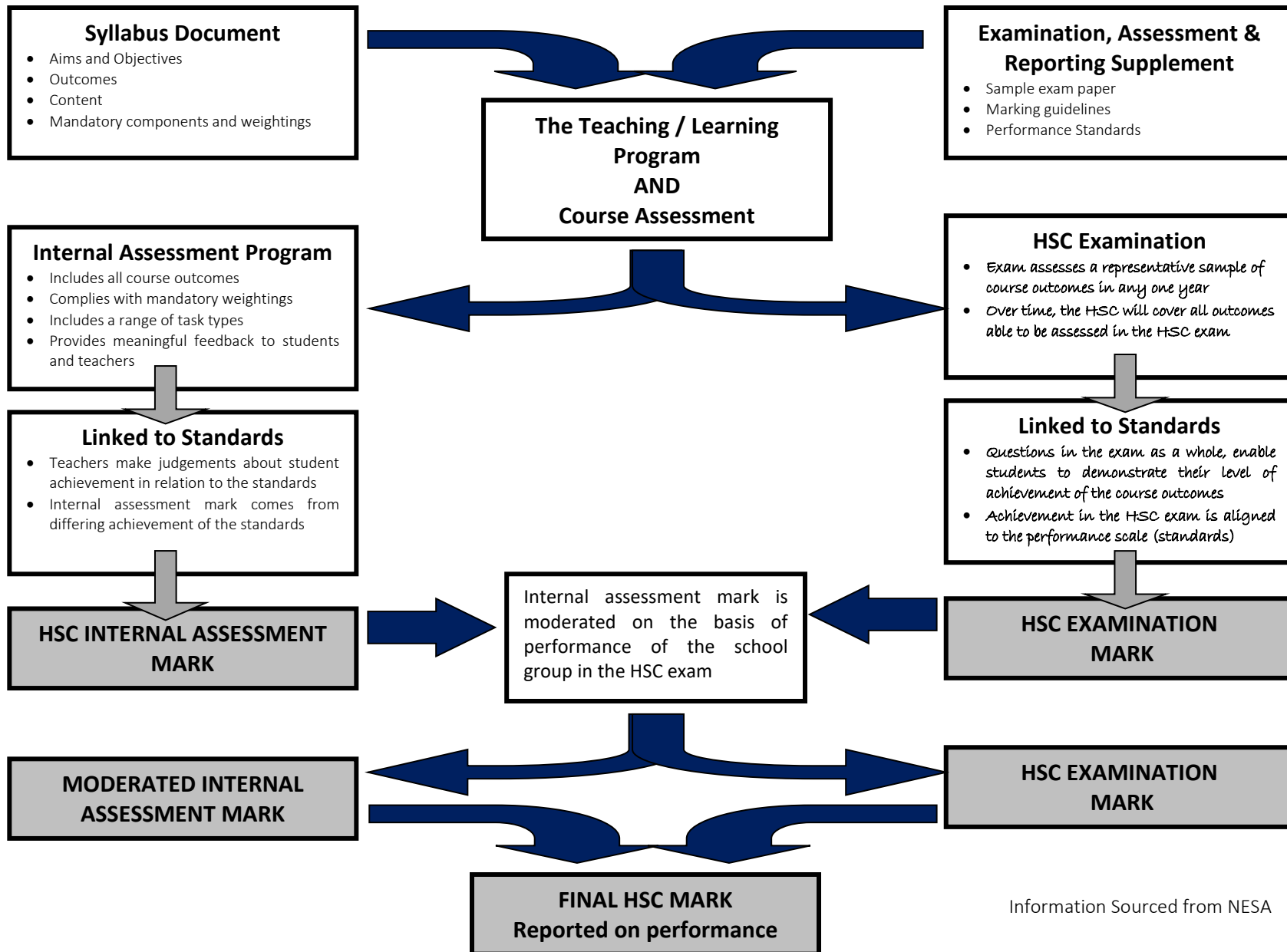
Levels are summarised in bands of performance (the Performance Scale)



Reporting of Student Achievement against the Performance Scale
Student achievement reported in relation to the established performance scale at the end of Stage 6

Information Sourced from NESAs

THE LINK BETWEEN INTERNAL AND EXTERNAL ASSESSMENT IN THE HSC



Information Sourced from NESA

THE PURPOSE OF THE ASSESSMENT PROCEDURE

The assessment of NESA Board-determined courses is intended to provide an indication of a student's attainment of a wider range of syllabus objectives than is measured in a single HSC examination.

The assessment will cover the whole course, including the content and objectives measured by the external examination. Marks for interest, attitude and/or conduct will not be included.

It should be noted, however, that satisfactory conduct, satisfactory progress and satisfactory attendance are prerequisites for the award of the Higher School Certificate.

COURSES

All courses are based on units of study where each unit requires approximately two hours of study per week. Most courses are two unit courses, although it is possible to take one unit courses in some subjects and additional units in other subjects.

A student may take a combination of 1, 2, 3 or sometimes 4 unit courses. For the HSC, the minimum number of units is 10 units. Each unit has a maximum possible mark of 50; therefore two unit courses have a maximum possible mark of 100.

BOARD DETERMINED COURSES

Schools are required to submit an assessment mark to NESA for each Board-determined course presented by a candidate seeking the award of an HSC or attempting fewer than 10 units.

Assessments for all HSC courses will commence after the completion of the Preliminary course.

EXTENDED ABSENCES (e.g. Overseas Travel)

Students are required to attend every school day. Parents and students MUST submit a written request to the Principal WELL IN ADVANCE if extended leave is necessary. Subsequent to this written request, the Principal may require an appointment to discuss the request and its implications.

The Principal will not grant leave for such purposes as overseas or interstate travel. HSC students have an obligation and a responsibility to meet the required outcomes for their HSC courses; such leave could result in an 'N' Award for one or more HSC courses. Furthermore, if such leave were taken, the Principal may be unable to notify successful completion of HSC course requirements to NESA. This may prevent a student's attainment of an HSC.

MAINTAINING YOUR CURRICULUM PATTERN FOR HSC

Students and their families **MUST** ensure that if **ANY CHANGES** in curriculum patterns are carefully considered to ensure that the student will **AT ALL TIMES QUALIFY** for an HSC.

Situations where care and planning are required, prior to any changes being made to study patterns, as some changes do **NOT** comply with HSC qualifications include:

- Reducing the number of units being studied.
- Dropping courses that are Board Developed Courses
- Dropping a Board Developed Course and taking up a lesser, Board Endorsed Course.
- Changing to English Studies or Mathematics Standard 1 courses (both are Board Endorsed Courses).
- Taking up TAFE courses (particularly 1 year courses – these are generally Endorsed Courses).
- Students who discontinue other subjects at HHH when taking on additional Extension units in English, Mathematics or History.

HSC compliance rules. To qualify for an HSC, you must ensure that you have:

- Satisfactorily completed a Preliminary pattern of study comprising of at least 12 units.
- Satisfactorily completed an HSC pattern of study comprising of at least 10 units.
- Included at least 6 units of Board Developed Courses.
- Included at least 2 units of Board Developed Course in English.
- Included at least three courses of 2 unit value or greater.
- Included at least 4 different subjects. (Be aware that any Extension courses **DO NOT** count as different subjects).

NESA COURSE CLASSIFICATIONS

Board Developed Courses Offered at HHHS	Board Endorsed Courses Offered at HHHS
<ul style="list-style-type: none"> ● Ancient History (2 Units) ● Business Studies (2 Units) ● Chemistry (2 Units) ● Drama (2 Units) ● Design & Technology (2 Units) ● English Advanced (2 Units) ● English Standard (2 Units) ● English ESL (2 units) ● Hospitality (Cat. B) (2 Units) ● Legal Studies (2 Units) ● Mathematics Advanced (2 Units) ● Mathematics Standard 2 (2 Units) ● Modern History (2 Units) ● Music 1 (2 Units) ● PDHPE (2 Units) ● Physics (2 Units) ● Investigating Science (2 Units) ● Society & Culture (2 Units) ● Visual Arts (2 Units) ● Work Studies ● All Extension Courses (1 Unit each) ● Approved Languages (Usually 2 Units) ● A Few 2 Year TAFE Courses (2 Units) 	<ul style="list-style-type: none"> ● Mathematics Standard 1 (2 Units) ● Work Studies (2 Units) ● Most 1 Year TAFE Courses (Usually 2 Units) e.g. <ul style="list-style-type: none"> ~ Beauty ~ Child Care ~ Computer Repair ~ Plumbing ~ Real Estate

SCHOOL ASSESSMENT GUIDELINES & REQUIREMENTS

ASSESSMENT REQUIREMENTS

Schools are required to develop an assessment program for each course undertaken at that school in order to:

- Identify tasks that best measure student performance
- Specify values to be applied to each of the tasks undertaken
- Schedule the various assessment tasks throughout the course
- Prepare information for the students showing the requirements in each course
- Keep records of the students' performance on each task and to provide information to students on their progress
- Ensure that the school's assessment tasks structure for each course complies with NESA requirements
- Inform students in writing of the assessment requirements for each course including:
 - The specific components and their weightings
 - The nature of each task (e.g. written test, field trip, oral task)
 - The time when the task will occur
 - The mark value of each task in relation to the total number of marks for the course
- Assess actual student performance, not potential performance. The assessment cannot be modified to take into account possible effects of illness, domestic situations or misadventure. The assessment should not consider student attendance, conduct or attitude.
- Display consideration in the scheduling of assessment tasks to reduce the risk of heavy testing loads for any group of students.

FAILURE TO COMPLETE ASSESSMENT TASKS WORTH 50% OR MORE OF THE TOTAL ASSESSMENT

If an HSC (Year 12) candidate has been given zero marks because of his/her failure to complete assessment tasks worth 50 % or more of the final course assessment marks, the Principal will:

- Submit an 'N' to NESA rather than an assessment mark
- Advise the candidate of this determination, its consequence and the candidate's right to a school review and a subsequent appeal to the Board.
- Parents will be informed of a zero mark for any assessment task.

Please retain this assessment booklet in a secure and readily accessible location for quick reference. It is a STUDENT'S RESPONSIBILITY to follow these policy guidelines:

- All Assessment Tasks are compulsory.
- Every submitted Assessment Task MUST be a student's own work. By submitting a task, a student is confirming that he/she has not plagiarised (copied) or received unfair assistance with the task. Students will receive a zero mark for any part of an Assessment Task that contains plagiarised material as determined by the teacher or the Head Teacher of the course.
- Students will be penalised for any activity in relation to Assessment Tasks which gives them an unfair advantage over other students.
- Students who are absent from school on the day prior to an assessment task, will be deemed to have received an unfair advantage over other students unless the absence is supported by suitable documentation such as a Medical Certificate. Without an upheld Misadventure Appeal, the student will receive a zero mark.
- Students must attend all classes on the day of an Assessment Task in order to fulfil all course outcomes for the award of a HSC. (Missed lessons imply that a student has received an unfair advantage over other students.) Without an upheld Misadventure Appeal, the student will receive a zero mark.
- Tasks must be handed directly to the designated teacher, during the lesson for that subject, on the due submission date. Truancy will necessitate a zero mark. The onus is on the student and parents to prove that any absence is justified. A Medical Certificate pre-dating or dated on the day of the incident will be required for any illness – backdated Medical Certificates are not acceptable. The parent or guardian must ring the school and speak to, or leave a message for, the Head Teacher of the course on, or prior to the day an Assessment Task is due and explain the absence.
- Students who miss an Assessment Task for any reason must see the relevant Head Teacher, on the first day of their return to school, in order to reschedule the task. A Misadventure Appeal is required as explanation. Failure to comply with these requirements will see a zero mark awarded for the task. A Medical Certificate pre-dating or dated on the day of the incident will be required for any illness – backdated Medical Certificates are not acceptable. The parent or guardian must ring the school and speak to, or leave a message for, the Head Teacher of the course on, or prior to the day an Assessment Task is due and explain the absence.
- Students who habitually present Medical Certificates for Assessment Tasks will be deemed to be non-serious candidates unless the school is aware of a pre-existing medical condition as confirmed by appropriate specialist documentation.
- For students applying for a Misadventure Appeal, please note that ALL Misadventure Appeals must be lodged on a Misadventure Appeal Form with ALL supporting documentary evidence, within 7 days of the due date of an Assessment Task.

- Students who submit a non-serious attempt at an Assessment Task or an incomplete task on or before the due date are to be allocated a mark based upon the proportion of the task correctly completed. The student may be issued with an N Award Warning for the parts of the task that were not submitted as required.
- Difficulties involving the use of computers or the printing of tasks will not be reasonable grounds for a Misadventure Appeal. Hard copies (not computer files) are to be submitted unless otherwise stipulated.
- During Assessment Tasks and examinations, mobile phones are not permitted. In line with NESAs policy, persons with mobile phones on their person or with exam equipment will be deemed to have cheated and receive a zero mark. (Mobile phones are not acceptable for use as calculators or translation devices).
- Only NESAs approved equipment and calculators can be used during Assessment Tasks.
- Electronic dictionaries and language translators are not to be used during school Assessment Tasks.
- If a student is absent from a lesson when a notification of an Assessment Task is issued; he/she is responsible for following up any missed information with the teacher. Time extensions will not be issued.
- All Assessment Tasks not undertaken at school under examination conditions MUST be submitted with a HHH Assessment Cover Sheet (page 16 of this booklet). Teachers will sign the 'tear-off sheet' and return it to the student to act as verification that the task was submitted.

STUDENTS TRANSFERRING TO THE SCHOOL

In cases where students have transferred to, or arrived at, Hunters Hill High School during the HSC assessment period, the Principal may request information from their previous school. This information will only be used as a guide and will not form a part of the assessment mark. This means that the student's Rank Order for each course will be determined on the basis of tasks which have been completed since their time of arrival at Hunters Hill High School.

TVET AND COURSES PROVIDED BY OTHER PROVIDERS

Students who attend TAFE Colleges to undertake TVET courses as a part of their pattern of study for their HSC will receive notification of the nature and composition of Assessment Tasks from their TAFE teachers. Hunters Hill High School has no involvement in the nature or composition of Assessment Tasks for TVET courses. TVET Appeals over marks must be made directly to the TAFE.

Please be aware that the majority of TAFE and TVET courses do NOT qualify as Board Developed Courses, this may impact upon a student's eligibility for an HSC. There are stringent attendance requirements that must be met with regards to HSC courses undertaken at TAFE colleges.

Students who undertake courses provided by other educational providers such as The Open High School and Saturday Language Schools as a part of their pattern of study for their HSC will receive notification of the nature and composition of Assessment Tasks from the provider and not Hunters Hill High School. Hunters Hill High School has no involvement in the nature or composition of Assessment Tasks for courses run by alternative providers. Appeals over course marks must be made directly to the organisation providing that course.

SICKNESS / MISADVENTURE PROCEDURES

Students who believe that an Assessment Task will be, or has been, affected by illness or by other circumstances (e.g. family trauma) must immediately contact the relevant Head Teacher. It is the student's responsibility to submit an Illness / Misadventure form (on page 16 of this book) which is to be completed and given to the Head Teacher prior to the date of the Assessment Task or within 7 days of the due date of the Task with ALL supporting documentation and/or medical certificates.

A Doctor's Certificate must be attached ON THE DAY OF THE ILLNESS when a claim is made on the basis of illness. ALL ABSENCES MUST BE SUBSTANTIATED. All submitted information will be considered and a decision will be made.

An extension of time, acceptance of the original task or a substitute task may result from negotiations with the Head Teacher and, where necessary the School Appeals Committee. In exceptional circumstances, an estimate may be given but only at the discretion of the Principal.

The School Appeals Committee consists of a Deputy Principal and two other members of the school executive. The committee will endeavour to respond to the student within 7 days of receiving the appeal.

MISADVENTURE APPEAL FORM FOR 2020

HUNTERS HILL HIGH SCHOOL

Whenever possible a completed Misadventure Form should be presented to the relevant Head Teacher **in advance** of any Assessment Task that is likely to be missed. Otherwise, a completed Misadventure Form with all supporting documentary evidence **MUST** be presented to the relevant Head Teacher within 7 days of the due date of the missed Assessment Task.

Student's Name: _____ Course _____ HSC/PRELIM (Please Circle)

Nature of Assessment Task (e.g. test, oral, practical): _____

Date of Assessment Task: _____ Teacher: _____

Please note:

1. If consideration is being sought on the basis of illness then a **Medical Certificate** dated the day of the task must be supplied.
2. Computer "problems" are not usually considered as reasonable grounds for a Misadventure Appeal.
3. Students not attending school for the full day at Assessment time will need to submit a Misadventure form.
 4. If a time is not otherwise specified, an Assessment Task is said to be "not submitted on time" after the 3.10 p.m. school bell rings on the due date.

Reason for Misadventure: _____

Check List: Tick that you have all necessary information ready for a Misadventure Application.

- A fully completed Misadventure Form
- Supporting evidence e.g. Doctor's Medical Certificate
- The completed Assessment Task (if it was a task that was to be done at home)

Supporting Statement Parent: _____

Student's Signature: _____ Parent's Signature: _____

HT Signature: _____ Date Received by Head Teacher: _____

Head Teacher's Recommendation: Support Appeal / Reject Appeal / Refer to Appeals Committee
Task has been completed? YES / NO

Appeals Committee Recommendation _____

Outcome: Completed by Convenor of Appeals Committee.

- Student permitted to undertake/submit the Assessment Task
- Student permitted to undertake an Alternative Task
- Appeal Rejected - student will receive a Zero mark for this Task
- Other:

Comment: _____

Committee Convenor's Signature _____ Date: _____

APPEALS

If a student has a concern about an aspect of the assessment procedure, they should, in the first instance, approach the Head Teacher of the course concerned. If the issue cannot be resolved at the faculty level, it may be referred to the co-ordinating Deputy Principal who will, if necessary, convene a School Appeals Committee to consider the particular case. The School Appeals Committee consists of a Deputy Principal and at least two other members of the school executive.

N AWARD WARNING LETTERS

N Award Warning letters are issued to notify the parents / guardians of HSC students whose course work performance is not meeting NESAs prescribed standards. Likely situations which would result in the school issuing an N Award Warning Letter are:

- Failure to submit an Assessment Task
- Failure to attend school to undertake an Assessment Task on a prescribed date
- Ongoing failure to meet course requirements

The first N Award Warning for a course is a serious warning to families that the student **MUST QUICKLY** address the issue and correct it before it impacts upon their HSC.

If a second N Award Warning letter is issued, then a student is at risk of being given an 'N' Determination in that course by the NESAs. This is highly likely to impact upon the student's ability to qualify for their HSC.

A copy of an N Award Warning letter has been included in this booklet on pages 18 to 19 to acquaint students and parents with the format and information found in such warnings.

If a student fails to submit an Assessment Task, an N Award Warning letter will be issued. The student will receive a zero mark for that task. As a part of redeeming themselves from that Warning, the student will be required to satisfactorily complete that outstanding task (or an equivalent one) as determined by the relevant Head Teacher.

'N' DETERMINATION

If after warnings to students and families have been provided, there has been no improvement in diligence, application and work quality, the Principal may determine that a course has not been satisfactorily completed, and the NESAs does not uphold any appeal, the student will not be awarded a result in the course. The course will not be listed on the Preliminary or Higher School Certificate, nor will it be included on the Year 12 Record of School Achievement.

EXAMPLE ONLY



Mr and Mrs Citizen
1 Fake Street
Fakeville NSW

Monday, 15th October 2018

Ref #0000

N Award Warning Notification - Non Completion of a Higher School Certificate Course

Student's Name: Fake Citizen
Course: Biology
Date of Issue: 15 October 2018

Dear Mr and Mr Citizen

I am writing to advise that your child, Fake Citizen is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course in Biology.

The NSW Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. This letter is official warning number 1 for Biology. A minimum of two course-specific warnings must be issued prior to a final non-completion course determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

- a) *followed the course developed or endorsed by the Authority; and*
- b) *applied themselves 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 outcomes.*

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available course marks. Completion of tasks worth exactly 50% is not sufficient as tasks in excess of 50% must be completed.

To date, Fake has not satisfactorily met the following Course Completion Criteria:

- a. Followed the course developed or endorsed by NESA
- b. Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- c. Achieved some or all of the course outcomes

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for Fake to satisfy the Course Completion Criteria, the following tasks, requirements or outcomes listed below need to be satisfactorily completed and/or achieved.

Please discuss the matter with Fake and contact the school if further information or clarification is needed.

Yours sincerely,

Teacher

Head Teacher

Principal's Delegate

Provider Name: NSW Department of Education
CRICOS Provider Code: 0058M

Achieving excellence in comprehensive education

Reiby Road Hunters Hill NSW 2110 P: 02 9817 4785 / 02 9817 4565 F: 02 9816 3297 E: huntershd-h.school@det.nsw.edu.au

Hunters Hill High School - N Award Warning Notification - Non Completion of a HSC Course

To satisfy Course Completion Criteria, the following tasks, requirements or outcomes be satisfactorily completed by Fake Citizen.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Biology Assessment Task 1	15%	15/10/2018	Complete Task	13/11/2018

Please detach this section and return to the school

Return - N Award Warning Notification - Non Completion of a HSC Course

Student's Name: Fake Citizen
HSC Course: Biology
Class Teacher: Mrs C Teacher
Date of Issue: 15 October 2018

- I have received the letter dated Monday, 15th October 2018 indicating that Fake is in danger of not having satisfactorily completed Biology.
- I am aware that this course may not appear on his Record of Achievement.
- I am also aware that the determination of non-completion of course requirements may make him ineligible for the award of the Higher School Certificate.

Parent/Guardian's Signature:

Date:

Student's Signature:

Date:

Achieving excellence in comprehensive education

Reiby Road Hunters Hill NSW 2110 P: 02 9817 4785 / 02 9817 4565 F: 02 9816 3297 E: huntershd-h.school@det.nsw.edu.au

SCHOOL ADVICE ON HOW TO MANAGE ASSESSMENT TASKS

A senior student undertaking six courses is likely to have approximately 24 Assessment Tasks upon which his/her HSC results will depend. A student who is organised and works consistently throughout Year 12 will have the best likelihood of success with his/her studies.

Some ideas that will assist students to successfully manage Year 12 include:

- Obtain and use a Wall Planner to list all Assessment and Homework Tasks to ensure the best chance of meeting all time deadlines. (Wall Planners are available from newsagents or stationery stores).
- Develop a realistic Study Timetable that takes regular commitments such as sport's training and assessment preparation time into account, draw up this Study Timetable into a chart that is visibly displayed in a student's study location and adhere to this program.
- Have a written copy of the question, guidelines, requirements and due date for every task.
- Commence any research necessary for any task EARLY – students should not leave this until the last minute.
- Students need to understand that the direct downloading of material from the internet into an essay is plagiarism (copying) and is not an acceptable practice.
- Students must have every Assessment Task submitted on or before time. Generally a task submitted late will receive a zero mark.
- Students need to be aware that they will be penalised for receiving an unfair advantage over other students were they to stay home, missing lessons, prior to arriving to deliver an Assessment Task. This practice is not acceptable.
- Should a student be seriously unwell on the day that an Assessment Task is due or to be undertaken, best practice is to have a parent contact the relevant Head Teacher for that course and to obtain a Doctor's Certificate that should accompany the parent's letter of explanation on the first day of the student's return to school. The student will need to submit a completed Misadventure Appeal Form within 7 days of the missed assessment task.

HOW TO GAUGE A STUDENT'S PROGRESS

Parents and students can gauge a student's performance through the HSC course by using a range of mechanisms including:

- School Reports - The normal school reporting process whereby two School Reports (the Half Yearly Report and the Final Report) will be issued, during the school year to detail a student's progress in each of the courses being studied.
- Parent / Teacher Evenings – The school schedules mid-year Parent / Teacher Evenings for all scholastic years to facilitate a more personalised conversation between parents and teachers to discuss relevant issues in each student's education.
- Feedback on Assessment Tasks – After the marking of an Assessment Task, students can anticipate that meaningful feedback will be provided through class discussion and/or written comments and/or examples of quality responses to provide ways by which a student could improve his/her future performance.
- Student Self-Evaluation – Students should reflect regularly (we suggest – on a weekly basis) to review his/her levels of understanding, levels of application, assessment performance, behaviour and the need to seek additional assistance whether it be from a friend, parent, teacher, or tutor.
- Parental Observation – A Parent is frequently the first to observe changes in how his/her son or daughter is coping with his/her studies.
- Student / Teacher Contact – Each student needs to engage regularly with his/her course teachers to obtain suggestions about his/her performance.
- Parent / Year Adviser or Head Teacher Contact – For a specific course, the Head Teacher is an excellent 'point of contact' for families seeking information about issues relating to that course. For a wider perspective of a student's performance, the Year Adviser is the best 'point of contact' for parents.
- Letters From School - The receipt of Letters of Concern and N Award Warning Letters from the school indicates particular concerns with regards to a course specified in the letter. N Award Warnings will prescribe both the specific remedy and the timeframe over which the remediation must take place. These letters highlight serious concerns.
- Improvement Programs – These programs signify that a student is in grave jeopardy of not achieving an HSC. These programs provide structured support from the school to assist 'at risk' students.

CALENDAR FOR YEAR 12 CURRICULUM DELIVERY

This information is provided to assist families with the identification of dates when Assessment Tasks are going to be due during the various school terms.

Term	School Week	Date for the Monday of that Week
T4 2019	Week 1	14 th October
	Week 2	21 st October
	Week 3	28 th October
	Week 4	4 th November
	Week 5	11 th November
	Week 6	18 th November
	Week 7	25 th November
	Week 8	2 nd December
	Week 9	9 th December
	Week 10	16 th December

Term	School Week	Date for the Monday of that Week
T1 2020	Week 1	27 th January
	Week 2	3 rd February
	Week 3	10 th February
	Week 4	17 th February
	Week 5	24 th February
	Week 6	2 nd March
	Week 7	9 th March
	Week 8	16 th March
	Week 9	23 rd March
	Week 10	30 th March
	Week 11	6 th April

Term	School Week	Date for the Monday of that Week
T2 2020	Week 1	27 th April
	Week 2	4 th May
	Week 3	11 th May
	Week 4	18 th May
	Week 5	25 th May
	Week 6	1 st June
	Week 7	8 th June
	Week 8	15 th June
	Week 9	22 nd June
	Week 10	29 th June

Term	School Week	Date for the Monday of that Week
T3 2020	Week 1	20 th July
	Week 2	27 th July
	Week 3	3 rd August
	Week 4	10 th August
	Week 5	17 th August
	Week 6	24 th August
	Week 7	31 st August
	Week 8	7 th September
	Week 9	14 th September
	Week 10	21 st September

HSC ASSESSMENT COVER SHEETS

Two sample cover sheets are given below. Students are to attach one of these cover sheets to the front of any Assessment Task that they have completed that was not done, at school, under test conditions.

HUNTERS HILL HIGH SCHOOL – ASSESSMENT COVER SHEET

Student's Name: _____

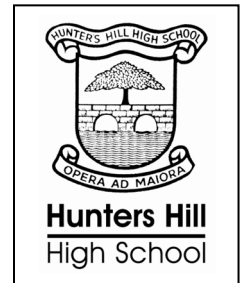
Course & Class: _____

Date Due: _____

(Add Date Submitted If Different From Due Date)

All of the work in this assessment task is original and is my own work.

Signed: _____



CONFIRMATION TEAR OFF STRIP

This is to verify that I, _____ (full name)

of Course _____ handed in my assessment

task entitled _____ on _____

HUNTERS HILL HIGH SCHOOL – ASSESSMENT COVER SHEET

Student's Name: _____

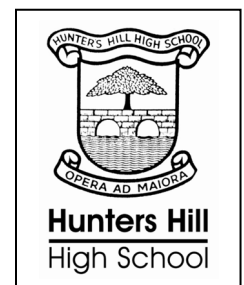
Course & Class: _____

Date Due: _____

(Add Date Submitted If Different From Due Date)

All of the work in this assessment task is original and is my own work.

Signed: _____



CONFIRMATION TEAR OFF STRIP

This is to verify that I, _____ (full name)

of Course _____ handed in my assessment

task entitled _____ on _____

Teacher's Signature: _____ Date: _____

Year 12 Aboriginal Studies Course Outcomes

A student achieves:

H1.1 evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples

H1.2 analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples

H1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotyping

H3.1 assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination

H3.2 evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities

H3.3 evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples

H4.1 plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives

H4.2 undertakes community consultation and fieldwork and applies ethical research practices

H4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

Year 12 Aboriginal Studies

Course Description:

Aboriginal Studies is designed to foster intellectual, social and moral development by enabling students to think critically about the historical and contemporary experiences of Aboriginal peoples. Through this study students will develop a heightened understanding and appreciation of the concepts of social justice and shared histories, and will critically examine their role as active and informed citizens.

Components	Task 1	Task 2	Task 3	Task 4	% Weighting
	Term 4, Week 8	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 3-4, 2020	
	Research Study Social Justice and Human Rights Issues	Major Project Research and Inquiry Methods	Aboriginal Community Study Heritage and Identity/Aboriginality and the Land	Trial HSC Examination	
	Outcomes assessed H3.1, H3.2, H3.3, H4.3	Outcomes assessed H4.1, H4.2	Outcomes assessed H1.1, H1.2, H1.3, H2.1, H2.2	Outcomes assessed H1.1, H1.2, H2.2, H3.2, H3.3	
Knowledge and understanding of course content	5	10	5	20	40
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives		15	5	5	25
Research and inquiry methods, including aspects of the Major Project	5	10	5		20
Communication of information, ideas and issues in appropriate forms		5	5	5	15
Total %	10	40	20	30	100

Major Work Milestones – student process logs must be submitted along with each component of the major work as follows:

1. **Proposal – Term 4, Week 6 2019**
2. **Interim Submission – Term 1, Week 2020**
3. **Final Draft – Term 1, Week 7 2020**

Year 12 Ancient History Course Outcomes

A student achieves:

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

Year 12 Ancient History

Course Description:

The HSC Course provides students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the evidence available by applying the methods used by historians and archaeologists.

Components	Task 1	Task 2	Task 3	Task 4	% Weighting
	Term 4, Week 9 2019	Term 1, Week 10/11 2020	Term 2, Week 8 2020	Term 3, Weeks 3/4 2020	
	Core Study Pompeii + Herculaneum Research +Presentation (historical analysis)	Topic Test Sparta	Research Essay The Greek World 500-440	Trial HSC Examination Core Study: Pompeii + Herculaneum + Sparta + The Greek World 500-440 + Hatshepsut	
	Outcomes assessed AH12-6, AH12-7, AH12-8, AH12-9, AH12-10	Outcomes assessed AH12-1, AH 12-2, AH 12-3. AH12-4	Outcomes assessed AH12-2, AH12-3, AH12-4, AH12-5, AH12-6	Outcomes assessed AH 12-3, AH12-4 AH12-5, AH12-9	
Knowledge and understanding of course content	5	10	10	15	40
Communication of historical understanding in appropriate forms	5	5	5	5	20
Source based skills	5	5		10	20
Historical inquiry and research	5	5	10		20
Total %	20	25	25	30	100

Year 12 Biology Course Outcomes

A student achieves:

BIO 12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO 12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO 12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO 12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO 12-5 analyses and evaluates primary and secondary data and information

BIO 12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO 12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

BIO 12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

BIO 12-13 explains natural genetic change and the use of genetic technologies to induce genetic change

BIO 12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

BIO 12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

Year 12 Biology

Course Description:

The HSC Biology course investigates processes by which plants and mammals maintain the necessary internal conditions to survive in a changing environment. The processes of inheritance and evolution, applications of Biology and new technologies are studied to promote understanding of human health, and in particular, our use of the senses of sight and hearing.

Components	Task 1	Task 2	Task 3	Task 4	%Weighting
	Term 4 Week 6	Term 1 Week 4	Term 2 Week 8	Term 3 Examination period	
	Modelling	Depth Study	Data analysis	Trial	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	BIO12-3 BIO12-4 BIO12-6 BIO12-7 BIO12-12	BIO12-1 BIO12-2 BIO12-3 BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-13	BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-14	BIO12-1 BIO12-2 BIO12-3 BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15	
Knowledge and Understanding	5	15	5	15	40
Skills in Working Scientifically	15	15	15	15	60
Total %	20	30	20	30	100

Year 12 Business Studies Course Outcomes

A student achieves:

- 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

Year 12 Business Studies

Course Description:

The HSC Course looks at both theoretical and practical aspects of business and management. Focus areas include the planning of a small business, management of medium to large business finance, employment, marketing and the impact of the global environment. Students gain knowledge and skills that will enhance their understanding of the business world and allow them to be better informed citizens.

Components	Task 1	Task 2	Task 3	Task 4	%Weighting
	Term 4, Week 8	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 3/4	
	Research Task Operations	Extended Response Marketing	Case Study Finance	Trial HSC Examination	
	Outcomes assessed H1, H2, H5, H7	Outcomes assessed H3, H5, H6, H7, H8, H9	Outcomes assessed H4, H6, H7, H8, H9, H10	Outcomes assessed H2, H3, H4, H5, H6, H9, H10	
Knowledge and understanding of course content	5	10	10	15	40
Stimulus-based skills	5	5	5	5	20
Inquiry and research	10	5	5		20
Communication of business information, ideas and issues in appropriate forms		5	5	10	20
Total %	20	25	25	30	100

Year 12 Community and Family Studies Course Outcomes

A student achieves:

- 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 socio-cultural 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

Year 12 Community and Family Studies

Course Description:

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Term 4, Week 10 (2019)	Term 1, Week 10	Term 2, Week 10	Term 3, Week 3/4	
	Research Methodology Independent Research Project (IRP)	Groups in Context Case Studies	Parenting & Caring / Social Impact of Technology Extended Responses	Trial HSC Examination	
	Outcomes assessed H4.1, H4.2	Outcomes assessed (selected from) H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2	Outcomes assessed (selected from) H1.1, H2.1, H2.2, H2.3, H3.2, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1	Outcomes assessed (selected from) H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2, H7.3, H7.4	
Knowledge and understanding of course content	15	5	5	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	20	10	60
Total %	30	20	25	25	100

Year 12 Chinese and Literature

A student achieves:

- 1.1 conveys information, opinions and ideas appropriate to context, purpose and audience
- 1.2 exchanges and justifies opinions and ideas
- 1.3 uses appropriate features of language in a variety of contexts
- 2.1 sequences and structures information and ideas
- 2.2 uses a variety of features to convey meaning
- 2.3 produces texts appropriate to context, purpose and audience
- 2.4 produces texts which are persuasive, creative and discursive
- 3.1 identifies main points and detailed items of specific information
- 3.2 summarises and interprets information and ideas
- 3.3 infers points of view, values, attitudes and emotions from features of language in texts
- 3.4 compares and contrasts aspects of texts
- 3.5 presents information in a different form and/or for a different audience
- 3.6 explains the influence of context in conveying meaning
- 3.7 recognises, analyses and evaluates the effectiveness of a variety of features in texts
- 3.8 responds to texts personally and critically
- 4.1 examines and discusses sociocultural elements in texts
- 4.2 recognises and employs language appropriate to different sociocultural contexts
- 4.3 compares and contrasts Australian and Chinese communities

Year 12 Chinese and Literature

Course Description:

The study of Chinese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, cognitive development and general knowledge. The study develops an understanding of how attitudes and values are shaped within both Chinese-speaking and Australian communities. Chinese is a significant world language, one of the official languages of the United Nations and is spoken by about a quarter of the world's population. There are many spoken varieties of Chinese, and modern standard Chinese is pre-eminent among these. It is the major language of communication in China, Taiwan and Singapore and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Speech about the prescribed text	Response in English and Chinese to texts	Response in Chinese to texts/critical response to prescribed texts/article	Trial HSC Examination	
	Timing Term 4, Week 8	Timing Term 1, Week 9	Timing Term 2, Week 7	Timing Term 3, Weeks 2-3	
	Outcomes assessed 1.1, 1.2, 1.3, 4.2	Outcomes assessed 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.6, 3.7	Outcomes assessed 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3 3.6, 3.7, 3.8, 4.1	Outcomes assessed 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3	
Listening	10		10	20	
Reading			30	40	
Speaking	10			10	
Writing		10	10	30	
Total %	10	20	40	30	100

Year 12 Chemistry Course Outcomes

A student achieves:

- 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

Year 12 Chemistry

Course Description:

The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

Component	Task 1	Task 2	Task 3	Task 4	% Weighting
	Term 4 Week 9 (2019)	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 3 & 4	
	First - Hand & Second - Hand Investigative Task Acid/Base Reactions	Depth Study Organic Chemistry	Research, Processing Information & Analysing Data Task Equilibrium & Acid Reactions	Trial HSC Examination Modules 5,6,7,8	
	Outcomes Assessed CH11/12-2 CH11/12-3 CH11/12-5 CH12-13	Outcomes Assessed CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH12-15	Outcomes Assessed CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-13 CH12-14	Outcomes Assessed CH11/12-1 - CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14	
Knowledge and Understanding	5	5	10	15	40
Skills in Working Scientifically	15	20	15	15	60
Total %	20	25	25	30	100

Year 12 Construction



Macquarie Park RTO 90222

School Name:

Student Competency Assessment Schedule

COURSE: HSC Construction

2020

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster D	Cluster E	Cluster F	Half year Exam	Trial Exam
		Formwork	Level a simple slab	Assemble for off-site manufacture		
		Week: 6 Term: 1	Week: 8 Term: 2	Week: 10 Term: 3		
Code	Unit of Competency					
CPCCCA2003A	Erect and dismantle formwork for footings	X			HSC Examinable Units of Competency	HSC Examinable Units of Competency
CPCCCA2011A	Handle carpentry materials	X				
CPCCCM2006B	Apply basic levelling procedures		X			
CPCCCO2013A	Carry out concreting to simple forms		X			
CPCCCM2005B	Use construction tools and equipment		X			
CPCCJN2001A	Assemble components			X		
CPCCJN2002B	Prepare for off-site manufacturing process			X		

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Construction Pathways CPC20211 or a Statement of Attainment towards Certificate II Construction Pathways CPC20211.

Schools will schedule exam items in preparation for the HSC. These do not form part of the RTO assessment 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". A course mark is not allocated.

Year 12 Design and Technology Course Outcomes

A student achieves:

- H1.1 critically analyses the factors affecting design and the development and success of design projects
- H1.2 relates the practices and processes of designers and producers to the major design project
- H2.1 explains the influence of trends in society on design and production
- H2.2 evaluates the impact of design and innovation on society and the environment
- H3.1 analyses the factors that influence innovation and the success of innovation
- H3.2 uses creative and innovative approaches in designing and producing
- H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
- H4.2 selects and uses resources responsibly and safely to realise a quality major design project
- H4.3 evaluates the processes undertaken and the impacts of the major design project
- H5.1 manages the development of a quality major design project
- H5.2 selects and uses appropriate research methods and communication techniques
- H6.1 justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
- H6.2 critically assesses the emergence and impact of new technologies, and the factors affecting their development

Year 12 Design and Technology

Course Description:

This course focuses on design theory and processes. Students are required to complete a major design project which develops their design, management and construction skills.

Component	Task 1	Task 2	Task 3	Task 4	%Weighting
	Term 4, Week 8 (2019)	Term 1, Week 6	Term 2, Week 4	Term 3, Weeks 3–4	
	Project Proposal Presentation	Innovation and Emerging Technology Case Study*	Project Development and Realisation Report	Trial HSC Examination	
	Outcomes assessed H2.1, H4.1, H4.2	Outcomes assessed H2.2, H3.1, H3.2, H6.2	Outcomes assessed H4.3, H5.1, H5.2, H6.1	Outcomes assessed H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	
Knowledge and understanding of course content		20		20	40
Knowledge and skills in designing, managing, producing and evaluating a major design project	20		30	10	60
Total %	20	20	30	30	100

Year 12 Drama Course Outcomes

A student achieves:

- H1.1** uses acting skills to adopt and sustain a variety of characters and roles
- H1.2** uses performance skills to interpret and perform scripted and other material
- H1.3** uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group-devised works
- H1.4** collaborates effectively to produce a group-devised performance
- H1.5** demonstrates directorial skills
- H1.6** records refined group performance work in appropriate form
- H1.7** demonstrates skills in using the elements of production
- H2.1** demonstrates highly developed performance skills
- H2.2** uses dramatic and theatrical elements effectively to engage an audience
- H2.3** demonstrates directorial skills for theatre and other media
- H3.1** critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2** analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3** demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements

And values and attitudes about: *

- H1.8** recognises the value of the contribution of each individual to the artistic effectiveness of productions
- H1.9** values innovation and originality in group and individual work
- H2.4** appreciates the dynamics of drama as a performing art
- H2.5** appreciates the high level of energy and commitment necessary to develop and present a performance
- H3.4** appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
- H3.5** appreciates the role of the audience in various dramatic and theatrical styles and movements.

* Note: While values and attitudes outcomes are included in the syllabus, they are not to be assessed in the HSC Assessment program

Year 12 Drama

Course Description:

The HSC Drama course requires students to study two topics that will be examined in the written HSC paper. Of these topics, one is required to be Australian, whilst the other non-Australian. Each student is required to submit an Individual Project and be involved in the collaborative process of the Group Performance. Assessment is based on 60% for practical tasks and 40% for written reflection.

Components	Task 1	Task 2	Task 3	Task 4	%Weighting
	Term 4, Week 10	Term 1, Week 9	Term 2, Week 9	Term 3, Week 2/3	
	In Class Essay with ALARM Grid	In-class Essay & Individual Project Monitoring task	Individual Project Individual Project & GP monitoring	Trial HSC Examination Written Examination Australian Theatre Black Comedy & GP	
	Outcomes assessed H1.2, H1.3, H1.8, H2.4, H3.2	Outcomes assessed H1.1, H1.3, H1.7, H3.1, H3.3 & H1.5	Outcomes assessed H1.3, H1.7. H2.1, H2.2, H2.3, H2.5	Outcomes assessed H1.4, H1.6, H1.9, H3.1, H3.2, H3.3	
Making	5	5	20	10	40
Performing	5	5	20		30
Critically Studying	5	15		10	30
Total %	15	25	40	20	100

Year 12 Economics Course Outcomes

A student achieves:

H1 demonstrates understanding of economics terms, concepts and relationships

H2 analyses the economic role of individuals, firms, institutions and governments

H3 explains the role of markets within the global economy

H4 analyses the impact of global markets on the Australian and global economies

H5 discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts

H6 analyses the impact of economic policies in theoretical and contemporary Australian contexts

H7 evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments

H8 applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts

H9 selects and organises information from a variety of sources for relevance and reliability

H10 communicates economic information, ideas and issues in appropriate forms

H11 applies mathematical concepts in economic contexts

H12 works independently and in groups to achieve appropriate goals in set timelines

Year 12 Economics

Course Description:

The HSC course focuses on the management of an economy and is therefore essentially macroeconomic in nature. It examines the external framework in which the Australian economy operates. The course investigates the impact of the global economy on the Australian economy and the link between economic issues and the management of an economy, with specific reference to the Australian economy.

Components	Task 1	Task 2	Task 3	Task 4	%Weighting
	Term 1, Week 4	Term 1, Week 9	Term 2, Week 6	Term 3, Weeks 3/4	
	Research Task Economic Issues	Class Test Economic Issues & Economic Management	Oral Presentation The Global Economy	Trial HSC Examination	
	Outcomes assessed H1, H2, H5, H6, H7	Outcomes assessed H1, H2, H5, H9, H10, H11	Outcomes assessed H3, H4, H7, H9, H10, H12	Outcomes assessed H1, H2, H5, H6, H7	
Knowledge and understanding of course content	5	10	5	20	40
Stimulus-based skills	5	10		5	20
Inquiry and research	10		5	5	20
Communication of economic information, ideas and issues in appropriate forms	5	5	10		20
Total %	25	25	20	30	100

Year 12 English Advanced Course Outcomes

A student achieves:

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

Year 12 English Advanced

Course Description:

In this course, students explore the ways that events, experiences, ideas, values and processes are represented in, and through texts. Students analyse, evaluate and synthesise the ways in which language forms and structures shape meaning. Students are provided with opportunities for imaginative and critical expression in their response to, and composition of, texts.

Components	Task 1	Task 2	Task 3	Task 4	% Weighting
	Term 4, Week 8	Term 1, Week 8	Term 2, Week 7	Term 3 (Examination Block)	
	Common Module: Texts and Human Experiences Multimodal Presentation	Module A: Textual Conversation Analytical Response	Module C: Craft of Writing Imaginative Text with Reflection	Trial HSC Examination Paper I: Common Module Paper 2: Modules A, B and C	
	Outcomes assessed EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7	Outcomes assessed EN12-1, EN12-3, EN12-4, EN12-6, EN12-7, EN12-8	Outcomes assessed EN12-1, EN12-3, EN12-4, EN12-5, EN12-9	Outcomes assessed EN12-1, EN12-3, EN12-5, EN12-6, EN12-7, EN12-8	
Knowledge and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50
Total %	25	20	25	30	100

Year 12 English Extension 1 Course Outcomes

A student achieves:

EE12-1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies

EE12-2 analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts

EE12-3 independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts

EE12-4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts

EE12-5 reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

Year 12 English Extension 1

Course Description:

In this course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be considered as culturally significant. Students will develop a range of imaginative, interpretive and analytical compositions, including some which explore the relationships between key texts from the past and texts in popular culture.

Components	Task 1	Task 2	Task 3	% Weighting
	Term 1, Week 2	Term 2, Week 2	Term 3, Weeks 1-3 (Trial Examination Period)	
	Common Module Creative Response & Reflection	Elective Critical Response	Trial HSC Examination Section I: Common Module Section II: Elective	
	Outcomes assessed EE12-1, EE12-2, EE12-5	Outcomes assessed EE12-3, EE12-4	Outcomes assessed EE12-1, EE12-2, EE12-3, EE12-4	
Knowledge and understanding of complex texts and of how and why they are valued	30	10	10	50
Skills in complex analysis, sustained composition and independent investigation	10	20	20	50
Total %	40	30	30	100

Year 12 English Extension 2 Course Outcome

A student:

EEX12-1 demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology

EEX12-2 strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context

EEX12-3 applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition

EEX12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea

EEX12-5 reflects on and evaluates the composition process and the effectiveness of their own published composition

Year 12 English Extension 2

Course Description:

In this course, students work independently to plan and complete a Major Work in the form of an extended composition. Students select an area of personal interest from their specialised study of English and develop their work to a level of distinction.

Components	Task 1	Task 2	Task 3		% Weighting
	Term 1, Week 5	Term 2, Week 9	Term 3, Week 6	Term 3, Week TBC	
	Viva Voce Including <i>Written Proposal</i>	Literature Review Including <i>Major Work Journal</i> and <i>Draft of Major Work</i>	Critique of the Major Work and processes Including <i>Major Work Journal</i>	Final Submission <i>Externally marked – submitted to NESAs</i>	
	Outcomes assessed	Outcomes assessed	Outcomes assessed		
	EEX12-1, EEX12-4, EEX 12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5		
Knowledge and understanding of complex texts and of how and why they are valued	10	20	20		50
Skills in complex analysis, sustained composition and independent investigation	10	10	30		50
Total %	20 (10)	30 (15)	50 (25)		100

Year 12 English Standard Course Outcomes

A student achieves:

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

Year 12 English Standard

Course Description:

In this course students explore and experiment with the ways that events, experiences, ideas and values are represented in and through texts. Students will analyse and evaluate the ways in which language forms and features shape meaning. Students are provided with opportunities for imaginative and critical expression in their response to, and composition of, texts.

Components	Task 1	Task 2	Task 3	Task 4	% Weighting
	Term 4, Week 8	Term 1, Week 8	Term 2, Week 7	Term 3 (Examination Block)	
	Common Module: Texts and Human Experiences Multimodal Presentation	Module A: Language, Identity and Culture Analytical Response	Module B and C: Critical Study of Literature Imaginative response with Reflection	Trial HSC Examination Paper 1: Common Module Paper 2: Modules A, B and C	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	25	20	25	30	100

Year 12 English as an Additional Language or Dialect

A student achieves:

- EAL12-1A** responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EAL12-1B** communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts
- EAL12-2** uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
- EAL12-3** identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning
- EAL12-4** applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
- EAL12-5** thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts
- EAL12-6** investigates and evaluates the relationships between texts
- EAL12-7** integrates understanding of the diverse ways texts can represent personal and public worlds
- EAL12-8** analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning
- EAL12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Year 12 English as an Additional Language or Dialect

Course Description:

The English as a Additional Language or Dialect (EAL/D) course provides students with the opportunity to become effective, creative and confident communicators in English. They will be able to respond to and compose texts for a variety of purposes and audiences that are relevant to their personal, educational, and vocational lives.

Components	Task 1	Task 2	Task 3	Task 4	% Weighting
	Term 4, Week 8	Term 1, Week 8	Term 2, Week 7	Term 3 (Examination Block)	
	Module A: Texts and Human Experiences	Module B: Language, Identity and Culture	Module D: Focus on Writing	Trial HSC	
	Speaking and Listening Task (multimodal presentation)	Reading and Writing task based on unseen material and prescribed text	Imaginative writing with written annotations	Modules A, B, C & D	
	Outcomes assessed EAL12-1A, EAL12-1B, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-8, EAL12-9	Outcomes assessed EAL12-1A, EAL12-3, EAL12-4, EAL12-5, EAL12-7	Outcomes assessed EAL12-2 EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-9	Outcomes assessed EAL12-1A, EAL12-3, EAL12-5, EAL12-7, EAL12-8	
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	15	10	50
Total %	25	25	25	25	100

Year 12 History Extension Course Outcomes

A student achieves:

HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations

HE12-2 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches

HE12-3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues

HE12-4 constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

Year 12 History Extension

Course Description:

The aim of the HSC History Extension Course is to enable students to evaluate ideas and processes used by historians to produce history and to apply what they have learned to enquire into areas of historical interest with increasing independence. The course provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

Component	Task 1	Task 2	Task 3	% Weighting
	Term 2, Week 8	Term 2, Week 10	Term 3, Weeks 3-4, 2020	
	History Project – Process (Proposal, Process Log, Annotated Sources)	History Project - Essay	Trial HSC Examination	
	Outcomes assessed HE12-1 HE12-2 HE12-4	Outcomes assessed HE12-1 HE12-2 HE12-3 HE12-4	Outcomes assessed HE12-1 HE12-3 HE12-14	
Knowledge and understanding about significant historiographical ideas and processes	10	15	15	40
Skills in designing, undertaking and communicating historical inquiry and analysis	20	25	15	60
Total %	30	40	30	100

The Process Log must be submitted with draft versions of the essay for regular teacher sign-off as follows:

- Term 4, Week 8 2019
- Term 1, Week 3 2020
- Term 1, Week 9 2020 + 1,000 word Essay draft
- Term 2, Week 3 2020 + Essay draft

Year 12 Hospitality

School Name:

Student Competency Assessment Schedule

COURSE: HSC Hospitality - Kitchen Operations

2020

Assessment Tasks for Certificate II Kitchen Operations SIT20416		Cluster D	Cluster E	Cluster F	Work placement	Trial HSC Exam	
		Food Glorious Food	Working in Industry	Cooking in the Commercial Kitchen			
		Week: 10 Term: 4 (2019)	Week: 10 Term: 1	Week: 10 Term: 3			
Code	Unit of Competency				HSC Examinable Units of Competency		
SITHCCC003	Prepare and present sandwiches	X					
SITHCCC006	Prepare appetisers and salads	X					
BSBWOR203	Work effectively with others		X				
SITHIND002	Source and use information on the hospitality industry		X				
BSBSUS201	Participate in environmentally sustainable work practices		X				
SITHCCC005	Prepare dishes using basic methods of cookery			X			
SITHCCC011	Use cookery skills effectively			X			

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate II in Kitchen Operations SIT20416 or a Certificate II in Kitchen Operations SIT20416.

Schools may schedule exam items in preparation for the HSC. These do not form part of the RTO assessment 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". A course mark is not allocated.

Year 12 Investigating Science Course Outcomes

A student achieves:

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

Year 12 Investigating Science

Course Description:

The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim.

Component	Task 1	Task 2	Task 3	Task 4	% Weighting
	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Examination Period	
	Depth Study Evaluating the Scientific Method	Data Analysis	Depth Study Testing Claims Report	Trial HSC Examination	
	Outcomes Assessed INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-7 INS12-12	Outcomes Assessed INS11/12-1 INS11/12-4 INS11/12-5 INS11/12-7 INS12-13	Outcomes Assessed INS11/12-1 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-14	Outcomes Assessed INS11/12-5 INS11/12-6 INS12-12 INS12-13 INS12-14 INS12-15	
Knowledge and Understanding	10	5	10	15	40
Skills in Working Scientifically	10	15	20	15	60
Total %	20	20	30	30	100

Year 12 Legal Studies Course Outcomes

A student achieves:

- 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

Year 12 Legal Studies

Course Description:

The HSC course examines 'Law and Society', in particular law, justice and human rights. The compulsory focus study is Crime and Human Rights, then two other focus studies are chosen. All focus studies are concerned with the operation of the legal system, legal issues and remedies, morality, ethics and commitment to the law. The law is also studied in relation to its effectiveness and the need for law reform.

Components	Task 1	Task 2	Task 3	Task 4	%Weighting
	Term 4, Week 8 (2019)	Term 1, Week 9	Term 2, Week 5	Term 3, Week 3/4	
	Case Study Crime	Oral Presentation Human Rights	Research Task Family	Trial HSC Examination	
	Outcomes assessed H1, H2, H3, H4	Outcomes assessed H5, H6, H7	Outcomes assessed H6, H7, H8, H9, H10	Outcomes assessed H2, H3, H9, H10	
Knowledge and understanding of course content	5	10	10	15	40
Analysis and evaluation	5	5	5	5	20
Inquiry and research	5	5	5	5	20
Communication of legal information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100

Year 12 Mathematics Advanced Course Outcomes

A student achieves:

- 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

Year 12 Mathematics Advanced

Course Description:

Students studying this course must have a good knowledge of and skills in, the basics in Mathematics. This course deals with mathematical concepts, many of them abstract, and all of which may be applied in scientific or technical areas.

Component	Task 1	Task 2	Task 3	Task 4	% Weighting
	Term 4, Week 8 (2019)	Term 1, Week 8	Term 2, Week 6	Term 3, Weeks 2-3	
	In-class test Topics Financial Mathematics Graphing Techniques	Assignment/ investigation Topics Statistical Analysis	In-class open-book test Topics Applications of Calculus Random Variables	Trial HSC Examination All Topics	
	Outcomes assessed MA12-1, MA12-2, MA12-4, MA12-9, MA12-10	Outcomes assessed MA12-8, MA12-9, MA12-10	Outcomes assessed MA12-3, MA12-6, MA12-8, MA12-9, MA12-10	Outcomes assessed MA12-1 – MA12-10 (all)	
Concepts, skills and techniques	10	10	10	20	50
Reasoning and communication	10	15	15	10	50
Total %	20	25	25	30	100

Year 12 Mathematics Extension 1 Course Outcomes

A student achieves:

- ME12-1 applies techniques involving proof or calculus to model and solve problems
- ME12-2 applies concepts and techniques involving vectors and projectiles to solve problems
- ME12-3 applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
- ME12-4 uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
- ME12-5 applies appropriate statistical processes to present, analyse and interpret data
- ME12-6 chooses and uses appropriate technology to solve problems in a range of contexts
- ME12-7 evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

Year 12 Mathematics Extension 1

Course Description:

Students studying this course must have a solid background in Mathematics. Students attempting the Extension 1 course also complete the course and assessments for the Mathematics course. This course continues the theme of the Mathematics course, and leads to further study of Mathematics and its applications at a tertiary level.

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Term 4, Week 6 (2019)	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 2-3	
	Assignment/ investigation Topics Proof by Mathematical Induction	In-class open-book test Topics Trigonometric Equations Introduction to Vectors	In-class test Topics The Binomial Distribution	Trial HSC Examination All Topics	
	Outcomes assessed ME12-1, ME12-6, ME12-7	Outcomes assessed ME12-2, ME12-3, ME12-6, ME12-7	Outcomes assessed ME12-5, ME12-6, ME12-7	Outcomes assessed ME12-1 – ME12-7 (all)	
Concepts, skills and techniques	10	10	10	20	50
Reasoning and communication	15	15	10	10	50
Total %	25	25	20	30	100

Year 12 Mathematics Extension 2 Course Outcomes

A student achieves:

- MEX12-1** understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
- MEX12-2** chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
- MEX12-3** uses vectors to model and solve problems in two and three dimensions
- MEX12-4** uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
- MEX12-5** applies techniques of integration to structured and unstructured problems
- MEX12-6** uses mechanics to model and solve practical problems
- MEX12-7** applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
- MEX12-8** communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

Year 12 Mathematics Extension 2

Course Description:

Students studying this course require high level mathematical skills. The course covers topics that may be regarded as being of tertiary standard. Students attempting the Extension 2 course must be aware that they will complete the Assessment Tasks for Extension 1 and Extension 2, and that they have equal value towards their final HSC assessment marks.

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Term 4, Week 9 (2019)	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 2-3	
	In-class, open-book test Topics Introduction to Complex Numbers The Nature of Proof Further Proof by Mathematical Induction	In-class test Topics Using Complex Numbers Further Integration	Assignment/ investigation Topics Further Work with Vectors	Trial HSC Examination All Topics	
	Outcomes assessed MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	Outcomes assessed MEX12-1, MEX12-4, MEX12-5, MEX12-7, MEX12-8	Outcomes assessed MEX12-3, MEX12-7, MEX12-8	Outcomes assessed MEX12-1 – MEX12-8 (all)	
Concepts, skills and techniques	10	10	10	20	50
Reasoning and communication	15	10	15	10	50
Total %	25	20	25	30	100

Year 12 Mathematics Standard 1 Course Outcomes

A student achieves:

- 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

Year 12 Mathematics Standard 1

Course Description:

The Mathematics General 1 course is designed to promote the development of knowledge, skills and understanding in areas of Mathematics that have direct application to the broad range of human activity, including a range of post-school pathways requiring a variety of mathematical and statistical techniques. The Mathematics General 1 course provides an appropriate foundation for a range of vocational pathways, either in the workforce or further training.

Mathematics Standard 1 Year 12

Component	Task 1	Task 2	Task 3	Task 4	% Weighting
	Term 4, Week 8 (2019)	Term 1, Week 6	Term 2, Week 5	Term 3, Weeks 2-3	
	Assignment/ investigation Topics Networks and Paths	In-class test Topics Investment Right-angled Triangles	In-class open-book test Topics Simultaneous linear equations Further Statistical Analysis Depreciation & Loans	Trial HSC Examination All Topics	
	Outcomes assessed MS1-12-8, MS1-12-9, MS1-12-10	Outcomes assessed MS1-12-3, MS1-12-4 MS1-12-5	Outcomes assessed MS1-12-2, MS1-12-5 MS1-12-7	Outcomes assessed MS1-12-1 to MS1-12-10	
Understanding, Fluency and Communicating	10	10	10	20	50
Problem Solving, Reasoning and Justification	15	10	15	10	50
Total %	25	20	25	30	100

Year 12 Mathematics Standard 2 Course Outcomes

- 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 graphical forms
- MS2-12-7** solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
- MS2-12-8** solves problems using networks to model decision-making in practical problems
- MS2-12-9** chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
- MS2-12-10** uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

Year 12 Mathematics Standard 2

Course Description:

This course is suited to students who would like to consolidate their skills and further their knowledge of Mathematics, but do not intend to apply their mathematical knowledge in tertiary study.

Component	Task 1	Task 2	Task 3	Task 4	% Weighting
	Term 4, Week 8 (2019)	Term 1, Week 6	Term 2, Week 5	Term 3, Weeks 2-3	
	Assignment/ investigation Topics Network Concepts	In-class test Topics Investments & Loans Non-right-angled Trigonometry	In-class open-book test Topics Simultaneous linear Equations Bivariate data analysis Annuities	Trial HSC Examination All topics	
	Outcomes assessed MS2-12-8, MS2-12-9 MS2-12-10	Outcomes assessed MS2-12-3, MS2-12-4, MS2-12-5	Outcomes assessed MS2-12-2, MS2-12-5, MS2-12-7	Outcomes assessed MS2-12-1 to MS2-12-10	
Understanding, Fluency and Communicating	10	10	10	20	50
Problem Solving, Reasoning and Justification	15	10	15	10	50
Total %	25	20	25	30	100

Year 12 Modern History Course Outcomes

A student achieves:

- 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

Year 12 Modern History

Course Description:

The HSC course is structured to provide students with opportunities to investigate key social, political, economic & technological features, concepts, individuals & groups, events and historiographical issues in a range of historical contexts.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Term 4 Week 8 2019	Term 1 Week 11 2020	Term 2 Week 8 2020	Term 3 Weeks 2/3 2020	
	Research and Presentation	Topic Test	Research Essay	Trial HSC Examination	
	Core Study: Power and Authority	USSR 1917-1941	Cold War 1945-1991	The Cultural Revolution to Tiananmen Square 1966-1989	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	MH 12.6, 12.8, 12.9	MH 12.7, 12.8	MH 12.3, 12.5	MH 12.1, 12.2, 12.4, 12.6	
Knowledge and understanding of course content	5	10	10	15	40
Historical skills in the analysis and evaluation of sources and interpretation	5	5	5	5	20
Historical inquiry and research	5	5	5	5	20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100

Year 12 Music 1 Course Outcomes

A student achieves:

- H1** performs stylistically, music that is characteristic of topics studied, both as 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

Year 12 Music 1

Course Description:

Students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Term 4 2019 Week 8	Term 1 Week 9/10	Term 2 June 2020	Term 3 August 2020	
	Musicology/ Composition	Half Yearly Aural	Elective Composition/	HSC Trial Exam	
	Outcomes assessed H2, H3, H4, H5, H8	Outcomes assessed H1, H7, H8	Outcomes assessed H9, H10, H11	Outcomes assessed H1, H11, H12	
Performance Core		4	6		10
Composition Core	10				10
Musicology Core	10				10
Aural Core		16		9	25
Elective 1 - (Performance or Musicology or Composition)			8	7	15
Elective 2 - Performance or Musicology or Composition)			8	7	15
Elective 3 - Performance or Musicology or Composition)			8	7	15
Total %	20	20	30	30	100

Year 12 Personal Development, Health and Physical Education Course Outcomes

A student achieves:

- 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 skills is required and appraised
- H10 design and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- H12 analyses the influence of social cultural factors on the way people participate in and value physical activity and sport (Option 2)
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Year 12 Personal Development, Health and Physical Education

Course Description:

This course is a study of how people think about health, physical activity, the management of personal health and how the body moves. The options studied in this course are “Improving Performance” and “Sports Medicine”.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Term 4, Week 9 (2019)	Term 1, Week 9	Term 2, Week 10	Term 3, Week 3/4	
	Extended Responses Sports Medicine	Health Investigation Epidemiology, Determinants of Health and Health Inequities in Australia	Sporting Case Studies Factors affecting performance / Improving Performance	Trial HSC Examination	
Outcomes assessed H8, H13, H17	Outcomes assessed H1,H2,H3, H5, H14, H16	Outcomes assessed H7, H9, H10, H11, H16, H17	Outcomes assessed (selected from from) H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16. H17		
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research, analysing and communicating	10	10	25	15	60
Total %	15	20	35	30	100

Year 12 Photography, Video and Digital Imaging Course Outcomes

A student achieves:

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

Year 12 Photography, Video and Digital Imaging

Course Description:

This course focuses on the student’s development becoming increasingly more autonomous in their knowledge, understanding and skills in Photography, Video & Digital Imaging. This course is organised in terms of written and practical components in art making, art criticism and art history. The outcome requirement is a body of work and case studies.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Term 4, Week 7 (2019)	Term 1, Week 9-10	Term 2, Week 8	Term 3, Week 2/3	
	Body of Work Evaluation of ongoing lead works in Diary and/or Body of Work	Case Studies and Body of Work	Body of Work Evaluation of ongoing lead works in Diary and/or Body of Work	Trial HSC Examination	
	Outcomes assessed M3, M4, M5	Outcomes assessed M1, M2, M6, CHI1, CH2	Outcomes assessed M3, M4, M5	Outcomes assessed CH3, CH4, Ch5	
Photomaking	35	35	70		70 Semester 1 70 Semester 2
Art criticism/Art History The Frames, Conceptual Framework & Art Practices		30		30	30 Semester 1 30 Semester 2
Total %	35	65	70	30	100

Year 12 Physics Course Outcomes

A student achieves:

- PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5 analyses and evaluates primary and secondary data and information
- PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
- PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
- PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
- PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

Year 12 Physics

Course Description:

The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.

Component	Task 1	Task 2	Task 3	Task 4	% Weighting
	Term 4 Week 9	Term 1 Week 9	Term 2 Week 7	Term 3 Examination Period	
	Practical Task	Processing/ Modelling Task	Depth Study	Trial HSC Examination	
	Outcomes Assessed PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH12-12	Outcomes Assessed PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-5 PH11/12-7 PH12-13	Outcomes Assessed PH11/12-5 PH11/12-7 PH12-14	Outcomes Assessed PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12 PH12-13 PH12-14 PH12-15	
Knowledge and Understanding	5	5	15	15	40
Skills in Working Scientifically	20	20	10	10	60
Total %	25	25	25	25	100

Year 12 Society and Culture Course Outcomes

A student achieves:

- H1 evaluates and effectively applies social and cultural concepts
- H2 explains the development of personal, social and cultural identity
- H3 analyses relationships and interactions within and between social and cultural groups
- H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
- H5 analyses continuity and change and their influence on personal and social futures
- H6 evaluates social and cultural research methods for appropriateness to specific research tasks
- H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
- H8 uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
- H9 applies complex course language and concepts appropriate for a range of audiences and contexts
- H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Year 12 Society and Culture

Course Description:

Society and Culture aims to develop a student’s knowledge, understanding, skills, values and attitudes essential to achieving social and cultural literacy. It examines the interactions between persons, societies, cultures and environments across time. Depth Studies include “Belief Systems and Ideologies”, “Popular Culture”, “Social Inclusion and Exclusion” and “Social Conformity and Non-Conformity”.

Task number	Task 1	Task 2	Task 3	Task 4	% Weighting
	Term 4, Week 8, 2019	Term 1, Week 7, 2020	Term 2, Week 5, 2020	Term 3, Weeks 3/4, 2020	
	Oral Presentation Personal Interest Project – Process	Analytical Essay Continuity and Change – CORE	Research Task Belief Systems and Ideologies – Depth Study 1	Trial HSC Examination Written Paper	
	Outcomes assessed H6, H7, H8	Outcomes assessed H2, H3, H5, H7, H9	Outcomes assessed H1, H2, H5, H9, H10	Outcomes assessed H1, H2, H3, H4, H5, H6	
Knowledge and understanding of course content	10	15	10	15	50
Application and evaluation of social and cultural research methods	5	10	5	10	30
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	30	20	30	100

Year 12 Visual Arts Course Outcomes

A student achieves:

- H1 initiates and organises art making 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 art making
- 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.

Year 12 Visual Arts

Course Description:

This course focuses on students becoming increasingly more autonomous in their knowledge, understanding and skills in Visual Arts. The course is organised into written and practical components in art making, art criticism and art history. The outcome requirement is a body of work and five case studies.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Term 4 2019 Week 9	Term 1 2020 Week 8	Term 2 2020 Week 8	Term 3 2020 Weeks 3&4	
	Diary/ Developing Body of Work Evaluation of lead up work in VAPD – explanation. Beginning of Body of Work.	Structured Essay Section 2 Hand-in - case studies. VAPD & Continuing BOW (Evaluation lead up work in diary	Short Answer Section 1 In-class. VAPD + Resolving BOW Evaluation Body of Work.	HSC Trial Exam Critical evaluation of works three short answer questions one extended response essay. Final BOW	
	Outcomes assessed H1,H3, H4,	Outcomes assessed H7, H9, H2,	Outcomes assessed H6, H8, H10	Outcomes assessed H2, H5, H9, H10	
Artmaking	10	10	15	15	50
Art Criticism and Art History		20	15	15	50
Total %	10	30	30	30	100



Hunters Hill
High School

HUNTERS HILL HIGH SCHOOL



Artworks by Dylan Waldron, Samuel Galati and Georgia Curnow



Artwork by Max Kennedy