



**Hunters Hill**  
High School

# HUNTERS HILL HIGH SCHOOL



## YEAR 12 ASSESSMENT HANDBOOK FOR HSC 2025

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



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**CRICOS Provider Code:** 00588M

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## List of courses offered in 2025

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# Introduction to Assessment

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**Please retain this assessment booklet in a secure and readily accessible location for quick reference.**

## **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 4 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**

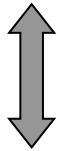
The HSC uses a standards-referenced approach in assessment and reporting.

In the HSC, the standards are:

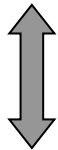
- The knowledge, skills and understandings expected to be learnt by students as a result of studying the course. These are referred to as the syllabus standards.
- The levels of achievement of the knowledge, skills and understanding are referred to as the performance standards.

# 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



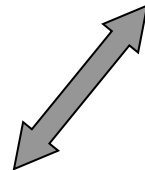
**Teaching/Learning Programs**

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

- 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

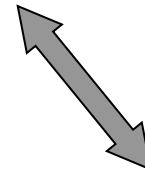


**Assessments and Examinations**  
Identifying, gathering and interpreting information about students' learning



**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



**Performance Standards**

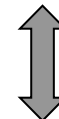
- The different levels of student achievement in a subject
- Levels of performance are summarised as performance descriptors and arranged into bands



**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)

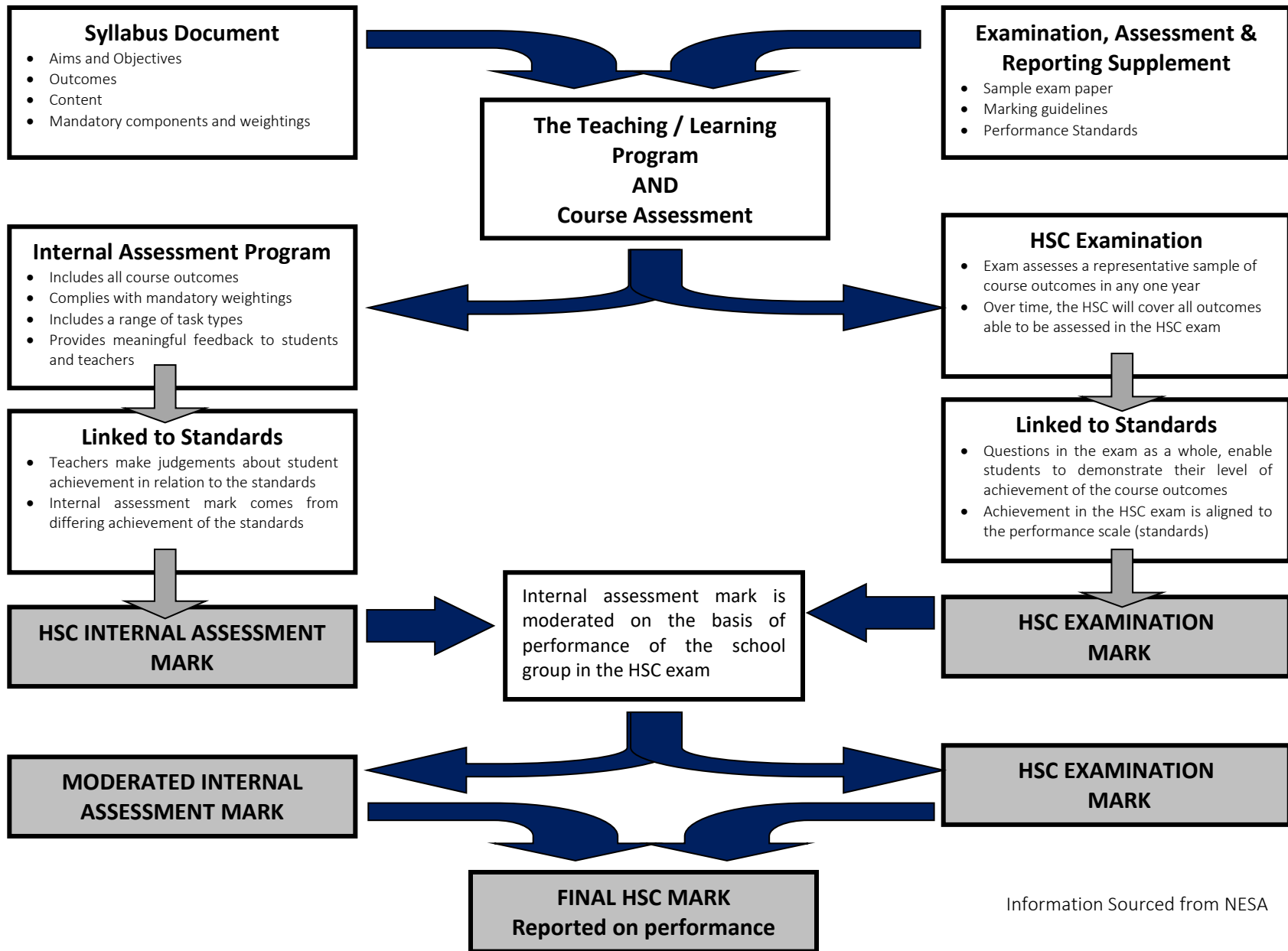


**Reporting of Student Achievement against the Performance Scale**  
Student achievement reported in relation to the established performance scale at the end of Stage 6

Information Sourced from NESAs



# THE LINK BETWEEN INTERNAL AND EXTERNAL ASSESSMENT IN THE HSC



Information Sourced from NESA

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# OUTLINE OF ATAINMENT

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The assessment of NESAs 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 NESAs for each Board-determined course presented by a candidate seeking the award of a 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 NESAs. This may prevent a student's attainment of a HSC.

## **MAINTAINING YOUR CURRICULUM PATTERN FOR HSC**

Students and their families **MUST** ensure that **ANY CHANGES** in curriculum patterns are carefully considered to ensure that the student will **AT ALL TIMES QUALIFY** for a 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 a HSC, you must ensure that you have:

- Satisfactorily completed a Preliminary pattern of study comprising of at least 12 units.
- Satisfactorily completed a 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).
- Completed all my own work modules
- Achieved the HSC minimum standards in literacy and numeracy

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# NESA COURSE CLASSIFICATIONS

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

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# SCHOOL ASSESSMENT GUIDELINES & REQUIREMENTS

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## 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.

**It is a STUDENT'S RESPONSIBILITY  
to follow these policy guidelines**

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# HIGHER SCHOOL CERTIFICATE ASSESSMENT

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## **DEFINITION**

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

## **PURPOSE**

The purpose of the School Assessment is to provide an indication of your achievement in a wider range of syllabus objectives than can be measured by the HSC examination alone.

## **ASSESSMENT AND COURSE REQUIREMENTS**

Students are expected to undertake ALL TASKS and ACTIVITIES in order to complete the course whether they are part of an assessment schedule or not.

One of the conditions of completing a course satisfactorily is that students must *“apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school”* (NESA – Assessment & Examinations Manual).

## **UNSATISFACTORY PROGRESS AND ATTENDANCE**

Poor attendance and unsatisfactory progress are closely linked. Your attendance in each course needs to meet satisfactory levels in order to complete sufficient course outcomes. Where attendance and/or course outcomes completion are of concern the student will be notified in writing and letters will be sent home. Continued unsatisfactory progress could result in the student being given an “N” Determination for the course.

## **IN EXTREME CIRCUMSTANCES THE PRINCIPAL MAY EXPEL A STUDENT FROM THE SCHOOL**

The grounds for expulsion will be *“unsatisfactory participation in learning by a student of post-compulsory age (17 years old) e.g. a documented pattern of non-satisfactory completion, non-serious attempts to meet course objectives and/or non-compliance with Board of Studies requirements for the award of Higher School Certificate”*. (Department of Education & Training Suspension and Expulsion Policy)

## **ASSESSMENT PROGRAMS**

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

- Inform students of requirements in each course;
- Set tasks that will measure student performance in each specified component of the course and focus on outcomes;

- Specify a mark/weighting for each task;
- Keep records of each student's performance on each task;
- Provide students with information on their progress.

This handbook sets out the weightings of the component assessed in each course, as well as the value and nature of each task.

Assessment programs will begin at the start of the HSC course. The Assessment period normally finishes with the completion of the Trial HSC Examination.

If a task does not discriminate adequately between students or has been made invalid by circumstances, teachers may set an additional Assessment Task.

Valid, completed tasks in your Assessment Program cannot be discarded although your teacher may re-weight them after consultation with the Principal.

### **NOTIFICATION OF ASSESSMENT TASKS**

With the exception of formal Examinations (Half Yearly and Trial HSC) you will be notified in writing at least 14 calendar days of each of your Assessment Tasks.

The due date and information for all Assessment Tasks will be given to you on our Senior Assessment Task Notice Cover Sheet (see Appendix 1) which will be issued when you are notified of the task.

An assessment task register is to be completed by the student and retained by class teacher.

### **ABSENCE WHEN TASK IS NOTIFIED**

Whenever you are absent from school, it is ***your responsibility*** to ensure that you know what work has been missed and to catch up on that work.

The same conditions apply if you are absent when an Assessment Task is notified. You are not entitled to any automatic extension of time for the task.

If you have a prolonged absence, you may submit to the Principal a Misadventure/Appeal Form.

### **COMPLETING AND SUBMITTING ASSESSMENT TASKS**

All Assessment Tasks are compulsory. NESAs (The Board of Studies) expects all students to undertake all assessment tasks set. Once notice of deadline has been given, staff will not pursue students for work.

All assessment tasks must be submitted in written hard copy form, on the due day and at the **beginning** of the **first** timetabled lesson in that subject. All tasks submitted after this time will be deemed ***late***. Late work will receive a zero mark unless there is a valid reason. Where a student misses or is late with an assessment task, with no valid reasons, a zero mark will be recorded for that task.

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 will be penalised for any activity in relation to Assessment Tasks which gives them an unfair advantage over other students.

It is important that students attend **ALL** day on days with scheduled assessment tasks. Taking time off school to prepare assessment tasks on the due date is **MALPRACTICE**. It is a form of cheating. You will receive a **zero mark** for the task.

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.

**Teachers will use an assessment task register to record task submission OR use the HHHS Assessment Cover Sheet.**

Note: No allowance will be made for failure of a student's computer hardware and software. Students are advised to keep back-ups of all work completed on computer equipment.

## **LATENESS/ABSENCE FROM TASK DUE TO ILLNESS, MISADVENTURE OR EXCEPTIONAL CIRCUMSTANCES**

### **Illness or Injury:**

Absences due to illness **MUST** be verified with a Medical Certificate.

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.

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 where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes, approved by the principal and in line with the school's policies and procedures for school-based assessment.

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:

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.

## Exceptional Circumstances

In exceptional circumstances, the Principal may authorise that an estimate be given for a missed task. This applies only if giving a substitute task would be unreasonable, or not feasible.

NOTE:

- A letter from a parent may not be sufficient to satisfy the requirement
- If you are involved in a sporting event or excursion or know you will be absent on the day you must submit the task before the due date
- If you are suspended from school when assessment tasks are due you must:
  - a) not attend school for the duration of your suspension
  - b) submit out-of-school assessment tasks by delivery to the Front Office
  - c) miss your in-school assessment task for which you will be given an alternative task or an estimate
  - d) Failure to have submitted a Misadventure / Appeal Form or you do not follow the above procedure or your application is not successful, you will receive ZERO for that task.

## EXTENSIONS TO DUE DATES

An extension to the due date of an assignment may be approved, *by the Principal only*, in cases of severe illness or other exceptional circumstances. Approval for an extension *must* be sought at least one week in advance of the due date. A medical certificate will be required in cases of illness.

For an extension you must complete an Application for Misadventure Appeal Form. You must submit this form to the Head Teacher of that subject who will make a recommendation on the application. The Head Teacher will then submit it to the Principal for consideration.

If an extension is not granted, you must submit the task by the due date. Unless prior application for an extension has been approved *by the Principal*, the late submission of a task will result in zero marks being awarded for that task.

## MANAGING LONG TERM ASSESSMENT

Long Term Assessment Tasks are characterised by one or more of the following –

- Extended preparation time (usually at least 4 weeks);
- Submission of work in stages over a sequence of deadlines;
- Substantial weighting and task size.

Stages of Long Term Assessments must be presented on the due date, even if incomplete due to a student's illness during preparation time.

The Principal, in conjunction with the Head Teacher responsible, will then make a decision (linked with medical information/advice) about the consequences for you and the task.

These may include:

- Completion of the same task OR
- Alternative task OR
- An estimate based upon evidence of programs through the duration of the project OR
- Extension of deadline.

**Extension will only be granted in exceptional circumstances.** These circumstances might occur as the result of prolonged illness or misadventure, especially during the week leading up to the due date. The Principal is unlikely to grant an extension in the case of –

- Technical difficulties;
- Misplaced work assignment;
- Difficulties with research which could have been addressed by early commencement of research;
- Brief periods of illness or misadventure.

Failure to hand in a stage of a long term project will result in a zero mark for that stage. Failure to complete one component does not necessarily mean a zero mark for the whole task. However, continued failure to submit stages of a long-term project may result in a zero mark for the whole task. This may in turn call into question your capacity to meet the requirements of the course.

## **USE OF ELECTRONIC EQUIPMENT**

When you choose to use electronic equipment to prepare and record Assessment tasks and assignments, you must ensure that the work is saved regularly and that a hard copy is made well in advance of the due date.

Failure of equipment, where there is no evidence of the preparation of the lost material, is not an acceptable reason for handing work in after the due date.

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 unless under the direct instruction of a LST/SLSO.

## **ELECTRONIC SUBMISSION OF ASSESSMENT TASKS**

Students are not to assume that they may submit assessment tasks by email or by other digital media. However, on some occasions the Head Teacher may instruct or allow students to submit electronically. Head Teachers may

require subsequent provision of a printed copy of the task. Any such instructions will be clearly specified on the assessment task. When electronic submission does occur, the following rules will apply:

1. All assessment tasks must be submitted at the **beginning** of the **first** timetabled lesson in that subject on the due day. Failure to adhere to any of the above necessitates the Illness/Misadventure Application Appeal Process being accessed. It is important that students attend **ALL** day on days with scheduled assessment tasks.
2. Taking time off school to prepare assessment tasks prior to or on the due date is **MALPRACTICE**. It is a form of cheating. You will receive a **zero mark** for the task.
3. The school will not be responsible for unreadable, unusable or virus infected files or media.
4. The school will only accept assessment tasks which are written in applications to which school staff have ready access, and in format which can be read by most school computers.
5. The assessment task should be readily identifiable on the medium.
6. An assessment task is not considered submitted if the above conditions are not satisfied.
7. The school will not be responsible for the non-receipt or delay of emails. If submitting work by email, students must specifically request acknowledge by return email of the receipt of their work. Teachers will acknowledge receipt as soon as feasible. Students who do not receive a receipt within a reasonable time should regard their work as not submitted and take appropriate action.
8. The school will make every endeavour to ensure the safe return of submitted media but cannot guarantee this.

## NON-ATTEMPT OF TASKS

When a student does not attempt a task –

- A **zero** mark will be awarded for the task;
- The task will be recorded as a non-attempt;
- Parents/guardians will be informed by letter and copies of the letter filed by the Subject Head Teacher;
- It may be necessary to invoke the 50% regulation (see Completion of 50% of Total Value of Tasks below).

## NON-GENUINE ATTEMPT OF TASKS

*Students must complete all tasks with integrity.* If, in the opinion of the class teacher, a task is completed without integrity, it will not be marked and it will be treated in the same manner as a non-attempt of the task.

A task completed with integrity shows thought/effort and is a demonstration of the original work and ideas of the student. Malpractice is any attempt to gain an unfair advantage over other students. A genuine attempt is the presentation of an assessment task which meets the requirements of the set task and which has been done to the best of the student's ability.

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 Warning for the parts of the task that were not submitted as required.

## COMPLETION OF 50% OF TOTAL VALUE OF TASKS

Students studying an HSC course ***must complete and/or make a genuine attempt*** at assessment tasks (including examinations) which contribute in ***excess*** of 50% of the total marks for the course. If this is not the case, the Principal must certify that the course has not been satisfactorily completed. This will result in the student not being awarded an assessment mark or an examination mark in that subject and it may result in the non-award of an HSC. The Principal will warn students (and their parents/guardians) in advance if they are in danger of not meeting the assessment requirements of the course.

## MALPRACTICE IN ASSESSMENT TASKS

- a. 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, colluded, misrepresented or received unfair assistance with the task.
- b. Copying and Non-Original Work – Where there is evidence of copying, or where outside sources are used by not acknowledged, marks will be deducted in proportion to the extent of non-original or unacknowledged work.
- c. Cheating – If a student is found to be cheating (or assisting others to cheat) in any assessment task, they will score **zero** for the task, parents/guardians will be informed, and the Principal or Head Teacher may take further action as appropriate.
- d. Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

- e. When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.
- f. A breach of assessment conditions includes any breach of:
  - a. HSC exam rules and procedures, and
  - b. HSC minimum standard test rules and procedures.
- g. Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.
- h. All incidents of malpractice must be reported to NESA Malpractice Register by the Principal

## **ZERO MARKS**

Zero is awarded to –

A non-attempt at a task;

A non-genuine attempt at a task;

A task submitted late (without a *valid* reason which must be approved *by the Deputy Principal*);

A task involving cheating or serious malpractice.

In such cases –

- Parental guardians will be notified in writing;
- It may be necessary to invoke the “50% Regulation (see above).

## **REVIEW OF ASSESSMENT MARKS AND PROCEDURES**

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.

If a student is dissatisfied with the mark awarded for a particular task they may ask their teacher and subject Head Teacher for a review of the mark. Any complaint relating to the marking of a task can only be considered at the time the task result is given back.

The panel will consider the grounds for the appeal and will inform the student of the decision.

## **PARALLEL CLASSES**

When there is more than one class in a particular course, common assessment tasks should be given.

## **DISABILITY PROVISIONS**

Equitable learning opportunities are provided for all student to access the curriculum and meet learning outcomes. Where necessary an Individual Education Plan or Learning Profile is developed for students with disabilities and adjustments may be made to assist students with engaging with assessment tasks. In preparing for the Higher School Certificate the Learning and Support Team will review students who may be eligible for Disability Provisions with NESA and will make contact to discuss the application process in early Term 1 of the HSC year. Further, a student and/or their carer can contact the school to discuss a specific application for provisions at any stage.

Families are encouraged to review NESA's 'HSC Disability Provisions Guide for Teachers and Parents' which is available online.

## **STUDENTS WHO CHANGE COURSES/SCHOOLS/REPEAT**

### **STUDENTS TRANSFERRING TO THE SCHOOL**

NESA will be notified as soon as possible of all HSC student movements both in and out of 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.

To be clear:

For students who transfer between the commencement of assessments in a particular course and before 30 June in an HSC examination year, the receiving school is to prepare the final assessment based upon those tasks which the students complete at the receiving school. Any information from the student's previous school may also be taken into account.

For students who transfer schools after 30 June, their previous school is to provide the assessments. For students who transfer from interstate or overseas, only tasks undertaken at the receiving school should be assessed. For students who repeat Year 12, an assessment will be made for the repeated year only. No changes to the HSC entries will occur after 30 June in the HSC examination year, other than withdrawal from the course.

### **NEED MORE HELP?**

Within the school you can obtain more assistance in relation to assessment tasks and procedures from:

- Your class teacher
- Head Teachers
- Year 12 Advisers
- Deputy Principal responsible for Year 12

Outside the school you can contact the NESA, 117 Clarence Street, Sydney, Telephone 9367 8111 or website [www.educationstandards.nsw.edu.au/](http://www.educationstandards.nsw.edu.au/)

## **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 a 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.

## **UNSATISFACTORY PROGRESS AND ATTENDANCE**

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

## **IN EXTREME CIRCUMSTANCES THE PRINCIPAL MAY EXPEL A STUDENT FROM THE SCHOOL**

The grounds for expulsion will be *"unsatisfactory participation in learning by a student of post-compulsory age (17 years old) e.g. a documented pattern of non-satisfactory completion, non-serious attempts to meet course objectives and/or non-compliance with Board of Studies requirements for the award of Higher School Certificate"*. (Department of Education & Training Suspension and Expulsion Policy)



## **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.

## **CONCLUSION**

It is important to keep Assessments in perspective and recognise that is one part of a broad learning process. Together with the school examinations and other assignments, essays, seminars, and class activities, it is intended to measure understanding and development in the subjects studied. Assessment is really just an extension of the normal classroom practice. Non-Assessment work enables you to acquire the knowledge and skills to be used in assessment tasks and examinations, and is a great help in attaining maximum marks. The students who achieve their best in both Assessment and HSC examinations will be those who work consistently throughout their senior years, maintaining a balance between Assessment Tasks and the remainder of their responsibilities.

# MISADVENTURE APPEAL FORM

## 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.

(Please Circle)

Student Name: \_\_\_\_\_ Course \_\_\_\_\_ **HSC PRELIM 10 9 8**

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 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 timetabled class 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, school approved permission note, etc
- The completed Assessment Task (if it was a task that was to be done at home)

Supporting Statement Parent: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date \_\_\_\_\_

<b>Head</b>	<p><b>Head Teacher Determination:</b></p> <ul style="list-style-type: none"> <li>• Task to be accepted without penalty <span style="float: right;"><input type="checkbox"/></span></li> <li>• Missed task to be completed on _____ (date) <span style="float: right;"><input type="checkbox"/></span></li> <li>• Alternative task to be completed on/by _____ (date) <span style="float: right;"><input type="checkbox"/></span></li> <li>• An estimate to be awarded <span style="float: right;"><input type="checkbox"/></span></li> <li>• A zero mark to be awarded <span style="float: right;"><input type="checkbox"/></span></li> <li>• Extension granted. Due Date _____ <span style="float: right;"><input type="checkbox"/></span></li> </ul>
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Teacher Signature: \_\_\_\_\_ Date \_\_\_\_\_

Head Teacher Comment: \_\_\_\_\_

Deputy Principal Signature: \_\_\_\_\_ Date \_\_\_\_\_

*\* Student to take home for signatures and then return to the Head Teacher*

Student acknowledgement of Head Teacher determination \_\_\_\_\_ Date \_\_\_\_\_

Parental acknowledgement of Head Teacher determination \_\_\_\_\_ Date \_\_\_\_\_

# 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](mailto: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

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*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](mailto:huntershd-h.school@det.nsw.edu.au)

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## SCHOOL ADVICE ON HOW TO MANAGE ASSESSMENT TASKS

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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.

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## HOW TO GAUGE A STUDENT'S PROGRESS

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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 a HSC. These programs provide structured support from the school to assist 'at risk' students.

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# CALENDAR FOR YEAR 12 CURRICULUM DELIVERY

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**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
<b>T4</b>  2024	Week 1	14 <sup>th</sup> October
	Week 2	21 <sup>st</sup> October
	Week 3	28 <sup>th</sup> October
	Week 4	4 <sup>th</sup> November
	Week 5	11 <sup>th</sup> November
	Week 6	18 <sup>th</sup> November
	Week 7	25 <sup>th</sup> November
	Week 8	2 <sup>nd</sup> December
	Week 9	9 <sup>th</sup> December
	Week 10	16 <sup>th</sup> December

Term	School Week	Date for the Monday of that Week
<b>T1</b>  2025	Week 1	27 <sup>th</sup> January
	Week 2	3 <sup>rd</sup> February
	Week 3	10 <sup>th</sup> February
	Week 4	17 <sup>th</sup> February
	Week 5	24 <sup>th</sup> February
	Week 6	3 <sup>rd</sup> March
	Week 7	10 <sup>th</sup> March
	Week 8	17 <sup>th</sup> March
	Week 9	24 <sup>th</sup> March
	Week 10	31 <sup>st</sup> March
	Week 11	7 <sup>th</sup> April

Term	School Week	Date for the Monday of that Week
<b>T2</b>  2025	Week 1	28 <sup>th</sup> April
	Week 2	5 <sup>th</sup> May
	Week 3	12 <sup>th</sup> May
	Week 4	19 <sup>th</sup> May
	Week 5	26 <sup>th</sup> May
	Week 6	2 <sup>nd</sup> June
	Week 7	9 <sup>th</sup> June
	Week 8	16 <sup>th</sup> June
	Week 9	23 <sup>rd</sup> June
	Week 10	30 <sup>th</sup> June

Term	School Week	Date for the Monday of that Week
<b>T3</b>  2025	Week 1	21 <sup>st</sup> July
	Week 2	28 <sup>th</sup> July
	Week 3	4 <sup>th</sup> August
	Week 4	11 <sup>th</sup> August
	Week 5	18 <sup>th</sup> August
	Week 6	25 <sup>th</sup> August
	Week 7	1 <sup>st</sup> September
	Week 8	8 <sup>th</sup> September
	Week 9	15 <sup>th</sup> September
	Week 10	22 <sup>nd</sup> 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: \_\_\_\_\_

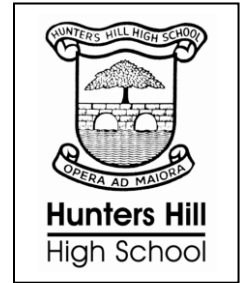
Course & Class: \_\_\_\_\_

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: \_\_\_\_\_

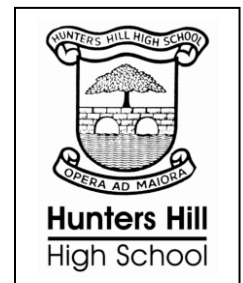
Course & Class: \_\_\_\_\_

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: \_\_\_\_\_



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## Year 12 Aboriginal Studies Course Outcomes

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### A student:

- 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.

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Nature of task</b>	<b>Research Study</b> Social Justice and Human Rights Issues	<b>Major Project</b> Research and Inquiry Methods	<b>Aboriginal Community Study</b> Heritage and Identity/Aboriginality and the Land	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4 (2024) Week 8	Term 1 Week 10	Term 2 Week 8	Term 3 Trial Exam Period	
<b>Outcomes assessed</b>	H3.1, H3.2, H3.3, H4.3	H4.1, H4.2	H1.1, H1.2, H1.3, H2.1, H2.2	H1.1, H1.2, H2.2, H3.2, H3.3	
<b>Components</b>					
Knowledge and understanding of course content	5	10	5	20	<b>40</b>
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives		15	5	5	<b>25</b>
Research and inquiry methods, including aspects of the Major Project	5	10	5		<b>20</b>
Communication of information, ideas and issues in appropriate forms		5	5	5	<b>15</b>
<b>Total %</b>	<b>10</b>	<b>40</b>	<b>20</b>	<b>30</b>	<b>100</b>

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## Year 12 Ancient History Course Outcomes

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**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 (2024) Week 8	Term 1 Week 10	Term 2 Week 9	Term 3 Trial Examination period	
	<b>Core Study</b> Pompeii + Herculaneum Research + Presentation	<b>Test</b>	<b>Research Essay</b> The Greek World 500-440	<b>Trial HSC Examination</b> All Topics	
	<b>Outcomes assessed</b> AH12-6, AH12-7, AH12-8, AH12-9, AH12-10	<b>Outcomes assessed</b> AH12-1, AH 12-2, AH 12-3. AH12-4	<b>Outcomes assessed</b> AH12-2, AH12-3, AH12-4, AH12-5, AH12-6	<b>Outcomes assessed</b> AH 12-3, AH12-4 AH12-5, AH12-9	
Knowledge and understanding of course content	5	10	10	15	<b>40</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20</b>
Source based skills		10		10	<b>20</b>
Historical inquiry and research	5	5	10		<b>20</b>
<b>Total %</b>	<b>15</b>	<b>30</b>	<b>25</b>	<b>30</b>	<b>100</b>

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## Year 12 Biology Course Outcomes

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**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 7	Term 1 Week 8	Term 2 Week 5	Term 3 Examination period	
	Modelling	Data Analysis	Depth Study	Trial	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	BIO12-3 BIO12-4 BIO12-6 BIO12-7 BIO12-12	BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-14	BIO12-1 BIO12-2 BIO12-3 BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-13	BIO12-1 BIO12-2 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
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

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## Year 12 Business Studies Course Outcomes

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### **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 (2024) Week 9	Term 1 Week 8	Term 2 Week 8	Term 3 Examination period	
	Topic Test 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	<b>40</b>
Stimulus-based skills	5	5	5	5	<b>20</b>
Inquiry and research	5	5	5		<b>15</b>
Communication of business information, ideas, and issues in appropriate forms	5	5	5	10	<b>25</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



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## Year 12 Chemistry Course Outcomes

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### **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 (2024)	Term 1 Week 9	Term 2 Week 9	Term 3 Examination period	
	<b>Depth Study – Organic Synthesis</b>  Module 7 - Organic Chemistry Module 8 – Analysis of Organic Substances	<b>First &amp; Second - Hand Investigative Task</b>  Module 6 - Acid/Base Reactions	<b>Research, Processing Information &amp; Analysing Data Analysis Task</b>  Module 5 - Equilibrium & Acid Reactions	<b>Trial HSC Examination</b>  Modules 5,6,7,8	
	<b>Outcomes Assessed</b> CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-14 CH12-15	<b>Outcomes Assessed</b> CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH12-13	<b>Outcomes Assessed</b> CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-13 CH12-14	<b>Outcomes Assessed</b> CH11/12-1 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15	
Knowledge and Understanding	5	10	10	15	<b>40</b>
Skills in Working Scientifically	20	10	15	15	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

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## Year 12 Chinese and Literature Course Outcomes

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### **A student achieves:**

- 1.1 conveys information, opinions and ideas appropriate to context, purpose and audience
- 1.2 exchanges and justifies opinions and ideas
- 3.1 identifies main points and detailed items of specific information
- 3.2 summarises and interprets information and ideas

### Semester 2

- 2.2 uses a variety of features to convey meaning
- 2.3 produces texts appropriate to context, purpose and audience
- 3.4 compares and contrasts aspects of texts
- 4.1 examines and discusses sociocultural elements in texts

## 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	
	Term 4 Week 8	Term 1 Week 9	Term 2 Week 7	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	
<b>Listening</b>		10		10	20
<b>Reading</b>			30	10	40
<b>Speaking</b>	10				10
<b>Writing</b>		10	10	10	30
<b>Task total</b>	<b>10</b>	<b>20</b>	<b>40</b>	<b>30</b>	<b>100</b>

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## Year 12 Community and Family Studies (CAFS) Course Outcomes

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### **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 (CAFS)

**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 (2024)	Term 2, Week 1 (2025)	Term 3, Week 1 (2025)	Term 3 (2025) Examination period	
	<b>Research Methodology</b> Independent Research Project (IRP)	<b>Groups in Context</b>	<b>Parenting &amp; Caring</b> <b>Social Impact of Technology</b>	<b>Trial HSC Examination</b>	
	<b>Outcomes assessed</b> H4.1, H4.2	<b>Outcomes assessed</b> (selected from) H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2	<b>Outcomes assessed</b> (selected from) H1.1, H2.1, H2.2, H2.3, H3.2, H3.4, H4.3, H5.1, H5.2, H6.1	<b>Outcomes assessed</b> (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,	
Knowledge and understanding of course content	10	5	10	15	<b>40</b>
Skills in critical thinking, research methodology, analysing and communicating	20	10	15	15	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>100</b>

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## Year 12 Construction Course Outcomes

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**A student achieves:**

- CPCCCA2002B Use carpentry tools and equipment
- CPCCCA2011A Handle carpentry materials
- CPCCCM1011 Undertake basic estimation and costing
- CPCCCO2013A Carry out concreting to simple forms
- CPCCOM2001 Read and interpret plans and specifications
- CPCCJN2002B Prepare for offsite manufacturing processes
- CPCCCM2005B Use construction tools and equipment
- CPCCWHS1001 Prepare to work safely in the construction industry

# Year 12 Construction



**Construction**  
**Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)**  
**Cohort 2024 - 2025**  
**Training Package CPC Construction, Plumbing and Services Training Package Release 8.0**

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

**School Name: Hunters Hill High School**

**Assessment Schedule Yr: 12 - 2025**

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 5 Option 5.1, 5.2 or 5.3	Task 6 Tools and equipment	Task 7 Group project	HSC TRIAL EXAM	
Code	Unit of Competency	HSC Examinable Unit	Week 10	Week 10	Week 10	Week 3-4	
			Term 4	Term 1	Term 3	Term 3	
			Date 13 <sup>th</sup> Dec	Date 31 <sup>st</sup> March	Date 1 <sup>st</sup> September		
CPCCJN2001	Assemble components		X				
CPCCJN3004	Manufacture and assemble joinery components		X				
CPCCCA2002	Use carpentry tools and equipment			X			
CPCCCM2005	Use construction tools and equipment	√		X			
CPCCCA2011	Handle carpentry materials			X			
CPCCVE1011	Undertake a basic construction project				X		
CPCCOM1012	Work effectively and sustainability in the construction industry	√			X		

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

**For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".



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## Year 12 Design and Technology Course Outcomes

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### 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 9 (2024)	Term 1, Week 6	Term 2, Week 10	Term 3 Examination period	
	Project Proposal Presentation	Innovation and Emerging Technology Case Study	Experimentation and Testing Report	Trial HSC Examination	
	Outcomes assessed H2.1, H4.1, H5.2	Outcomes assessed H2.2, H3.1, H5.2, H6.2	Outcomes assessed H4.2, H4.3, H5.1, H5.2,	Outcomes assessed All outcomes may be assessed	
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
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

The Major Design Project must be submitted for regular teacher progress checks, sign-off checks as follows:

- Term 1, Week 3 2025
- Term 1, Week 9 2025
- Term 2, Week 3 2025

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# Year 12 Drama Course Outcomes

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## **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, Examination period	
	<b>Duologue Performance &amp; Extended Response</b>	<b>Group Performance &amp; Extended Response</b>	<b>IP/GP</b> Individual Project & GP monitoring	<b>Trial HSC Examination</b> Written Examination Australian Theatre Approaches to Acting & GP	
	<b>Outcomes assessed</b> P H1.3, H2.1 ER H1.5, H3.1	<b>Outcomes assessed</b> P H1.1, H1.2 ER H3.2	<b>Outcomes assessed</b> IP H1.7 GP H1.5, H2.3	<b>Outcomes assessed</b> W H1.6, H3.3 P H1.4, H2.2	
Making	10	10	20		<b>40</b>
Performing	5	5	5	15	<b>30</b>
Critically Studying	10	10		10	<b>30</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

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## Year 12 Economics Course Outcomes

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### **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 4 (2024) Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Examination period	
	<b>Research Task</b> Global Economy	<b>Class Test</b> Australia's Place in the Global Economy	<b>Oral Presentation</b> Economic Issues	<b>Trial HSC Examination</b>	
	<b>Outcomes assessed</b> H1, H2, H5, H6, H7	<b>Outcomes assessed</b> H1, H2, H5, H9, H10, H11	<b>Outcomes assessed</b> H3, H4, H7, H9, H10, H12	<b>Outcomes assessed</b> H1, H2, H5, H6, H7	
Knowledge and understanding of course content	5	10	5	20	<b>40</b>
Stimulus-based skills	5	5		5	<b>15</b>
Inquiry and research	10		5	5	<b>20</b>
Communication of economic information, ideas, and issues in appropriate forms	5	5	10	5	<b>25</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>20</b>	<b>35</b>	<b>100</b>

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## Year 12 Engineering Course Outcomes

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### A student achieves:

**H1.1** describes the scope of engineering and critically analyses current innovations

**H1.2** differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications

**H2.1** determines suitable properties, uses and applications of materials, components and processes in engineering

**H2.2** analyses and synthesises engineering applications in specific fields and reports on the importance of these to society

**H3.1** demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice

**H3.2** uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports

**H3.3** develops and uses specialised techniques in the application of graphics as a communication tool

**H4.1** investigates the extent of technological change in engineering

**H4.2** applies knowledge of history and technological change to engineering-based problems

**H4.3** applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems

**H5.1** works individually and in teams to solve specific engineering problems and prepare engineering reports

**H5.2** selects and uses appropriate management and planning skills related to engineering

**H6.1** demonstrates skills in research and problem-solving related to engineering

**H6.2** demonstrates skills in analysis, synthesis and experimentation related to engineering

## Year 12 Engineering

### Course Description

This course provides students with the opportunity to study engineering by investigating a range of applications and fields of engineering. Students learn about historical and societal influences, the scope of the profession and develop skills in technical communication. Students apply knowledge of engineering mechanics, hydraulics, electricity, electronics and engineering materials to solve engineering problems.

Components	Task 1	Task 2	Task 4	% Weighting
	Civil Engineering Bridge Design	Aeronautical Engineering Report - Material and Mechanism	Trial Examination	
	Term 4, Week 9	Term 2, Week 2	Term 3 Week 2-3	
	Outcomes assessed H3.1, H3.2, H5.1, H6.1, H6.2	Outcomes assessed H1.1, H1.2, H2.2, H3.2, H4.1, H4.3	Outcomes assessed H1.1, H1.2, H2.1, H3.1, H3.3, H4.1. H4.3	
Knowledge and understanding of course content	15	20	25	<b>60</b>
Knowledge and skills in research, problem solving and communication related to engineering practice	20	15	5	<b>40</b>
<b>Total %</b>	35	35	30	<b>100</b>



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## Year 12 English Advanced Course Outcomes

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### **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 9	Term 2, Week 8	Term 3 Examination period	
	<b>Common Module: Texts and Human Experiences</b> Multimodal Presentation	<b>Module A: Textual Conversations</b> Analytical Response	<b>Module B and C: Craft of Writing</b> Extended Response	<b>Trial HSC Examination</b> Paper 1: 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	15	10	15	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	10	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

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## Year 12 English Extension 1 Course Outcomes

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### **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 3	Term 2, Week 3	Term 3 Examination period	
	<b>Common Module</b> Creative Response & Reflection	<b>Elective</b> Critical Response	<b>Trial HSC Examination</b> Section I: Common Module Section II: Elective	
	<b>Outcomes assessed</b> EE12-1, EE12-2, EE12-5	<b>Outcomes assessed</b> EE12-3, EE12-4	<b>Outcomes assessed</b> 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	<b>50</b>
Skills in complex analysis, sustained composition and independent investigation	10	20	20	<b>50</b>
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

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## Year 12 English Extension 2 Outcomes

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**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 Outcomes

Component	Task 1	Task 2	Task 3		
<b>Nature of task</b>	<b>Viva Voce</b> <i>Including Written Proposal</i>	<b>Literature Review</b> <i>Including Major Work Journal and Draft of Major Work</i>	<b>Critique of the Major Work and processes</b> <i>Including Major Work Journal</i>	<b>Final Submission</b> <i>Externally marked – submitted to NESAs</i>	
<b>Timing</b>	Term 4, Week 9	Term 2, Week 5	Term 3, Week 1	Term 3, Week TBC	
<b>Outcomes</b>	EEX12-1, EEX12-4, EEX 12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5		
Components	Weighting %				
Skills in extensive independent research	15	20	15		<b>50</b>
Skills in sustained composition	15	20	15		<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>		<b>100</b>

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## Year 12 English Standard Course Outcomes

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### **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 9	Term 2, Week 8	Term 3 Examination period	
	<b>Common Module: Texts and Human Experiences</b> Multimodal Presentation	<b>Module A: Language, Identity and Culture</b> Analytical Response	<b>Module B and C: Close Study of Literature</b> Extended Response	<b>Trial HSC Examination</b> 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	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>



## 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 9	Term 2, Week 8	Term 3 Examination period	
	<b>Module A: Texts and Human Experiences</b>  Speaking and Listening Task (multimodal presentation)	<b>Module B: Language, Identity and Culture</b>  Reading and Writing task based on unseen material and prescribed text	<b>Module D: Focus on Writing</b>  Imaginative writing with written annotations	<b>Trial HSC</b>  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	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	15	10	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

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## Year 12 French Beginners Course Outcomes

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### **A student achieves:**

- 1.1 establishes and maintains communication in French
- 1.3 sequences ideas and information
- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 1.2 manipulates linguistic structures to express ideas effectively in French
- 3.1 produces texts appropriate to audience, purpose and context

## Year 12 French Beginners

This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics covered provide contexts in which students develop their communication skills and their knowledge and understanding of language and culture.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Written Text Production</b>	<b>Response to a text /oral presentation</b>	<b>Response to multimodal stimuli and texts</b>	<b>Yearly Examination</b>	
	Term 4 Week 7	Term 1 Week 9	Term 2 Week 10	Term 3 Week	
	<b>Outcomes Assessed</b> Outcomes assessed 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3 3.4	<b>Outcomes Assessed</b> Outcomes assessed 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	<b>Outcomes Assessed</b> 1.1, 1.2, 2.1, 2.2, 2.6	<b>Outcomes Assessed</b> 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4	
<b>Listening</b>		20		10	<b>30</b>
Reading			20	10	<b>30</b>
<b>Speaking</b>		10	10		<b>20</b>
<b>Writing</b>	10			10	<b>20</b>
<b>Task total</b>	<b>10</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>100</b>

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## Year 12 History Extension Course Outcomes

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**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

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

The Process Log must be submitted for regular teacher sign-off as follows, along with different components of the Historical Process:

- Week 4, Term 4 2024 + Project Proposal
- Week 9, Term 4, 2024 + essay draft
- Week 3, Term 1, 2025 + essay draft
- Week 10, Term 1, 2025 + 1000-word min. essay draft
- Week 4, Term 2, 2025 + 1500-word min. essay draft
- Week 8, Term 2, 2025 + final draft
- Week 1, Term 3, 2024 + final essay and annotated sources

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## Year 12 Hospitality Course Outcomes

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**A student achieves:**

SITHCCC003	Prepare and present sandwiches
SITHCCC006	Prepare appetisers and salads
BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
BSBSUS201	Participate in environmentally sustainable work practices
SITHCCC005	Prepare dishes using basic methods of cookery
SITHCCC011	Use cookery skills effectively

# Year 12 Hospitality



**Education**

**Cookery**  
**Qualification: SIT20421 Certificate II in Cookery**  
**Cohort 2024 - 2025**  
**Training Package SIT Tourism, Travel and Hospitality (version2.1)**

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

**School Name: Hunters Hill High School**

**Assessment Schedule Year 12 – 2025**

<b>Assessment Tasks for SIT20421 Certificate II in Cookery</b> <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 Let's start cooking and cleaning	Task 4 Pack it up	Task 5 There's no I in team	HSC TRIAL EXAM
		Week 3 Term 4 Date: 28th October	Week 3 Term 1 Date 10 <sup>th</sup> Feb	Week 3 Term 2 Date 12 <sup>th</sup> May	Week Term Date
Code	Unit of Competency				
SITHKOP009	Clean kitchen premises and equipment	X			
SITXINV006	Receive, store and maintain stock	X			
SITHCCC026	Package prepared foodstuffs		X		
SITHCCC023	Use food preparation equipment			X	
SITHCCC024	Prepare and present simple dishes			X	
SITHCCC027	Prepare dishes using basic method of cookery			X	
SITHCCC034	Work effectively in a commercial kitchen			X	

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

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

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

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## Year 12 Industrial Technology Timber Course Outcomes

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A student:

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



## Year 12 Industrial Technology Timber

Components	Task 1	Task 2	Task 3	Task 3	% Weighting
	Week 9, Term 1 (2025)	Week 6, Term 1	Week 10, Term 2	Week 9, Term 3	
	Design and planning presentation	Industry Study Report	Project and Portfolio	Yearly Examination	
	Outcomes assessed H3.2, H4.3, H5.2, H6.1	Outcomes assessed H1.2, H7.1, H7.2	Outcomes assessed H2.1, H3.3, H4.1, H5.1, H6.2	Outcomes assessed H1.2, H4.3, H6.1, H7.1, H7.2	
Knowledge and understanding of course content		25		15	<b>40</b>
Design, Management and Communication Production of a major project	20		30	10	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100</b>

### ***Timeline 2024/2025***

**Proposal** Term 4 Week 3 28<sup>th</sup> October  
**Check Point 1** Term 4 Week 5 11<sup>th</sup> November  
**Check Point 2** Term 4 Week 8 2<sup>nd</sup> December  
**Check point 3** Term 1 Week 3 10<sup>th</sup> February  
**Check Point 4** Term 2 Week 2 5<sup>th</sup> May  
**Check Point 5** Term 2 Week 9 23<sup>rd</sup> June

**Present Statement of Intent and completed CAD Drawing**  
**Purchase of timber and production commence.**  
**Task 1 as per task notification, A3 folder**  
**Production of major work and portfolio check**  
**Production of major work and portfolio check**  
**Production of major work and portfolio due.**

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## Year 12 Investigating Science Course Outcomes

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### **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 identifying and evaluating misinformation in Science. 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 8	Term 1 Week 8	Term 2 Week 9	Term 3 Examination period	
	<b>Depth Study</b> Evaluating Science Misinformation	<b>Data Analysis</b>	<b>Depth Study</b> Testing a Claim	<b>Trial HSC Examination</b>	
	<b>Outcomes Assessed</b>	<b>Outcomes Assessed</b>	<b>Outcomes Assessed</b>	<b>Outcomes Assessed</b>	
	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-5 INS11/12-6 INS11/12-7 INS12-12	INS11/12-1 INS11/12-4 INS11/12-5 INS11/12-7 INS12-13	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-14	INS11/12-5 INS11/12-6 INS12-12 INS12-13 INS12-14 INS12-15	
Knowledge and Understanding	10	5	10	15	<b>40</b>
Skills in Working Scientifically	10	15	20	15	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

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## Year 12 Legal Studies Course Outcomes

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### **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': 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 (2024) Week 8	Term 1 Week 9	Term 2 Week 6	Term 3 Examination period	
	<b>Case Study</b> Crime	<b>Oral Presentation</b> Human Rights	<b>In-class Extended Response</b> Family	<b>Trial HSC Examination</b>	
	<b>Outcomes assessed</b> H1, H2, H3, H4	<b>Outcomes assessed</b> H5, H6, H7	<b>Outcomes assessed</b> H6, H7, H8, H9, H10	<b>Outcomes assessed</b> H2, H3, H9, H10	
Knowledge and understanding of course content	10	10	5	15	<b>40</b>
Analysis and evaluation	5	5	5	5	<b>20</b>
Inquiry and research	5	5	5	5	<b>20</b>
Communication of legal information, ideas, and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

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## Year 12 Mathematics Advanced Course Outcomes

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### **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 (2024)	Term 1, Week 8	Term 2, Week 7	Term 3 Examination period	
	<b>Class test</b> Topics Graphing techniques Trigonometric functions and graphs	<b>Open-book test</b> Topics Differential Calculus Applications of differentiation	<b>Class test</b> Topics Integral Calculus Random Variables	<b>Trial HSC Examination</b>  All Topics	
	<b>Outcomes assessed</b> MA12-1, MA12-5, MA12-9, MA12-10	<b>Outcomes assessed</b> MA12-3, MA12-6, MA12-9, MA12-10	<b>Outcomes assessed</b> MA12-3, MA12-7, MA12-8, MA12-9, MA12-10	<b>Outcomes assessed</b> MA12-1 – MA12-10 (all)	
Concepts, skills and techniques	10	10	10	20	<b>50</b>
Reasoning and communication	10	15	15	10	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

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## Year 12 Mathematics Extension 1 Course Outcomes

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### **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 7 (2024)	Term 1, Week 5	Term 2, Week 8	Term 3 Examination period	
	<b>Investigative task</b>  Topics Proof by mathematical induction	<b>Open-book test</b>  Topics Trigonometric equations Vectors	<b>Class test</b>  Topics Differential calculus Further calculus skills Bernoulli and binomial distributions	<b>Trial HSC Examination</b>  All Topics	
	<b>Outcomes assessed</b> ME12-1, ME12-6, ME12-7	<b>Outcomes assessed</b> ME12-2, ME12-3, ME12-6, ME12-7	<b>Outcomes assessed</b> ME12-1, ME12-4, ME12-5, ME12-6, ME12-7	<b>Outcomes assessed</b> ME12-1 – ME12-7 (all)	
Concepts, skills and techniques	10	10	10	20	<b>50</b>
Reasoning and communication	15	15	10	10	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

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## Year 12 Mathematics Extension 2 Course Outcomes

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### 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 7 (2024)	Term 1, Week 7	Term 2, Week 6	Term 3 Examination period	
	<b>Class Test</b>  Topics Complex Numbers (N1.1, N1.2, N1.3)	<b>Open-book test</b>  Topics Proof (P1, P2)  Complex Numbers (N2.1, N2.2)	<b>Class test</b>  Topics Vectors  Mechanics (M1.1, M1.2)	<b>Trial HSC Examination</b>  All Topics	
	<b>Outcomes assessed</b> MEX12-1, MEX12-4, MEX12-7, MEX12-8	<b>Outcomes assessed</b> MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	<b>Outcomes assessed</b> MEX12-3, MEX12-6, MEX12-7, MEX12-8	<b>Outcomes assessed</b> MEX12-1 – MEX12-8 (all)	
Concepts, skills and techniques	10	10	10	20	<b>50</b>
Reasoning and communication	10	15	15	10	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

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## Year 12 Mathematics Standard 1 Course Outcomes

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**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 (2024)	Term 1, Week 10	Term 2, Week 6	Term 3 Examination period	
	<b>Class test</b>  Topics Rates Investment	<b>Investigative Task</b>  Topics Networks	<b>Open-book test</b>  Topics Simultaneous linear equations Right-angled trigonometry	<b>Formal Examination</b>  All Topics	
	<b>Outcomes assessed</b> MS1-12-3, MS1-12-5, MS1-12-9, MS1-12-10	<b>Outcomes assessed</b> MS1-12-8, MS1-12-9, MS1-12-10	<b>Outcomes assessed</b> MS1-12-1, MS1-12-2 MS1-12-4, MS1-12-6 MS1-12-9, MS1-12-10	<b>Outcomes assessed</b> MS1-12-1 to MS1-12-10	
Understanding, Fluency and Communicating	10	10	10	20	<b>50</b>
Problem Solving, Reasoning and Justification	10	15	15	10	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

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## Year 12 Mathematics Standard 2 Course Outcomes

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- 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 (2024)	Term 1, Week 10	Term 2, Week 6	Term 3, Examination period	
	<b>Class test</b>  Topics Rates & Ratios Investments & Loans	<b>Investigative Task</b>  Topics Networks Critical path analysis	<b>Open-book test</b>  Topics Simultaneous linear equations Non-right-angle trigonometry	<b>Trial HSC Examination</b> All topics	
	<b>Outcomes assessed</b> MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-9, MS2-12-10	<b>Outcomes assessed</b> MS2-12-1, MS2-12-9, MS2-12-10	<b>Outcomes assessed</b> MS2-12-1, MS2-12-3, MS2-12-4, MS2-12-6, MS2-12-9, MS2-12-10	<b>Outcomes assessed</b> MS2-12-1 to MS2-12-10	
Understanding, Fluency and Communicating	10	10	10	20	<b>50</b>
Problem Solving, Reasoning and Justification	10	15	15	10	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

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## Year 12 Modern History Course Outcomes

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### **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 (2024) Week 8	Term 1 Week 10	Term 2 Week 7	Term 3 Trial Examination period	
	<b>Research/Presentation</b> Core Study: Power and Authority	<b>Topic Test/Essay</b> USSR 1917-1941	<b>Topic Test</b> The Cultural Revolution to Tiananmen Square	<b>Trial HSC Examination</b> All Topics	
	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	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretation	5	5	5	5	<b>20</b>
Historical inquiry and research	5	5	5	5	<b>20</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

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# Year 12 Music 1 Course Outcomes

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## **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 (2024) Week 8	Term 1 Week 8	Term 2 Week 6	Term 3 August 2024	
	<b>Composition Portfolio and Aural Analysis</b>  Topic 1	<b>Presentation of Performance and Viva Voce</b>  Topic 2	<b>Presentation or Submission: Elective 1 and 2</b>  Topics 1 and 2	<b>HSC Trial Exam Aural Skills Examination Presentation or Submission of Elective 3</b> Topic 3	
	<b>Outcomes assessed</b> H2, H4, H5, H6, H7, H8	<b>Outcomes assessed</b> H1, H2, H4, H5, H6	<b>Outcomes assessed</b> H1–8*	<b>Outcomes assessed</b> H1–8*	
Performance Core		10			<b>10</b>
Composition Core	10				<b>10</b>
Musicology Core		10			<b>10</b>
Aural Core	10			15	<b>25</b>
Electives (Performance or Musicology or Composition)			30	15	<b>45</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

\*Teachers will select appropriate outcomes based on Elective options selected by each student.

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# Year 12 Personal Development, Health and Physical Education Course Outcomes

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## **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 (2024)	Term 1, Week 10 (2025)	Term 2, Week 9 (2025)	Term 3 (2025) Examination period	
	<b>Sporting Injury Report</b> Sports Medicine – Road to Recovery	<b>Research Task</b> Health Priorities in Australia	<b>Sporting Case Studies</b> Factors affecting performance / Improving Performance	<b>Trial HSC Examination</b>	
	<b>Outcomes assessed</b> H8, H13, H16	<b>Outcomes assessed</b> H1,H2,H3, H4, H5	<b>Outcomes assessed</b> H7, H8, H9, H11, H16, H17	<b>Outcomes assessed</b> (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	<b>40</b>
Skills in critical thinking, research, analysing and communicating	10	10	25	15	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>25</b>	<b>35</b>	<b>100</b>

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## Year 12 Physics Course Outcomes

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### 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 7	Term 2 Week 9	Term 3 Examination period	
	<b>Practical Task</b> Advanced mechanics	<b>Data Analysis</b> Modules 7, 8	<b>Depth Study</b> Electromagnetism	<b>Trial HSC Examination</b> Modules 5, 6, 7, 8	
	<b>Outcomes Assessed</b> PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH12-12	<b>Outcomes Assessed</b> PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-14 PH12-15	<b>Outcomes Assessed</b> PH11/12-1 PH11/12-3 PH11/12-5 PH11/12-7 PH12-13	<b>Outcomes Assessed</b> 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	11	7	7	15	<b>40</b>
Skills in Working Scientifically	14	18	18	10	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

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## Year 12 Science Extension Course Outcomes

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### A student achieves:

- SE-1 refines and applies the Working Scientifically processes in relation to scientific research
- SE-2 analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of science knowledge and scientific methods of inquiry
- SE-3 interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan
- SE-4 uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets
- SE-5 analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
- SE-6 analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets
- SE-7 communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report



## Year 12 Science Extension

### Course Description:

Science Extension is a course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create a Scientific Research Report, which is supported and evidenced by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.

Component	Task 1	Task 2	Task 3	% Weighting
	Term 1 Week 5	Term 2 Week 6	Term 3 Week 5	
	Poster and oral presentation of research proposal	Statistical Case Study	Scientific Research Report	
	Outcomes Assessed SE-1 SE-3 SE-6 SE-7	Outcomes Assessed SE-4 SE-5 SE-7	Outcomes Assessed SE-1 – SE-7	
Communicating scientifically	15	5	10	<b>30</b>
Gathering, recording, analysing, and evaluating data	5	15	10	<b>30</b>
Application of scientific research skills	10	10	20	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

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## Year 12 Society and Culture Course Outcomes

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### **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 (2024) Week 8	Term 1 Week 7	Term 2 Week 6	Term 3 Examination period	
	<b>Oral Presentation</b> Personal Interest Project – Process	<b>Analytical Essay</b> Continuity and Change – CORE	<b>Research Task</b> Belief Systems and Ideologies – Depth Study 1	<b>Trial HSC Examination</b> Written Paper	
	<b>Outcomes assessed</b> H6, H7, H8	<b>Outcomes assessed</b> H2, H3, H5, H7, H9	<b>Outcomes assessed</b> H1, H2, H5, H9, H10	<b>Outcomes assessed</b> H1, H2, H3, H4, H5, H6	
Knowledge and understanding of course content	10	15	10	15	<b>50</b>
Application and evaluation of social and cultural research methods	5	10	5	10	<b>30</b>
Communication of information, ideas, and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

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## Year 12 Software Engineering Course Outcomes

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**A student achieves:**

- SE-12-01 justifies methods used to plan, develop and engineer software solutions
- SE-12-02 applies structural elements to develop programming code
- SE-12-03 analyses how current hardware, software and emerging technologies influence the development of software engineering solutions
- SE-12-04 evaluates practices to safely and securely collect, use and store data
- SE-12-05 explains the social, ethical and legal implications of software engineering on the individual, society and the environment
- SE-12-06 justifies the selection and use of tools and resources to design, develop, manage and evaluate software
- SE-12-07 designs, develops and implements safe and secure programming solutions
- SE-12-08 tests and evaluates language structures to refine code
- SE-12-09 applies methods to manage and document the development of a software project

## Year 12 Software Engineering

### Course Description

This course provides students with the opportunity to learn skills in Software Engineering. The first topic provides opportunities for students to learn the Fundamentals of Programming. The next two topics on Object Oriented Programming and Programming Mechatronics are taught and assessed in a blended mode for practical purposes.

Components	Task 1	Task 2	Task 3	Task 4	% Weighting
	Web Development Programming Task	Secure software architecture Research Task	Software Engineering Project	Yearly Exam	
	Term 4, Week 9	Term 2, Week 9	Term 3, Week 4	Term 3, Week 9	
	<b>Outcomes assessed:</b> SE-12-02, SE-12-03, SE-12-06, SE-12-07, SE-12-08	<b>Outcomes assessed:</b> SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08, SE-12-09	<b>Outcomes assessed:</b> SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08, SE-12-09	<b>Outcomes assessed:</b> SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08 SE-12-09	
Knowledge and understanding of course content	10	10	10	20	<b>50%</b>
Knowledge and skills in the practical application of the content	10	10	20	10	<b>50%</b>
<b>Total %</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

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## Year 12 Visual Arts Course Outcomes

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### **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 2023 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Examination period	
	<b>Diary/ Developing Body of Work</b> Evaluation of lead up work in VAPD – explanation. Beginning of Body of Work.	<b>Structured Essay Section 2</b> Hand-in - case studies  <b>VAPD &amp; Continuing BOW</b> (Evaluation lead up work in diary explanation of continuing BOW)	<b>Short Answer Section 1</b> In-class.  <b>VAPD + Resolving BOW</b> Evaluation Body of Work.	<b>HSC Trial Exam</b> Critical evaluation of works three short answer questions one extended response essay.  <b>Final BOW</b>	
	<b>Outcomes assessed</b> H1,H3, H4,	<b>Outcomes assessed</b> H7, H9, H2,	<b>Outcomes assessed</b> H6, H8, H10	<b>Outcomes assessed</b> H2, H5, H9, H10	
Artmaking	10	10	15	15	50
Art Criticism and Art History		20	15	15	50
<b>Total %</b>	<b>10</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>100</b>

**Assessment Mapping**  
**Term 4 2024**

	Tasks
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	



**Assessment Mapping**  
**Term 1 2025**

	Tasks
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	

**Assessment Mapping**  
**Term 2 2025**

	Tasks
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

**Assessment Mapping**  
**Term 3 2025**

	Tasks
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	



Hunters Hill  
High School

# HUNTERS HILL HIGH SCHOOL

