



# TURRAMURRA HIGH SCHOOL

## YEAR 12 (HSC)

### ASSESSMENT SCHEDULES

### 2026

PUBLISHED OCTOBER 2025

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# ENGLISH FACULTY

## English Standard – Year 12

	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<b>Analytical response using prescribed text and related material</b> Texts and Human Experiences	<b>Multimodal presentation</b> Language, Identity and Culture	<b>Imaginative task</b> Craft of Writing	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 10	Term 2, Week 11	Term 3, see Exam Timetable	
<b>Outcomes assessed</b>	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8, EN12-9	EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	
<b>Components</b>					<b>Weighting %</b>
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	10	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## English Standard – Year 12 course outcomes

### A student

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

## English Advanced – Year 12

	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<b>Multimodal text using prescribed text and related material</b> Texts and Human Experiences	<b>Comparative essay</b> Textual Conversations	<b>Imaginative task</b> Craft of Writing	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 10	Term 2, Week 11	Term 3, see Exam Timetable	
<b>Outcomes assessed</b>	EA12-1, EA12-2 EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	
Components					Weighting %
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## English Advanced – Year 12 course outcomes

### A student

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

## English Extension 1 – Year 12

	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Imaginative response and reflection</b>	<b>Critical response with related text/s</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 1, Week 2	Term 2, Week 9	Term 3, see Exam Timetable	
<b>Outcomes assessed</b>	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
<b>Components</b>				<b>Weightings (%)</b>
Knowledge and understanding of texts and why they are valued	15	20	15	<b>50</b>
Skills in complex analysis composition and investigation	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



## English Extension 1 – Year 12 course outcomes

### A student

- 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

## English Extension 2 – Year 12 course outcomes

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Viva Voce (including written proposal)</b>	<b>Literature Review</b>	<b>Critique of the Creative Process</b>	
<b>Timing</b>	Term 4, Week 10	Term 2, Week 2	Term 2, Week 9	
<b>Outcomes Assessed</b>	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of texts and why they are valued	15	20	15	<b>50</b>
Skills in complex analysis composition and investigation	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## English Extension 2 – Year 12 course outcomes

### 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

# **CREATIVE AND PERFORMING ARTS FACULTY (CAPA)**

## Drama Year 12

	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Contemporary Australian Theatre Practice	Significant Plays of the 20th Century	Individual Project	Group Performance	
<b>Timing</b>	Term 4 Week 10	Term 1 Week 11	Term 2 Week 1	Term 2 Week 10	
<b>Outcomes Assessed</b>	H1.2, H2.3, H3.1	H1.7, H2.2, H3.4	H1.9, H2.4	H1.4, H2.5, H3.2	
<b>Components</b>					<b>Weighting %</b>
Making	5	10	10	15	<b>40</b>
Performing	10	10	10	10	<b>40</b>
Critically Evaluating	5	10		5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## **Drama – Year 12 course outcomes**

### **A student**

- 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
- 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
- H2.1 demonstrates effective performance skills
- H2.2 uses dramatic and theatrical elements effectively to engage an audience
- H2.3 demonstrates directorial skills for theatre and other media
- 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
- H3.1 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
- 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

## Music 1 – Year 12

	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Composition and Portfolio	Core Performance & Elective 1	Elective 2 & 3	Trial HSC Exam	
<b>Timing</b>	Term 1 Week 2	Term 1 Week 9	Term 2 Week 8	Term 3, see Exam Timetable	
<b>Outcomes Assessed</b>	H3, H5, H7, H8	H1 – H3, H6 – H11	H1 – H3, H6 – H11	H4, H6, H8, H10, H11	
<b>Components</b>					<b>Weighting %</b>
Performance		10			<b>10</b>
Composition	10				<b>10</b>
Musicology	10				<b>10</b>
Aural Skills				25	<b>25</b>
Electives (1, 2 and 3)		15	30		<b>45</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100</b>

## Music 1 – Year 12 course outcomes

### A student

- H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- H5 critically evaluates and discusses performances and compositions
- H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studies 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



## Music 2 – Year 12

	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Composition and Portfolio	Performance and Sight Singing	Elective Presentation	Trial HSC Examination	
Timing	Term 1 Week 2	Term 1 Week 9	Term 2 Week 8	Term 3, see Exam Timetable	
Outcomes Assessed	H3, H5, H7, H8	H1, H10, H11	H10	H2, H4, H6	
Components					Weighting %
Performance		20			20
Composition	20				20
Musicology	10			10	20
Aural				20	20
Elective			20		20
Total %	30	20	20	30	100

## Music 2– Year 12 course outcomes

### Through activities in performance, composition, musicology and aural a student

- |     |  |
|-----|--|
| H1  | performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble   |
| H2  | demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics |
| H3  | composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures   |
| H4  | stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts   |
| H5  | analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations   |
| H6  | discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context   |
| H7  | critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics  |
| H8  | understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied  |
| H9  | identifies, recognises, experiments with, and discusses the uses and effects of technology in music  |
| H10 | performs as a means of self-expression and communication   |
| H11 | demonstrates a willingness to participate in performance, composition, musicology and aural activities   |
| H12 | demonstrates a willingness to accept and use constructive criticism  |

## Music Extension

	Task 1	Task 2	Task 3	
<b>Nature of tasks</b>	<b>Performance</b> – Viva voce on interpretation of two repertoire pieces and progress performance <b>OR Composition</b> portfolio including details of musical influences and repertoire that has informed and guided the compositional process <b>OR Musicology</b> portfolio with research and critical analysis of works	<b>Performance</b> Discussion on challenges, strategies and thought processes in performance <b>OR Composition</b> Discussion on challenges strategies and thought processes in composing <b>OR Musicology</b> Discussion on challenges, strategies and thought processes in musicology	<b>Trial HSC Examination Performance</b> presentation of repertoire and critical appraisal of concert practice <b>OR Composition</b> submission of preliminary recording and portfolio with reflection and revision of the compositional process <b>OR Musicology</b> portfolio with written draft, viva voce including reflections on professional critiques of related concert programs	
<b>Timing</b>	Term 1, Week 5	Term 2, Week 8	Term 3, see Exam Timetable	
<b>Outcomes assessed</b>	H1–6*	H1–6*	H1–6*	
<b>Component</b>				<b>Weighting %</b>
Performance or Composition or Musicology	35	35	30	<b>100</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

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

**MUSIC Extension – Year 12 course outcomes****SYLLABUS OUTCOMES**

<b>Performance Outcomes</b>	<b>Composition Outcomes</b>	<b>Musicology Outcomes</b>
<i>Through performance and related activities, a student:</i>	<i>Through composition and related activities, a student:</i>	<i>Through musicology and related activities, a student:</i>
<ul style="list-style-type: none"> <li>performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member</li> </ul>	<ul style="list-style-type: none"> <li>composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style</li> </ul>	<ul style="list-style-type: none"> <li>presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources</li> </ul>
<ul style="list-style-type: none"> <li>leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others</li> </ul>	<ul style="list-style-type: none"> <li>leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others</li> </ul>	<ul style="list-style-type: none"> <li>leads critical evaluation and discussion sessions on all aspects of his/her own research and essay work and on the research and essays of others</li> </ul>
<ul style="list-style-type: none"> <li>articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed</li> </ul>	<ul style="list-style-type: none"> <li>articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style</li> </ul>	<ul style="list-style-type: none"> <li>articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought in the development of a hypothesis and argument in the chosen area of research</li> </ul>
<ul style="list-style-type: none"> <li>demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing</li> </ul>
<ul style="list-style-type: none"> <li>presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction</li> </ul>	<ul style="list-style-type: none"> <li>presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition</li> </ul>	<ul style="list-style-type: none"> <li>presents, discusses and evaluates the problem-solving process and the development and realisation of a research project</li> </ul>
<ul style="list-style-type: none"> <li>critically analyses the use of musical concepts to present a stylistic interpretation of music performed</li> </ul>	<ul style="list-style-type: none"> <li>critically analyses the use of musical concepts to present a personal compositional style</li> </ul>	<ul style="list-style-type: none"> <li>critically analyses the use of the musical concepts to articulate their relationship to the style analysed</li> </ul>

## Visual Arts – Year 12

	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>BOW Interview + Case Study</b>	<b>Post Modern Artists Case Study</b>	<b>BOW 2</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4 Week 10	Term 1 Week 8	Term 2 Week 6	Term 3, see Exam Timetable	
<b>Outcomes Assessed</b>	H2, H4	H8, H10	H1, H5	H7, H9	
<b>Components</b>					<b>Weighting %</b>
Art Making	20		30		<b>50</b>
Art Criticism & Art History		20		30	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Visual Arts – Year 12 course outcomes

### A student

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

# **HUMAN SOCIETY AND ITS ENVIRONMENT FACULTY (HSIE)**

## Business Studies – Year 12

	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Operations: Comparative Case Study Task</b>	<b>Operations &amp; Marketing: In-Class Task</b>	<b>Finance: Stimulus Based Task</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 9,	Term 2, Week 9	Term 3, see Exam Timetable	
<b>Outcomes Assessed</b>	H2 – H9	H4, H5, H8, H9	H4, H6 – H10	H1 – H10	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	5	10	10	15	<b>40</b>
Stimulus-based skills		10	5	5	<b>20</b>
Inquiry and research	10		5	5	<b>20</b>
Communication of business information, ideas and issues 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>



## **Business Studies – Year 12 course outcomes**

### **A student**

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

## Economics – Year 12

	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>The Global Economy</b> Research and in class written extended response	<b>Global Economy &amp; Australia's Place in the Global Economy:</b> In class task-SA &MC	<b>Economic Issues:</b> Stimulus based in class extended response	<b>Trials HSC Examination</b>	
<b>Timing</b>	Term 4, week 9	Term 1, Week 8	Term 2, week 7	Term 3. see Exam Timetable	
<b>Outcomes Assessed</b>	H1, H4-H10	H1, H2, H4, H7, H11	H10-H11	H1-H11	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	10	10	10	40
Stimulus-based skills		5	5	10	20
Inquiry and research	5	10	5		20
Communication of economic information, ideas and issues in appropriate forms	5		5	10	20
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Economics – Year 12 course outcomes

### A student

- H1 demonstrates understanding of economic 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

## Geography – Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Global Sustainability. In-class Responses to Stimulus Material</b>	<b>Ecosystems and Biodiversity Fieldwork Task</b>	<b>Rural and Urban Places Research &amp; In-Class Task</b>	<b>Trial HSC Exam</b>	
<b>Timing</b>	T4, Week 7	T1, Week 6	T2, Week 7	Term 3, see Exam Timetable	
<b>Outcomes Assessed</b>	GE-12-02, GE-12-04, GE-12-06, GE-12-08, GE-12-09	GE-12-01, GE-12-02, GE-12-05, GE-12-07, GE-12-09	GE-12-01, GE-12-03, GE-12-05, GE-12-09	All Outcomes	
Components					Weighting %
Knowledge and understanding of course content	10	10	5	15	40
Geographical tools and skills	5	5	5	5	20
Geographical inquiry and research, including fieldwork	5	5	5	5	20
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	20
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Geography – Year 12 course outcomes

### A student

- GE-12-01 analyses rural and urban places, ecosystems, global biodiversity and economic activity, for their characteristics, spatial patterns, interactions, and nature and extent of change over time.
- GE-12-02 analyses geographical processes and influences, at a range of scales, that form and transform places and environments.
- GE-12-03 analyses geographical opportunities and challenges, and the role of varying perspectives and responses in their management
- GE-12-04 evaluates responses and management strategies, at a range of scales, for sustainability
- GE-12-05 synthesises and evaluates relevant geographical information from a variety of sources
- GE-12-06 justifies geographical methods used in geographical inquiry and their relevance in the contemporary world
- GE-12-07 selects and applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
- GE-12-08 applies mathematical ideas and techniques to analyse complex geographical data
- GE-12-09 communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms.

## Legal Studies – Year 12

	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Crime:</b> Research In-Class Task	<b>Crime and Human Rights:</b> In-Class Task	<b>World Order:</b> In-class written extended response	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, see Exam Timetable	
<b>Outcomes Assessed</b>	H3, H6, H7, H9	H1, H2, H3, H5	H4, H8, H10	H1 - H10	
<b>Components</b>					<b>Weighting %</b>
Knowledge and Understanding of the Course Content	10	10	10	10	<b>40</b>
Inquiry & Research	10	0	10	0	<b>20</b>
Communication	0	5	5	10	<b>20</b>
Analysis & Evaluation	0	5	5	10	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Legal Studies – Year 12 course outcomes

### A student

- H1 identifies and applies legal concepts and terminology
- H2 describes and explains key features of and the relationship between Australian and international law
- H3 analyses the operation of domestic and international legal systems
- H4 evaluates the effectiveness of the legal system in addressing
- 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

## Ancient History – Year 12

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of Task</b>	<b>Pompeii &amp; Herculaneum:</b> Source analysis in-class test	<b>Personalities in their times- Xerxes &amp; Greek World:</b> Historical Essays	<b>Ancient Society: Sparta</b> Multimedia Presentation	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4 Week 9	Term 2 Weeks 3-4	Term 2 Week 8	Term 3, see Exam Timetable	
<b>Outcomes Assessed</b>	AH12-2, AH12-3, AH12-5, AH12-6, AH12-9, AH12-10	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-9	AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9	AH12-1, AD12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5		5	10	<b>20</b>
Historical inquiry and research		15	5		<b>20</b>
Communication of historical understanding in appropriate forms	5	5		10	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>



## Ancient History – Year 12 course outcomes

### A student

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

## Modern History – Year 12

	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Core Study: Power and Authority in the Modern World 1919–1946.</b> Source Analysis Task	<b>National Studies. Research</b> Historical analysis (Essay)	<b>Peace and Conflict</b> Multimedia Presentation with Bibliography	Trial HSC Examination. Formal written examination	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 7	Term 2, Week 6	Term 3, see Exam Timetable	
<b>Outcomes Assessed</b>	MH12.2, MH12.3, MH12.4, MH12.5 MH12.6, MH12.9	MH12.1, MH12.3, MH12.5, MH12.6 MH12.7, MH12.9	MH12.2, MH12.3, MH 12.5, MH12.6, MH12.7, MH 12.8, MH 12.9	MH12.1, MH12.2, MH12.3, MH12.4, MH12.5, MH12.6, MH12.7, MH12.9	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	10	5	15	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	<b>20</b>
Historical inquiry and research	5	5	10		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Modern History – Year 12 course outcomes

### A student

- MH12-1 accounts for the nature of continuity and change in the modern world
- MH12-2 proposes arguments about the varying causes and effects of events and developments
- MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past
- MH12-4 analyses the different perspectives of individuals and groups in their historical context
- MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH12-7 discusses and evaluates differing interpretations and representations of the past
- MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

## History Extension – Year 12

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Major Project Part A)</b> Proposal, Process Log & Resources Annotations.	<b>Major Project Part B)</b> Essay, Bibliography & Annotations	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 8-9	Term 3, see Exam Timetable	
<b>Outcomes Assessed</b>	HE12-2	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Skills in designing, undertaking and communicating historical inquiry and analysis	20	30	10	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## History Extension – Year 12 Course Outcomes

### A student

- HE12-1 analyses and evaluates different historical perspectives and approaches to history and the interpretations developed from these perspectives and approaches
- 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 a historical position about an area of historical inquiry and discusses and challenges other positions

## Society & Culture – Year 12

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of Task</b>	<b>Social &amp; Cultural Continuity &amp; Change</b> In Class task	<b>Draft PIP</b> Personal Interest Project - Process	<b>Depth Study</b> Research Task & In- class task	Trial HSC Examination Formal written examination	
<b>Timing</b>	Term 1, Week 2	Term 2, Week 1	Term 2, Week 9	Term 3, see Exam Timetable	
<b>Outcomes Assessed</b>	H1, H3, H4, H5, H6, H7, H10	H7, H8	H1, H6, H7, H9, H10	H1, H2, H3, H4, H5, H6, H9, H10	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	15	0	15	20	<b>50</b>
Application and evaluation of social and cultural research methods	5	10	10	5	<b>30</b>
Communication of information, ideas and issues in appropriate forms	5	0	5	10	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>10</b>	<b>30</b>	<b>35</b>	<b>100</b>

## **Society & Culture – Year 12 course outcomes**

### **A student**

- 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

## Studies of Religion – Year 12

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Research Hand In Task:</b> Religion and belief systems in Australia post-1945	<b>In-class task</b> Response on one religious tradition	<b>Trial HSC Examination</b>	
<b>Timing</b>	End of Term 4	Early Term 2	Term 3, see Exam Timetable	
<b>Outcomes Assessed</b>	H1, H2, H6, H7, H8, H9	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	40
Source-based skills			20	20
Investigation and research	10	10		20
Communication of information, ideas and issues in appropriate forms	10	10		20
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

Studies of Religion I is a 1 unit course. Final mark to be submitted to NESA will be convert to a mark out of 50.



## Studies of Religion – Year 12 course outcomes

### A student

- H1 explains aspects of religion and belief systems
- H2 describes and analyses the influence of religion and belief systems on individuals and society
- H3 examines the influence and expression of religion and belief systems in Australia
- H4 describes and analyses how aspects of religious traditions are expressed by their adherents
- H5 evaluates the influence of religious traditions in the life of adherents
- H6 organises, analyses, and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
- H7 conducts effective research about religion and evaluates the findings from the research
- H8 applies appropriate terminology and concepts related to religion and belief systems
- H9 coherently and effectively communicates complex information, ideas and issues using appropriate written, oral, and graphic forms

# LANGUAGE FACULTY

## Japanese Continuers – Year 12

	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Living in Japan</b>	<b>Travelling in Japan</b>	<b>The world of work</b>	<b>Formal Examination Trial HSC</b>	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 7	Term 2, Week 7	Term 3, see Exam Timetable	
<b>Outcomes Assessed</b>	H3.1 – H3.6, H4.1 – H4.3	H1.1 – H1.4, H4.1 – H4.3	All syllabus outcomes	All syllabus outcomes	
<b>Components</b>					<b>Weighting %</b>
Listening	10		10	10	30
Reading	10		10	10	30
Speaking		20			20
Writing			10	10	20
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Japanese Continuers – Year 12 course outcomes

### A student

- H1.1 uses a range of strategies to maintain communication
- H1.2 conveys information appropriate to context, purpose and audience
- H1.3 exchanges and justifies opinions and ideas
- H1.4 reflects on aspects of past, present and future experience
- H2.1 applies knowledge of language structures to create original text
- H2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- H2.3 structures and sequences ideas and information
- H3.1 conveys the gist of texts and identifies specific information
- H3.2 summarises the main ideas
- H3.3 identifies the tone, purpose, context and audience
- H3.4 draws conclusions from or justifies an opinion
- H3.5 interprets, analyses and evaluates information
- H3.6 infers points of view, attitudes or emotions from language and context
- H4.1 recognises and employs language appropriate to different social contexts
- H4.2 identifies values, attitudes and beliefs of cultural significance
- H4.3 reflects upon significant aspects of language and culture

## Japanese Extension – Year 12

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>			<b>Formal Examination Trial HSC</b>	
<b>Timing</b>	Term 1, Week 6	Term 2, Week 6	Term 3, see Exam Timetable	
<b>Outcomes Assessed</b>	H2.1 – H2.3	H1.2	All syllabus outcomes	
<b>Components</b>				<b>Weighting %</b>
Text analysis (English)	15		15	30
Text analysis (Japanese)	10		10	20
Monologue		20		20
Writing	15		15	30
<b>Total %</b>	<b>40</b>	<b>20</b>	<b>40</b>	<b>100</b>

## Japanese Extension – Year 12 course outcomes

### A student

- H1.1 discusses attitudes, opinions and ideas in Japanese
- H1.2 formulates and justifies a written or spoken argument in Japanese
- H2.1 evaluates and responds to text personally, creatively and critically
- H2.2 analyses how meaning is conveyed
- H2.3 analyses the social, political, cultural and/or literary contexts of text that is in Japanese

# MATHEMATICS FACULTY

## MATHEMATICS Standard 2 - Year 12

	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>In-class topic test</b>	<b>In-class topic test</b>	<b>In-class topic test</b>	<b>Formal Examination Trial HSC</b>	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 9 – 10	Term 2, Week 8 – 9	Term 3, see Exam Timetable	
<b>Outcomes Assessed</b>	MS-11-8, MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-6 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-7 MS2-12-8 MS2-12-10	MS2-12-2 MS2-12-5 MS2-12-7 MS2-12-10	All syllabus outcomes	
<b>Components</b>					<b>Weighting %</b>
Understanding fluency and communication	10	12.5	12.5	15	50
Problem solving, reasoning and justification	10	12.5	12.5	15	50
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



## MATHEMATICS Standard 2 – Year 12 course outcomes

### A student

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

## MATHEMATICS Advanced – Year 12

	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>In-class topic test</b>	<b>In-class topic test</b>	<b>In-class topic test</b>	<b>Formal Examination Trial HSC</b>	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 9 – 10	Term 2, Week 8 – 9	Term 3, see Exam Timetable	
<b>Outcomes Assessed</b>	MA11-7, MA12-1, MA12-5, MA12-10	MA12-3, MA12-6, MA12-7, MA12-10	MA12-3, MA12-7, MA12-8, MA12-10	All Syllabus outcomes	
<b>Components</b>					<b>Weighting %</b>
Understanding fluency and communication	10	12.5	12.5	15	<b>50</b>
Problem solving, reasoning and justification	10	12.5	12.5	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## MATHEMATICS Advanced – Year 12 course outcomes

### A student

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

## MATHEMATICS Extension 1 – Year 12

	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>In-class topic test</b>	<b>In-class topic test</b>	<b>In-class topic test</b>	<b>Formal Examination Trial HSC</b>	
<b>Timing</b>	Term 4, Week 8 – 9	Term 1, Week 8 – 9	Term 2, Week 7-8	Term 3, see Exam Timetable	
<b>Outcomes Assessed</b>	<b>ME11-5, ME12-2, ME12-7</b>	<b>ME12-1, ME12-2, ME12-7</b>	<b>ME12-1, ME12-4, ME12-7</b>	<b>All syllabus outcomes</b>	
<b>Components</b>					<b>Weighting %</b>
Understanding fluency and communication	10	12.5	12.5	15	<b>50</b>
Problem solving, reasoning and justification	10	12.5	12.5	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## MATHEMATICS Extension 1 – Year 12 course outcomes

### A student

- 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

## MATHEMATICS Extension 2 – Year 12

	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>In-class topic test</b>	<b>In-class topic test</b>	<b>In-class topic test</b>	<b>Formal Examination Trial HSC</b>	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 9 – 10	Term 2, Week 7-8	Term 3, see Exam Timetable	
<b>Outcomes Assessed*</b>	<b>MEX12-1, MEX12-4, MEX12-7, MEX12-8</b>	<b>MEX12-1, MEX12-2, MEX12-3. MEX12-7, MEX12-8</b>	<b>MEX12-1, MEX12-2, MEX12-5, MEX12-7, MEX12-8</b>	<b>All syllabus outcomes</b>	
<b>Components</b>					<b>Weighting %</b>
Understanding fluency and communication	10	12.5	12.5	15	<b>50</b>
Problem solving, reasoning and justification	10	12.5	12.5	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## MATHEMATICS Extension 2 – Year 12 course outcomes

### A student

- 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

# **PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION FACULTY (PDHPE)**



## Health and Movement Science (HMS) – Year 12

	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Case study and practical application Training for improved performance	Responses to stimulus material Health in an Australian and global context	Depth Study Task Sustainable development	Formal Examination Trial HSC	
<b>Timing</b>	Term 4, Week 8	Term 2, Week 5	Term 3, Week 2	Term 3, see Exam Timetable	
<b>Outcomes Assessed</b>	HM-12-04 HM-12-05 HM-12-06	HM-12-01 HM-12-08 HM-12-09	HM-12-03 HM-12-08 HM-12-09 HM-12-10	HM-12-01 – HM-12-07	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content.	10	10	10	10	<b>40</b>
Skills in critical thinking, research, analysis and communicating.	10	10	20	20	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Health and Movement Science (HMS) – Year 12 course outcomes

### A student

- HM-12-01 analyses the health status of Australians at a national and international level
- HM-12-02 examines how technology and data can achieve better health for all Australians
- HM-12-03 evaluates how the Sustainable Development Goals can be used to improve the health of a community
- HM-12-04 investigates factors that impact movement and performance
- HM-12-05 analyses individual and group training programs to improve performance
- HM-12-06 analysis: critically analyses the relationships and implications of health and movement concepts
- HM-12-07 communication: communicates health and movement concepts using modes appropriate to a range of audiences and contexts
- HM-12-08 creative thinking: generates and assesses new ideas that are meaningful and relevant to health and movement contexts
- HM-12-09 problem-solving: proposes and evaluates solutions to complex health and movement issues
- HM-12-10 research: analyses a range of sources to make conclusions and judgements about health and movement concepts

## Sport, Lifestyle and Recreation – Year 12 – 1 & 2 Unit

	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<b>Module 1 Aquatics</b>  Practical Skill Proficiencies	<b>Module 6 &amp; 7 Games and Sport Application I &amp; II</b>  Practical Presentation Skill & Comp Prep	<b>Module 2 Sports Coaching and training</b>  Theoretical: 3 x Coaching Session Types & 1 Practical Presentation	<b>Module 4 Individual Games and Sports Applications</b>  Sports for Dummies Booklet	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 5	Term 2, Week 5	Term 3, Week 4	
<b>Outcomes assessed</b>	<b>3.6, 4.4, 4.5</b>	<b>2.1, 3.1</b>	<b>2.3, 4.2, 4.4</b>	<b>2.1, 3.2, 4.1</b>	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding	10	15	10	15	<b>50</b>
Skills	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>

## Sport, Lifestyle and Recreation – Year 12 course outcomes

### A student

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

## Community and Family Studies – Year 12

	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Research Methodology IRP</b>	<b>Groups in Context Scenario</b>	<b>Parent and Caring Presentation</b>	<b>HSC Trial Examination</b>	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 8	Term 2, Week 6	Term 3, see Exam Timetable	
<b>Outcomes Assessed</b>	<b>H4.1, H4.2</b>	<b>H2.2, H2.3, H3.3</b>	<b>H3.2 H5.1, H5.2</b>	<b>H1.1 to H6.2</b>	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding	5	10	10	15	<b>40</b>
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Community and Family Studies – Year 12 course outcomes

### A student

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1 analyses different approaches to parenting and caring relationships
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.2 evaluates networks available to individuals, groups and families within communities
- H3.3 critically analyses the role of policy and community structures in supporting diversity
- H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinions
- H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2 develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1 analyses how the empowerment of women and men influences the way they function within society
- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments
- H7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
- H7.2 develops a sense of responsibility for the wellbeing of themselves and others
- H7.3 appreciates the value of resource management in response to change
- H7.4 values the place of management in coping with a variety of role expectations

# SCIENCE FACULTY

## Biology – Year 12

	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Practical/Skills Task</b> In class	<b>Topic Test</b> In class	<b>Depth Study</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4, Week 9 in class 10/12/25	Term 1, Week 10 in class (date TBC)	Term 2, Week 2 (issued) Submission TBC	Term 3, see Exam Timetable	
<b>Outcomes assessed</b>	12-5, 12-6, 12-12	12-2, 12-6, 12-13	12-1, 12-3, 12-5, 12-7, 12-14	12-12 → 12-15 12-1→12-7	
Component					Weighting %
Skills in Working Scientifically	10	10	20	20	60
Knowledge and understanding	10	10	10	10	40
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>



## Biology – Year 12 course outcomes

### A student

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

## Chemistry – Year 12

	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Depth Study	Titration Practical	Research Task	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, see Exam Timetable	
Outcomes assessed	CH 11/12-1 CH 11/12-5 CH 11/12-6 CH 11/12-7 CH 12-12	CH 11/12-2 CH 11/12-3 CH 11/12-5 CH 12-13	CH 11/12-4 CH 11/12-5 CH 11/12-6 CH 11/12-7 CH 12-14	CH 11/12-2, CH 11/12-3, CH 11/12-4, CH 11/12-5, CH 11/12-6, CH 11/12-7, CH 12-12, CH 12-13, CH 12-14, CH 12-15	
Component					Weighting %
Skills in Working Scientifically	10	20	15	15	60
Knowledge and understanding	10	5	10	15	40
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Chemistry – Year 12 course outcomes

### A student

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

## Physics – Year 12

	Task 1	Task 2	Task 3	Task 4	
Nature of Task	<b>Depth Study</b> Advanced Mechanics	<b>Working Scientifically skills and data analysis</b>	<b>Practical Task</b>	<b>Trial HSC Examination</b>	
Timing (submission or completion in-class)	Term 4, Week 7 (Notification) Term 1 early week 3 submission)	Term 1, Week 10	Term 2, Week 6-8	Term 3, see Exam Timetable	
Outcomes assessed	12-1, 12-5, 12-6, 12-7, 12-12	12-5, 12-6, 12-13	12-2, 12-3 12-4, 12-14	12-4, 12-5, 12-6 12-7, 12-12, 12-13, 12-14, 12-15	
Components					Weighting %
Skills in Working Scientifically	15	15	20	10	60
Knowledge and understanding	10	5	5	20	40
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Physics – Year 12 course outcomes

### A student

- PH12-1 develops and evaluates questions and hypotheses for scientific investigation
- PH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH12-5 analyses and evaluates primary and secondary data and information
- PH12-6 scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH12-7 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

## Extension Science – Year 12

	Task 1	Task 2	Task 3	
Nature of task	<b>Research and written report</b> Scientific Research Proposal	<b>Presentation: Annotated Digital Portfolio</b> Why is it important to have a research portfolio?	<b>Scientific Research Report</b>	
Timing	Term 1, Week 9	Term 2, Week 7	Term 3, Week 6	
Outcomes assessed	SE-1, SE-6, SE-7	SE-1, SE-7	All	
Components				Weighting %
Communicating Scientifically	10	10	10	30
Gathering, recording, analysing and evaluating data	10		20	30
Application of Scientific Research Skills	10	20	10	40
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Extension Science Outcomes

### A student

- 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 scientific 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

# TAS FACULTY



## Software Engineering – Year 12

	Task 1	Task 2	Task 3	Task 4	
Nature of Task	<b>Research Task</b> Secure Software Architecture	<b>Programming Task</b> Programming for the Web	<b>Software Engineering Project</b>	<b>HSC Trial Examination</b>	
Timing	Term 4, Week 9	Term 1, Week 8	Term 2, Week 10	Term 3, see Exam Timetable	
Outcomes Assessed	SE-12-01 to SE-12-08	All	All	All	
Components					Weighting %
Knowledge and understanding of course content	10	10	10	20	50
Knowledge and skills in the practical application of content	10	10	20	10	50
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Software Engineering – Year 12 course outcomes

### A student

- 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

## Food Technology – Year 12

	Task 1	Task 2	Task 3	Task 4	
Nature of Task	<b>Contemporary Nutrition Issues</b>	<b>Australian Food Industry</b>	<b>Food Manufacture</b>	<b>Trial HSC Examination</b>	
Timing	Term 4, Week 8	Term 1, Week 9	Term 2, Week 9	Term 3, see Exam Timetable	
Outcomes Assessed	H2.1, H3.2, H5.1	H1.2, H1.4, H3.1	H1.1, H4.2	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H3.2, H4.2, H5.1	
Components					Weighting %
Knowledge and understanding.	5	5	5	25	40
Knowledge and skills in designing, researching, analysing and evaluating.	10	10	10		30
Skills in experimenting with and preparing food by applying theoretical concepts	10	10	10		30
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Food Technology – Year 12 course outcomes

### A student

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

## Textiles and Design – Year 12

	Task 1	Task 2	Task 3	Task 4	
Nature of Task	<b>MTP Proposal</b>	<b>Dyeing and Printing Experimentation</b>	<b>Properties and Performance of Textiles</b>	<b>Trial HSC Examination</b>	
Timing	Term 4, Week 6	Term 1, Week 6	Term 2, Week 6	Term 3, see Exam Timetable	
Outcomes Assessed	H1.1, H1.2, H2.3, H6.1	H1.3, H3.1, H4.1	H3.1, H4.1, H4.2,	H1.3, H3.1, H3.2, H4.1, H4.2, H5.1, H5.2, H6.1	
Components					Weighting %
Knowledge and understanding		20	5	25	50
Skills and knowledge in the design, manufacture and management of a major textile project.	25	5	20		50
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Textiles and Design – Year 12 course outcomes

### A student

- H1.1 critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project
- H1.2 designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements
- H1.3 identifies the principles of colouration for specific end-uses
- H2.1 communicates design concepts and manufacturing specifications to both technical and non-technical audiences
- H2.2 demonstrates proficiency in the manufacture of a textile item/s
- H2.3 effectively manages the design and manufacture of a Major Textiles Project to completion
- H3.1 explains the interrelationship between fabric, yarn and fibre properties
- H3.2 develops knowledge and awareness of emerging textile technologies
- H4.1 justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses
- H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use
- H5.1 investigates and describes aspects of marketing in the textile industry
- H5.2 analyses and discusses the impact of current issues on the Australian textiles industry
- H6.1 analyses the influence of historical, cultural and contemporary developments on textiles.

## Design and Technology – Year 12

	Task 1	Task 2	Task 3	Task 4	
Nature of Task	“Kickstarter pitch” <b>Major Design Project Proposal Presentation</b> – Video 2 Mins	<b>Innovation Case Study</b>	<b>Project Development, Realisation and Marketing</b> Written/Digital/Physical Documentation	<b>Trial HSC Examination</b>	
Timing	Term 4, Week 6	Term 1, Week 8	Term 2, Week 10	Term 3, see Exam Timetable	
Outcomes Assessed	H1.1, H1.2, H3.2, H4.1, H5.1	H2.2, H3.1, H3.2, H6.2	H3.2, H4.2, H4.3, H5.1, H5.2	H1.1, H2.2, H3.1, H6.1, H6.2	
Components					Weighting %
Knowledge and understanding		10		30	40
Knowledge and skills in designing, managing, producing and evaluating a major design project.	20	10	30		60
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Design and Technology – Year 12 course outcomes

### A student

- 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



## Engineering Studies – Year 12

	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Civil Structures:</b> Report & Topic test	<b>Transport:</b> Engineering design	<b>Aeronautical</b> <b>Innovation Report &amp;</b> <b>Topic Test</b>	<b>Trial HSC Exam</b>	
<b>Timing</b>	Term 1, Week 2	Term 2, Week 3	Term 2, Week 9	Term 3, see Exam Timetable	
<b>Outcomes Assessed</b>	H2.1, H5.1, H6.1, H6.2	H2.1, H3.2, H3.3, H5.1, H6.1, H6.2	H1.1, H3.2, H4.1, H5.2	H1.1, H1.2, H2.1, H2.2, H3.1, H4.2, H4.3	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding	10	10	10	30	<b>60</b>
Knowledge and skills in research, problem solving and communication related to engineering practice	15	15	10		<b>40</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Engineering Studies – Year 12 course outcomes

### A student

- H1.1 describes the scope of engineering and critically analyses current innovations
- H1.2 differentiates between 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

## Industrial Technology (Timber Products & Furniture Technologies) – Year 12

	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	<b>Designing and Planning Presentation</b>	<b>Comparative Industry Study</b>	<b>Project Development and Management</b>	<b>Trial HSC Examination</b>	
Timing	Term 4, Week 6	Term 2, Week 2	Term 2, Week 8	Term 3, see Exam Timetable	
Outcomes assessed	H3.1, H3.2, H3.3, H5.1 H6.1	H1.1, H1.2, H1.3, H5.1, H7.1, H7.2	H2.1, H3.3, H4.1, H4.2, H5.1, H5.2, H6.2	H1.1, H1.2, H4.3, H7.1, H7.2	
Component					Weighting %
Knowledge and understanding	5	5	10	20	40
Knowledge and skills in the design, management, communication and production of a major project	15	15	20	10	60
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## **Industrial Technology (Timber Products & Furniture Technologies Year 12 course outcomes)**

### **A student**

- H1.1 investigates industry through the study of businesses in one focus area
- H1.2 identifies appropriate equipment, production and manufacturing techniques, and describes the impact of new and developing technologies in industry
- H1.3 identifies important historical developments in the focus area industry
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1 demonstrates skills in sketching, producing and interpreting drawings
- H3.2 selects and applies appropriate research and problem-solving skills
- H3.3 applies and justifies design principles 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

# VOCATIONAL EDUCATION AND TRAINING

Due to the possibility of dual accreditation, for students to successfully complete a VET course they may be required to adhere to two sets of rules:

1. For the HSC qualification, students have to satisfactorily meet certain NESA requirements similar to all other NESA endorsed courses
2. For the AQF qualification, students must complete, and be deemed competent in, the units of competency

Students must also successfully complete a mandatory 70 hours (2 x 35 hours) of Work Placement or they may not have the course recognised by NESA and this could jeopardise their HSC.



Education

Cookery

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

Qualification: SIT20421 Certificate II in Cookery

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

School Name: Turramurra High School Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20421 Certificate II in Cookery <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 2025	HSC TRIAL EXAM
Code	Unit of Competency	Week 9 Term 4 2024 Date 12 <sup>th</sup> Dec	Week 10 Term 4 2024 Date 19 <sup>th</sup> Dec 2024	Week 7 Term 3 2025 Date 5 <sup>th</sup> Sept	Week 2,3,4 Term 3 Date 1 <sup>st</sup> Aug - 16 <sup>th</sup> Aug
SITHKOP009	Clean kitchen premises and equipment	X			
SITXINV006	Receive, store and maintain stock	X			
SITHCCC026	Package prepared foodstuffs		X		
SITHCCC023	Use food preparation equipment				
SITHCCC024	Prepare and present simple dishes				
SITHCCC027	Prepare dishes using basic method of cookery			X	
SITHCCC034	Work effectively in a commercial kitchen			X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20421 Certificate II in Cookery.

**For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using 2024 100% HSC Trial 2025**

**\* 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".

## Additional notes for HOSPITALITY – Kitchen Operations and Cookery

Hospitality is a two-year, competency based HSC course which begins in Year 11 and continues through Year 12. Assessment of competencies is standard referenced. This means that a student's performance is judged against a prescribed standard, not against the performance of other students. Students work to achieve the competencies described in each compulsory and elective unit of work. To be assessed as competent, a student must demonstrate understanding of concepts and ability to complete tasks to industry standard. Evidence for competency is gathered from lesson activities, competency assessment tasks, examinations, practical applications, homework tasks and work placement experiences.

At Turramurra High School students are progressively assessed as either *competent* or *not yet competent*. All competencies are recorded and submitted to NESA

### HSC Requirements and AQF Qualifications

VET courses require adherence to two sets of rules:

1. For the HSC qualification, students have to satisfactorily meet the following NESA requirements:
  - Follow the course developed or endorsed by the NESA
  - Apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course
  - Achieve some or all of the course outcomes
  - Make a genuine effort at competency tasks
  - Complete the specified mandatory work placement component,
2. For the AQF qualification, students must complete, and be deemed competent in the units of competency. If students do not attend practical and theory lessons they may jeopardise both their AQF qualifications and HSC, and 'N' award letters will be issued. It is possible that a student can achieve recognition of one qualification without gaining the other, that is, not be assessed as competent but still satisfying HSC requirements and have the course included as part of their HSC and ATAR.

An optional HSC examination is associated with Hospitality in the HSC year. All other tasks and competencies contribute to gaining a Statement of Attainment towards Certificate II in Kitchen Operations (SIT20314). ***No school based assessment mark will be supplied on reports, apart from a half yearly and yearly examination result.***

**Mandatory work placement** is structured learning out of school in the work place, and meets part of the assessment criteria for the course. Students who do not complete the 35-hour preliminary work placement will need to complete 70 hours in their HSC year. If students fail to complete work placement, they may not have the course recognised by NESA and this could jeopardise their HSC