



# TURRAMURRA HIGH SCHOOL

## YEAR 12 (HSC)

### ASSESSMENT SCHEDULES

2020-2021

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# ENGLISH FACULTY

## English Standard – Year 12

Task number	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 Thursday 10th December	Term 1, Week 10 Monday 29th March	Term 2, Week 10 Friday 25th June	Term 3, Weeks 2–4	
<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	
Components					Weighting %
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 number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</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 Thursday 10th December	Term 1, Week 10 Monday 29th March	Term 2, Week 10 Friday 25th June	Term 3, Weeks 2–4	
<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	
<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 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

Component	Task 1	Task 2	Task 3	Weighting %
	Imaginative response and reflection	Critical response with related text/s	Trial HSC Examination	
	Term 1, Week 10 Tuesday 30th March	Term 2, Week 9 Tuesday 15th June	Term 3, Weeks 2-4	
	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
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 Number	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

- 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

## English EAL/D (English as an Additional Language / Dialect) – Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<b>Speaking and Listening task using related text and prescribed text (multimodal presentation)</b> Module A: Texts and Human Experiences	<b>Reading and Writing task based on unseen material and prescribed text</b> Module B: Language, Identity and Culture	<b>Imaginative writing with written annotations</b> Module D: Focus on Writing	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4, Week 9-10	Term 1, Week 10 Monday 29th March	Term 2, Week 10 Friday 25th June	Term 3, Weeks 2-4	
<b>Outcomes assessed</b>	EAL12-1A, EAL12-1B, EAL12-3, EAL12-5, EAL12-6, EAL12-7	EAL12-1A, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-8	EAL12-2, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-9	EAL12-1A, EAL12-3, EAL12-5, EAL12-7, EAL12-8	
<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 EAL/D (English as an Additional Language / Dialect) – Year 12 course outcomes

### A student

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

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

## Drama Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Contemporary Aus. Theatre	Significant Plays of the 20 <sup>th</sup> Century	Individual Project	Group Performance	
Timing	Term 4 Week 8	Term 1 Week 9	Term 2 Week 3	Term 2 Week 9	
Outcomes Assessed	H1.1, 1.2,1.3,1.4,1.5,1.6,2.1,2.2,2.3,2.4,2.5,3.4,3.5	H3.1,H3.2,H3.3,H3.4,H3.5,2.4,2.5,2.2,2.1,1.9,1.8,1.1,1.2	H1.2,1.3,1.4,1.5,2.1,2.2,2.4,2.5,3.4,3.5	H2.4,2.5,2.1,2.1,2.3	
Components					Weighting %
Making	10	10	10	10	40
Performing	10	10	10	10	40
Critically Evaluating	10	10			20
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>20</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 Number	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 4 Week 2	Term 1 Week 9	Term 2 Week 8	Term 3 Week 3-5	
<b>Outcomes Assessed</b>	H1, H2, H3, H5, H6, H7, H8, H10, H11	H1, H2, H3, H6, H7, H9, H10, H11	H1, H2, H3, H6, H7, H8, H9, H10, H11	H4, H5, H6, H8, H10, H11	
<b>Components</b>					<b>Weighting %</b>
Performance		10			10
Composition	10				10
Musicology	10				10
Aural Skills				25	25
Electives (1, 2 and 3)		15	30		45
<b>Total %</b>	20	25	30	25	100

## 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 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

## Music 2 – Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Composition and Portfolio</b>	<b>Performance and Sight Singing</b>	<b>Elective Presentation</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4 Week 10	Term 1 Week 5	Term 2 Week 4	Term 3 Week 2-4	
<b>Outcomes Assessed</b>	H3, H5, H7, H8	H1, H9, H11	H10	H2, H4, H6	
<b>Components</b>					<b>Weighting %</b>
Performance		20			20
Composition	20				20
Musicology	10			10	20
Aural				20	20
Elective			20		20
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

## 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 number	Task 1	Task 2	Task 3	
<b>Nature of tasks</b>	<p><b>Performance</b> – Viva voce on interpretation of two repertoire pieces and progress performance</p> <p><b>OR Composition</b> portfolio including details of musical influences and repertoire that has informed and guided the compositional process</p> <p><b>OR Musicology</b> portfolio with research and critical analysis of works</p>	<p><b>Performance</b> Discussion on challenges, strategies and thought processes in performance</p> <p><b>OR Composition</b> Discussion on challenges strategies and thought processes in composing</p> <p><b>OR Musicology</b> Discussion on challenges, strategies and thought processes in musicology</p>	<p><b>Trial HSC Examination</b> <b>Performance</b> presentation of repertoire and critical appraisal of concert practice</p> <p><b>OR Composition</b> submission of preliminary recording and portfolio with reflection and revision of the compositional process</p> <p><b>OR Musicology</b> portfolio with written draft, viva voce including reflections on professional critiques of related concert programs</p>	
<b>Timing</b>	Term 1, Week 5	Term 2, Week 8	Term 3, Week 2-4	
<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

### SYLLABUS OUTCOMES

Performance Outcomes	Composition Outcomes	Musicology Outcomes
<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

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of Task</b>	<b>Body of Work 1 Individual Case Study</b>	<b>Post Modern Artists Case Study</b>	<b>Body of Work 2</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	Week 9 Term 4	Week 7 Term 2	Week 10 Term 2	Week 2 Term 3	
<b>Outcomes Assessed</b>	H1, H2, H3, H4	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	
<b>Components</b>					<b>Weighting %</b>
Art Making	20		30		50
Art Criticism & Art History		20		30	50
<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)**

## Ancient History – Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Pompeii &amp; Herculaneum</b>	<b>Personalities in their times- Pericles &amp; Greek World</b>	<b>Ancient Society</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4 Week 8	Term 2 Week 1	Term 2 Week 10	Term 3 Week 4	
<b>Outcomes Assessed</b>	AH12-5, AH12-6, AH12-9, AH12-10	AH12-1, AH12-2, AH12-4, AH12-8, AH12-9	AH12-6, AH12-7, AH12-8, AH12-9, AH12-10	AH12-1, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	10	10	10	40
Historical skills in the analysis And evaluation of sources and interpretations	5		5	10	20
Historical inquiry and research		15	5		20
Communication of historical understanding in appropriate forms	5	5		10	20
<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

## Business Studies – Year 12

Task Number	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 6,	Term 2, Week 3	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	40
Stimulus-based skills		10	5	5	20
Inquiry and research	10		5	5	20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
<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 Number	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	T3. as per Trial 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	10		10		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>Urban Places Fieldwork + In-Class Response</b>	<b>Urban Places In-Class Task</b>	<b>People &amp; Economic Activity Fieldwork + In-Class Task</b>	<b>Trial HSC Exam</b>	
<b>Timing</b>	T4, Week 6	T1, Week 6	T2, Week 6	Term 3 Week 2-4	
<b>Outcomes Assessed</b>	H1, 3, 10, 11, 13	H1, 3, 5, 6, 8, 9, 13	H1, 4, 5, 6, 8, 9, 10, 11, 12, 13	All Outcomes	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	5	10	5	20	40
Geographical tools and skills		5	5	5	15
Geographical inquiry and research, including fieldwork	10		10		20
Communication of geographical information, ideas and issues in appropriate forms	5	10	5	5	25
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Geography – Year 12 course outcomes

### A student

- H1 explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
- H2 explains the factors which place ecosystems at risk and the reasons for their protection
- H3 analyses contemporary urban dynamics and applies them in specific contexts
- H4 analyses the changing spatial and ecological dimensions of an economic activity
- H5 evaluates environmental management strategies in terms of ecological sustainability
- H6 evaluates the impacts of, and responses of people to, environmental change
- H7 justifies geographical methods applicable and useful in the workplace and relevant to a changing world
- H8 plans geographical inquiries to analyse and synthesise information from a variety of sources
- H9 evaluates geographical information and sources for usefulness, validity and reliability
- H10 applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
- H11 applies mathematical ideas and techniques to analyse geographical data
- H12 explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
- H13 communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms

## Legal Studies – Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Crime:</b> Research Task & In-Class Response	<b>Crime and Human Rights:</b> In-Class Task	<b>World Order:</b> Media File & In-Class Response	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 2-4	
<b>Outcomes Assessed</b>	H3, H6, H7, H8, H9	H1, H2, H3, H5, H9	H2, H3, H4, H5, H8, H9	H1, H4, H6, H7, H9, H10	
<b>Components</b>					<b>Weighting %</b>
Knowledge and Understanding of the Course Content	5	15	15	10	40
Inquiry and Research	10		10		20
Communication	5	5	5	5	20
Analysis and Evaluation			5	15	20
<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.

## Modern History – Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Core Study: Power and Authority in the Modern World 1919–1946. Source Analysis Task	National Studies. Research Oral / Multimedia Presentation	Peace and Conflict Historical analysis (Essay)	Trial HSC Examination. Formal written examination	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 9	Term 2, Week 7	Term 3, Week 3-4	
<b>Outcomes Assessed</b>	MH12.1, MH12.2, MH12.3, MH12.4, MH12.6, MH12.9	MH12.1, MH12.3, MH12.5, MH12.7, MH12.8, MH12.9	MH12.6, MH12.7, MH 12.8, MH 12.9	MH12.1, MH12.2, MH12.3, MH12.5, MH12.6, MH12.7, MH12.9	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	5	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	10		5	5	20
Historical inquiry and research		10	10		20
Communication of historical understanding in appropriate forms	5	10		5	20
<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 proposes arguments about the varying causes and effects of events and developments
- 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

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Major Project: Proposal, Log, Source Annotations	Major Project: Essay, Bibliography	Trial HSC Examination	
<b>Timing</b>	Term 1, Week 5	Term 2, Week 9	Term 3, Week 3-4 as per exam timetable	
<b>Outcomes Assessed</b>	HE12-1 HE12-2 HE12-4	HE12-1 HE12-2 HE12-3 HE12-4	HE12-1 HE12-3 HE12-4	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding about significant historiographical ideas and processes	10	10	20	40
Skills in designing, undertaking and communicating historical inquiry and analysis	20	30	10	60
<b>Total</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



## History Extension

### SYLLABUS OUTCOMES

A student

- E1.1 analyses and evaluates different historical perspectives and approaches to history and the interpretations developed from these perspectives and approaches
- E2.1 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
- E2.2 communicates through detailed, well structured texts to explain, argue, discuss, analyse and evaluate historical issues
- E2.3 constructs a historical position about an area of historical inquiry and discusses and challenges other positions

## Society & Culture – Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Research Task & Multimodal submission Social & Cultural Continuity & Change	Research Task & In-class written response Popular Culture	Draft PIP Personal Interest Project - Process	Trial HSC Examination Formal written examination	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 10	Term 2, Week 8	Term 3, Week 3/4	
<b>Outcomes Assessed</b>	H1, H3, H4, H5, H6, H7, H10	H1, H5, H7, H9, H10	H1, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H10	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	20		20	50
Application and evaluation of social and cultural research methods	10	5	10	5	30
Communication of information, ideas and issues in appropriate forms	10	5		5	20
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>10</b>	<b>30</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 Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Research Hand In Task: Religion and belief systems in Australia post-1945</b>	<b>Mind map and in-class response on one religious tradition</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	End of Term 4	Early Term 2	Term 3, Exam Period	
<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 NESAs will be converted 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
- 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

## Chinese and Literature – Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Oral Presentation/discussion</b>	<b>Analysis and response to written texts/essay</b>	<b>Response to spoken and/or visual texts/report</b>	<b>Analysis and response to prescribed texts and prescribed themes/scripts of a speech</b>	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 9	Term 2, week 8	Term 3, week 2-4	
<b>Outcomes Assessed</b>	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4	2.1, 2.2, 2.3, 2.4, 3.1,3.2, 3.3, 3.4, 3.7, 3.8, 4.1, 4.3	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.4, 3.5, 3.7, 3.8, 4.1, 4.3	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>Components</b>					<b>Weighting %</b>
<b>Listening</b>	10			10	20
<b>Reading</b>			30	10	40
<b>Speaking</b>	10				10
<b>Writing</b>		20		10	30
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Chinese and Literature – Year 12 course outcomes

### A student

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



## Japanese Beginners – Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Response in English to spoken/visual texts/oral presentation</b>  Friends, recreation and pastimes	<b>Response in English and Japanese to written texts/article</b>  Holidays, travel and tourism	<b>Response to written and spoken texts/multimodal presentation with teacher</b>  <b>Q &amp; A</b>  Future plans and aspirations	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 7	Term 2, Week 5	Term 3, Week 3	
<b>Outcomes assessed</b>	2.1, 2.2, 2.3, 2.4, 2.5, 2.6	2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
<b>Components</b>					<b>Weighting %</b>
Listening	10		10	10	<b>30</b>
Reading		10	10	10	<b>30</b>
Speaking	10		10		<b>20</b>
Writing		10		10	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Japanese Beginners – Year 12

### SYLLABUS OUTCOMES

A student

- 1.1 establishes and maintains communication in Japanese
- 1.2 manipulates linguistic structures to express ideas effectively in Japanese
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately
- 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, and opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts
- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
- 3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts

## JAPANESE CONTINUERS

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Response in English and [Language] to spoken texts</b> Education Leisure and traditions	<b>Response in English and [Language] to written texts</b> Lifestyles/Travelling in Japan* Health issues	<b>Conversation</b> Personal world Future Plans and aspirations World of work	<b>Trial HSC Examination</b>	
	<b>Timing</b> Term 4, Week 8	<b>Timing</b> Term 1, Week 6	<b>Timing</b> Term 2, Week 6	<b>Timing</b> Term 3, Weeks 3-4	
	<b>Outcomes assessed</b> 1.2, 3.1, 3.2, 3.3, 3.4	<b>Outcomes assessed</b> 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3	<b>Outcomes assessed</b> 1.1, 1.2, 1.3, 1.4, 4.1	<b>Outcomes assessed</b> 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Listening	10		10	10	<b>30</b>
Reading		10		20	<b>30</b>
Speaking	10		10		<b>20</b>
Writing		10		10	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

## JAPANESE CONTINUERS

### SYLLABUS OUTCOMES

A student

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past present and future experience
- 2.1 applies knowledge of language structures to create original text (written or spoken texts created by students incorporating their own ideas)
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture

**JAPANESE EXTENSION**

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Analysis and response to prescribed text	Analysis and response to prescribed text/discussion on prescribed issues	Personal response to prescribed text/monologue – prescribed issues	Trial HSC Examination	
	Term 4 Week 7	Term 1, Week 7	Term 2, Week 7	Term 3, Weeks 3–4	
	1.1,1.2, 2.2	1.2, 2.2, 2.3	1.1, 1.2, 2.1,	1.2, 2.1, 2.2, 2.3	
Text analysis	10		10	20	<b>40</b>
Writing	10	10		20	<b>40</b>
Speaking		10	10		<b>20</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

## **JAPANESE EXTENSION**

### **SYLLABUS OUTCOMES**

A student

- 1.1 discusses attitudes, opinions and ideas in Japanese
- 1.2 formulates and justifies a written or spoken argument in Japanese
- 2.1 evaluates and responds to text personally, creatively and critically
- 2.2 analyses how meaning is conveyed
- 2.3 analyses the social, political, cultural and/or literary contexts of text that is in Japanese

# **MATHEMATICS FACULTY**

## MATHEMATICS Standard 2 - Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Topic test with question bank and validation	Assignment / Investigation	In-class topic test	Formal Examination Trial HSC	
Timing	Week 9 Term 4 (2020)	Week 9 Term 1 (2021)	Week 9 Term 2 (2021)	As per Trial HSC Examination timetable	
Outcomes Assessed	MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-6 MS2-12-10	MS2-12-5 MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-2 MS2-12-7 MS2-12-9 MS2-12-10	All outcomes completed to date including Year 11 outcomes	
Components					Weighting %
Understanding fluency and communication	10	10	15	15	50
Problem solving, reasoning and justification	10	10	15	15	50
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</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 Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Topic test with question bank and validation</b>	<b>In-class topic test</b>	<b>Assignment / Investigation</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	Week 8-9 Term 4 (2020)	Week 10 Term 1 (2021)	Week 8-9 Term 2 (2021)	Weeks 1 – 3 Term 3 (2021)	
<b>Outcomes Assessed</b>	MA12-1, MA12-5, MA12-10	MA12-3, MA12-7, MA12-9 & MA12-10	MA12-1, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	All outcomes completed to date including Year 11 outcomes	
<b>Components</b>					<b>Weighting %</b>
Understanding fluency and communication	10	15	10	15	50
Problem solving, reasoning and justification	10	15	10	15	50
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## MATHEMATICS Advanced – Year 12 course outcomes

### A student

- H1 seeks to apply mathematical techniques to problems in a wide range of practical contexts
- H2 constructs arguments to prove and justify results
- H3 manipulates algebraic expressions involving logarithmic and exponential functions
- H4 expresses practical problems in mathematical terms based on simple given models
- H5 applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems
- H6 uses the derivative to determine the features of the graph of a function
- H7 uses the features of a graph to deduce information about the derivative
- H8 uses techniques of integration to calculate areas and volumes
- H9 communicates using mathematical language, notation, diagrams and graphs

## MATHEMATICS Advanced – Year 12 – Performance and Descriptions

<b>Band 6</b>	<ul style="list-style-type: none"> <li>▪ Exhibits extensive knowledge and skills appropriate to the mathematics course</li> <li>▪ Uses sophisticated multi-step reasoning</li> <li>▪ Integrates ideas of calculus with strong algebraic, deductive and modelling skills to successfully solve difficult problems</li> <li>▪ Exhibits excellent problem solving skills</li> <li>▪ Communicates effectively using appropriate mathematical language, notation, diagrams and graphs</li> </ul>
<b>Band 5</b>	<ul style="list-style-type: none"> <li>▪ Exhibits sound knowledge and skills appropriate to the mathematics course</li> <li>▪ Uses multi-step logical reasoning in both numerical and theoretical contexts such as problems in calculus, geometry and probability</li> <li>▪ Combines ideas of calculus with algebraic, deductive and modelling skills to successfully solve many difficult problems</li> <li>▪ Exhibits a wide range of problem solving skills such as applications of series</li> <li>▪ Communicated effectively using mathematical language, notation, diagrams, and graphs</li> </ul>
<b>Band 4</b>	<ul style="list-style-type: none"> <li>▪ Exhibits the manipulative skills and knowledge base appropriate to the mathematics course</li> <li>▪ Uses logical reasoning in both numerical and theoretical contexts such as problems in calculus and geometry</li> <li>▪ Identifies appropriate approaches to the solution of difficult problems</li> <li>▪ Uses calculus and other methods to determine the features of, and to graph, a wide range of functions</li> <li>▪ Successfully applies calculus and other appropriate ideas to model practical problems</li> <li>▪ Communicates using mathematical language, notation, diagrams and graphs</li> </ul>
<b>Band 3</b>	<ul style="list-style-type: none"> <li>▪ Consistently applies arithmetic and algebraic procedures correctly</li> <li>▪ Applies geometrical reasoning in a numerical context</li> <li>▪ Graphs functions such as <math>3\sin 2x</math>, and simple logarithmic and exponential functions</li> <li>▪ Consistently applies rules of differentiation and basic integration correctly</li> <li>▪ Using calculus to determine the features of, and to graph, functions such as cubic polynomials</li> <li>▪ Solves simple problems involving series</li> </ul>
<b>Band 2</b>	<ul style="list-style-type: none"> <li>▪ Correctly applies arithmetic and basic algebraic procedures</li> <li>▪ Recalls many of the formulae and algorithms appropriate to the mathematics course such as Simpson's rule, the sine rule, and the cosine rule</li> <li>▪ Graphs simple functions such as linear functions, quadratics, <math>\sin x</math> and <math>\cos x</math></li> <li>▪ Finds derivatives of basic functions such as polynomials and <math>\sin x</math></li> <li>▪ Uses the rules of differentiation such as the product rule</li> <li>▪ Solves numerical problems involving the geometry of triangles</li> </ul>
<b>Band 1</b>	<ul style="list-style-type: none"> <li>▪ A mark in this band indicates that the student has achieved below the minimum standard expected</li> </ul>

## MATHEMATICS Extension 1 – Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Topic test with question bank and validation	In-class topic test	Assignment / Investigation	Trial HSC Examination	
Timing	Week 9 Term 4	Week 10 Term 1	Week 7-8 Term 2	Weeks 1 – 3 Term 3	
Outcomes Assessed	ME12-1, ME12-3 ME12-7	ME12-2 to ME12-5, ME12-7	ME12-1, ME12-4, ME12-6, ME12-7	All outcomes completed to date including Year 11 outcomes	
Components					Weighting %
Understanding fluency and communication	10	15	10	15	50
Problem solving, reasoning and justification	10	15	10	15	50
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## MATHEMATICS Extension 1 – Year 12 course outcomes

### A student

- HE1 appreciates interrelationships between ideas drawn from different areas of mathematics
- HE2 uses inductive reasoning in the construction of proofs
- HE3 uses a variety of strategies to investigate mathematical models of situations involving binomial probability, projectiles, simple harmonic motion, or exponential growth and decay
- HE4 uses the relationship between functions, inverse functions and their derivatives
- HE5 applies the chain rule to problems including those involving velocity and acceleration as functions of displacement
- HE6 determines integrals by reduction to a standard form through a given substitution
- HE7 evaluates mathematical solutions to problems and communicates them in an appropriate form

## MATHEMATICS Extension 1 – Year 12 – Performance and Descriptions

<b>Band E4</b>	<ul style="list-style-type: none"> <li>▪ Exhibits extensive knowledge and skills appropriate to the Mathematics and Mathematics Extension 1 courses</li> <li>▪ Synthesises mathematical techniques, results and ideas creatively across the Mathematics and Mathematics Extension 1 courses to solve difficult problems</li> <li>▪ Uses sophisticated multi-step mathematical reasoning</li> <li>▪ Interprets, explains, justifies and evaluates solutions to problems</li> <li>▪ Translates efficiently between practical problems and their mathematical model</li> <li>▪ Communicates complex ideas and arguments effectively using appropriate mathematical language, notation, diagrams and graphs</li> </ul>
<b>Band E3</b>	<ul style="list-style-type: none"> <li>▪ Exhibits knowledge and skills appropriate to the Mathematics and Mathematics Extension 1 courses</li> <li>▪ Synthesises mathematical techniques, results and ideas from across the Mathematics and Mathematics Extension 1 courses to solve problems in areas such as geometry, calculus and probability</li> <li>▪ Uses multi-step mathematical reasoning such as mathematical induction</li> <li>▪ Translates between practical problems and their mathematical model in areas such as projectile motion</li> <li>▪ Communicates effectively using appropriate mathematical language, notation, diagrams and graphs</li> </ul>
<b>Band E2</b>	<ul style="list-style-type: none"> <li>▪ Exhibits knowledge of the techniques of the Mathematics and Mathematics Extension 1 courses</li> <li>▪ Uses techniques of integration from the Mathematics Extension 1 course such as integration by substitution</li> <li>▪ Uses logical reasoning in numerical contexts such as problems in algebra and geometry</li> <li>▪ Applies calculus to solve practical problems</li> <li>▪ Communicates using mathematical language, notation, diagrams and graphs</li> </ul>
<b>Band E1</b>	<ul style="list-style-type: none"> <li>▪ A mark in this band indicates that the student has achieved below the minimum standard expects</li> </ul>

## MATHEMATICS Extension 2 – Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	In-class topic test	Assignment / Investigation	In-class topic test	Trial HSC Examination	
Timing	Week 8 Term 4	Week 10 Term 1	Week 8 Term 2	Weeks 1 – 3 Term 3	
Outcomes Assessed*	MEX12-1, 4, 7 and 8	ME12-2, 3, 7 and 8	ME12-2, 3, 6, 7 and 8	All syllabus outcomes	
Components					Weighting %
Understanding fluency and communication	10	10	15	15	50
Problem solving, reasoning and justification	10	10	15	15	50
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>



## MATHEMATICS Extension 2 – Year 12 course outcomes

### A student

- E1 appreciates the creativity, power and usefulness of mathematics to solve a broad range of problems
- E2 chooses appropriate strategies to construct arguments and proofs in both concrete and abstract settings
- E3 uses the relationship between algebraic and geometric representations of complex numbers and of conic sections
- E4 uses efficient techniques for the algebraic manipulation required in dealing with questions such as those involving conic sections and polynomials
- E5 uses ideas and techniques from calculus to solve problems in mechanics involving resolution of forces, resisted motion and circular motion
- E6 combines the ideas of algebra and calculus to determine the important features of the graphs of a wide variety of functions
- E7 uses the techniques of slicing and cylindrical shells to determine volumes
- E8 applies further techniques of integration, including partial fractions, integration by parts and recurrence formulae, to problems
- E9 communicates abstract ideas and relationships using appropriate notation and logical argument

## MATHEMATICS Extension 2 – Year 12 – Performance and Descriptions

<p><b>Band E4</b></p>	<ul style="list-style-type: none"> <li>▪ Exhibits mastery of most aspects of the Mathematics, Mathematics Extension 1 and Mathematics Extension 2 courses</li> <li>▪ Synthesises mathematical techniques, results, and ideas creatively across the Mathematics, Mathematics Extension 1 and Mathematics Extension 2 courses to solve problems</li> <li>▪ Combines excellent algebraic and modelling skills, multi-step logic and mathematical insight to solve difficult problems</li> <li>▪ Constructs proofs in an abstract setting</li> <li>▪ Communicates sophisticated mathematical ideas and relationships</li> <li>▪ Using the algebraic, diagrammatic and graphical techniques of mathematics, concise notation and clear logical argument</li> </ul>
<p><b>Band E3</b></p>	<ul style="list-style-type: none"> <li>▪ Exhibits facility with the techniques of the Mathematics, Mathematics Extension 1 and Mathematics Extension 2 courses</li> <li>▪ Solves problems from the Mathematics Extension 2 topic areas such as complex numbers, volumes, polynomials, conics and mechanics</li> <li>▪ Successfully graphs a wide variety of functions showing critical points, asymptotes and points of inflexion without necessarily using calculus</li> <li>▪ Demonstrates a sound grasp of both algebraic and geometric techniques required to solve problems</li> <li>▪ Communicates mathematical ideas and relationships using the algebraic, diagrammatic and graphical techniques of mathematics, appropriate notation and logical argument</li> </ul>
<p><b>Band E2</b></p>	<ul style="list-style-type: none"> <li>▪ Exhibits knowledge of the techniques of the Mathematics, Mathematics Extension 1 and Mathematics Extension 2 courses</li> <li>▪ Solves standard problems from the Mathematics Extension 2 topic areas such as integration and complex numbers</li> <li>▪ Graphs a wide variety of functions showing many features without necessarily using calculus</li> <li>▪ Applies calculus and other appropriate ideas to model practical problems</li> <li>▪ Communicates effectively using mathematical language, notation, diagrams and graphs</li> </ul>
<p><b>Band E1</b></p>	<ul style="list-style-type: none"> <li>▪ A mark in this band indicates that the student has achieved below the minimum standard expected</li> </ul>

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

## Personal Development, Health & Physical Education – Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Option 3 Sports Medicine</b> (to be determined)	<b>Core 2 Factors Affecting Performance</b> Case Study	<b>Core 1 Health Priorities in Australia</b> Research Task	<b>Trial HSC</b>  Examination	
<b>Timing</b>	Week 6 Term 4	Week 5 Term 1	Week 4 Term 2	Weeks 3-4 Term 3	
<b>Outcomes Assessed</b>	H8,H13,H16,H17	H7,H8,H9,H10,H11, H16,H17	H1,H2,H3,H4,H5, H14,H15,H16	H1-H17	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content.	10	10	10	10	40
Skills in critical thinking, research, analysis and communicating.	10	15	15	20	60
<b>Total %</b>	20	25	25	30	100

## Personal Development, Health & Physical Education – Year 12 course outcomes

### A student

- H1 describes the nature and justifies the choice of Australia's health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for health promotion based on the Ottawa Charter
- 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 (Option 1)
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skill is acquired and appraised
- H10 designs and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- H12 analyses the influence of socio-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

# SCIENCE FACULTY

## Biology – Year 12

	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Practical Task</b>	<b>Depth Study</b>	<b>Topic Test</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	<b>Term 4, Week 8</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 9</b>	<b>Term 3, Week 3</b>	
<b>Components</b>	<b>Outcomes assessed 12-4; 12-5 12-12</b>	<b>Outcomes assessed 12-1; 12-7; 12-3; 12-6 12-13;</b>	<b>Outcomes assessed 12-2; 12:14</b>	<b>Outcomes assessed 12-12 → 12-15 12-1→12-7</b>	
<b>Component</b>					<b>Weighting %</b>
<b>Skills in Working Scientifically</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>60</b>
<b>Knowledge and understanding</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</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

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

## Earth and Environmental Science – Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<b>Research Task and Report: Natural Disasters</b>	<b>Waste Management at school: Depth study</b>	<b>Flow on effects of climate change: Presentation</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 6	Term 2, Week 7	Term 3, Examination Period	
<b>Outcomes assessed</b>	EES 12-1 EES 12-5 EES 12-13	EES 12-1 EES 12-2 EES 12-6 EES 12-7 EES 12-15	EES 12-4 EES 12-5 EES 12-14	EES 12-2-12-7 EES 12-12,13,14,15	
<b>Components</b>					<b>Weighting %</b>
<b>Skills in Working Scientifically</b>	10	20	25	5	<b>60</b>
<b>Knowledge and Understanding</b>	5	5	5	25	<b>40</b>
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Earth and Environmental Science – Year 12 course outcomes

### A student

- EES12-1 develops and evaluates questions and hypotheses for scientific investigation
- EES12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- EES12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- EES12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- EES12-5 analyses and evaluates primary and secondary data and information
- EES12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- EES12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- EES12-12 describes and evaluates the models that show the structure and development of the Earth over its history
- EES12-13 describes and evaluates the causes of the Earth’s hazards and the ways in which they affect, and are affected by, the Earth's systems
- EES12-14 analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
- EES12-15 describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth’s systems

## Investigating Science – Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<b>Practical Task</b> Planning, conducting and evaluating.	<b>Depth Study</b> Role of technology in progress of science.	<b>Research and report: Analysis of fact or fallacy</b>	<b>Trial Examination</b>	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 8	Term 2, Week 8	Term 3, Examination Period	
<b>Outcomes assessed</b>	12-2 12-4 12-5	12-1 12-2 12-6 12-7 12-15	12-4 12-5 12-14	All	
<b>Components</b>					<b>Weighting %</b>
<b>Skills in Working Scientifically</b>	15	15	20	10	<b>60</b>
<b>Knowledge and Understanding</b>		10	10	20	<b>40</b>
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Investigating Science – Year 12 course outcomes

### A student

- INS12-1 develops and evaluates questions and hypotheses for scientific investigation
- INS12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- INS12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- INS12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS12-5 analyses and evaluates primary and secondary data and information
- INS12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- INS12-7 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

## Physics – Year 12

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of Task</b>	<b>Depth Study Advanced Mechanics</b>	<b>Practical Task</b>	<b>Working Scientifically skills and data analysis</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4, Week 9(submission)	Term 1, Week 6	Term 2, Week 6-8	Term 3, Week TBC	
<b>Outcomes assessed</b>	<b>12-1 12-4 12-5 12-7 12-12</b>	<b>12-2 12-3 12-4 12-13</b>	<b>12-5 12-6 12-14</b>	<b>12-4 12-5 12-6 12-7 12-12,13,14,15</b>	
<b>Components</b>					<b>Weighting %</b>
<b>Skills in Working Scientifically</b>	15	15	20	10	<b>60</b>
<b>Knowledge and understanding</b>	10	5	5	20	<b>40</b>
<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 solves 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



## Assessment Schedule - Extension Science – Year 12

Task number	Task 1	Task 3	Task 3	
Nature of task	Research and written report: Scientific Research Proposal	Presentation: Annotated Digital Portfolio: Why is it important to have a research portfolio?	Scientific Research Report	
Timing	Term 1, Week 7	Term 2, Week 7	Term 3, Week 6	
Outcomes assessed	SE-1, SE-3, SE-6	SE-1, SE-7	All	
Components				Weighting %
Communicating Scientifically	10	10	10	30
Gathering, recording, analysing and evaluating data	10	0	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

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 – COMPUTING FACULTY

## Information Processes and Technology - Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Multimedia Project</b>	<b>Database Project</b>	<b>Case Study</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4, Week 8 Year 11	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 3–4	
<b>Outcomes Assessed</b>	H1.2, H2.2, H3.2, H5.1, H6.2, H7.1, H7.2	H1.1, H1.2, H2.2, H5.1, H6.2, H7.1, H7.2	H2.1, H3.1, H4.1, H7.1	H1.1, H1.2, H2.1, H3.1, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	15	15	20	60
Knowledge and skills in the design and development of information systems	5	10	15	10	40
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Information Processes and Technology – Year 12 course outcomes

### A student

- H1.1 applies and explains an understanding of the nature and function of information technologies to a specific practical situation
- H1.2 explains and justifies the way in which information systems relate to information processes in a specific context
- H2.1 analyses and describes a system in terms of the information processes involved
- H2.2 develops and explains solutions for an identified need which address all of the information processes
- H3.1 evaluates and discusses the effect of information systems on the individual, society and the environment
- H3.2 demonstrates and explains ethical practice in the use of information systems, technologies and processes
- H4.1 proposes and justifies ways in which information systems will meet emerging needs
- H5.1 justifies the selection and use of appropriate resources and tools to effectively develop and manage projects
- H5.2 assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices
- H6.1 analyses situations, identifies needs, proposes and then develops solutions
- H6.2 selects, justifies and applies methodical approaches to planning, designing or implementing solutions
- H7.1 implements and explains effective management techniques
- H7.2 uses methods to thoroughly document the development of individual and team projects

## Software Design and Development – Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Presentation Assignment</b> Development and Impact of Software Solutions; and Software Development Cycle	<b>Individual Project</b> Developing a Solution Package	<b>Option Topic Research</b> The interrelationship between software and hardware	<b>Trial HSC Examination</b>	
<b>Timing</b>	Week 8 Term 1	Week 6 Term 2	Week 1 Term 3	Week 3-5 Term 3	
<b>Outcomes Assessed</b>	1.2, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 6.4	3.1, 3.2 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 6.4	1.1, 1.3, 2.2, 3.1, 4.1, 5.2, 5.3, 6.3	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	15	5	10	20	50
Knowledge and skills in the design and development of software solutions	10	20	10	10	50
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Software Design and Development – Year 12 course outcomes

### A student

- H1.1 explains the interrelationship between hardware and software
- H1.2 differentiates between various methods used to construct software solutions
- H1.3 describes how the major components of a computer system, store and manipulate data
- H2.1 explains the implications of the development of different languages
- H2.2 explains the interrelationship between emerging technologies and software development
- H3.1 identifies and evaluates legal, social and ethical issues in a number of contexts
- H3.2 constructs software solutions that address legal, social and ethical issues
- H4.1 identifies needs to which software solutions are appropriate
- H4.2 applies appropriate development methods to solve software problems
- H4.3 applies a modular approach to implement well-structured software solutions and evaluates their effectiveness
- H5.1 applies project management techniques to maximise the productivity of the software development
- H5.2 creates and justifies the need for the various types of documentation required for a software solution
- H5.3 selects and applies appropriate software to facilitate the design and development of software solutions
- H6.1 assesses the skills required in the software development cycle
- H6.2 communicates the processes involved in a software solution to an inexperienced user
- H6.3 uses and describes a collaborative approach during the software development cycle
- H6.4 develops and evaluates effective user interfaces, in consultation with appropriate people

# TAS - HOME ECONOMICS FACULTY



## Community and Family Studies – Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research methodology IRP	Parent and Caring	Groups in Context	HSC Trial Examination	
Timing	Week 9 Term 4	Week 5 Term 1	Week 5 Term 2	School examination period Term 3 Weeks 3-5	
Outcomes Assessed	H4.1, H4.2	H3.2 H5.1, H5.2	H2.2, H2.3, H3.3	H1.1 to H6.2	
Components					Weighting %
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research methodology, analyzing and communicating	15	10	20	15	60
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</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
- 7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
- 7.2 develops a sense of responsibility for the wellbeing of themselves and others
- 7.3 appreciates the value of resource management in response to change
- 7.4 values the place of management in coping with a variety of role expectations

## Food Technology – Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Food Manufacture</b>	<b>Food Product Development</b>	<b>Australian Food Industry</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	Week 8 Term 4	Week 6 Term 1	Week 8 Term 2	School examination period Term 3 Weeks 3-5	
<b>Outcomes Assessed</b>	H1.1, H4.2	H1.3, H4.1	H1.2, H1.4, H3.1	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H3.2, H4.2, H5.1	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content		15		25	40
Knowledge and skills in designing, researching, analysing and evaluating	5	10	15		30
Skills in experimenting with and preparing food by applying theoretical concepts	15	10	5		30
<b>Total %</b>	<b>20</b>	<b>35</b>	<b>20</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

# **TAS - INDUSTRIAL ARTS FACULTY**

## Design and Technology – Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	“Kickstarter pitch” <b>Major Design Project Proposal Presentation</b> – Video 2 Mins	<b>Innovation Case Study</b>	<b>Written/Digital/Physical Documentation:</b> Evidence of practical skills and application of research and design development	<b>Trial HSC Examination</b>	
<b>Timing</b>	Week 6 Term 4 Year 11	Week 4 Term 1	Week 1 Term 3	Weeks 3–5 Term 3	
<b>Outcomes Assessed</b>	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	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content		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 Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Civil Structures:</b> Truss design, analysis and report	<b>Transport:</b> Engineering design and Topic Test	<b>Aeronautical Innovation Report</b>	<b>Trial HSC Exam</b>	
<b>Timing</b>	Week 2 Term 1	Week 1 Term 2	Week 9 Term 2	Weeks 3–5 Term 3	
<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 of course content	10	10	10	30	60
Knowledge and skills in research, problem solving and communication related to engineering practice	15	15	10		40
<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 number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	<b>Designing and Planning Presentation</b>	<b>Product Analysis</b>	<b>Project Development and Management Report</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4, Week 6	Term 1, Week 4	Term 2, Week 8	Term 3, Weeks 2–4	
<b>Outcomes assessed</b>	H3.1, H3.2, H3.3, H5.1	H3.2, H4.3, H5.2, H6.1	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	
<b>Component</b>					<b>Weighting %</b>
Knowledge and understanding of course content	5	5	10	20	<b>40</b>
Knowledge and skills in the design, management, communication and production of a major project	15	15	20	10	<b>60</b>
<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.



Assessment Tasks for Certificate II Kitchen Operations SIT20416		Cluster D	Cluster E	Cluster F	Trial HSC Exam
		Food Glorious Food	Working in Industry	Cooking in the Commercial Kitchen	
		Week: 4 Term: 1	Week: 3 Term: 2	Week: 10 Term: 2	School exam period Term 3 Weeks 3-5
Code	Unit of Competency				HSC Examinable Units of Competency
SITHCCC003	Prepare and present sandwiches	X			
SITHCCC006	Prepare appetisers and salads	X			
BSBWOR203	Work effectively with others		X		
SITHIND002	Source and use information on the hospitality industry		X		
BSBSUS201	Participate in environmentally sustainable work practices		X		
SITHCCC005	Prepare dishes using basic methods of cookery			X	
SITHCCC011	Use cookery skills effectively			X	

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

**Schools may schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.**

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

## 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 Turrumurra 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.