



TURRAMURRA HIGH SCHOOL

YEAR 12 (HSC)

ASSESSMENT SCHEDULES

2022-2023

PUBLISHED OCTOBER 2022

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ENGLISH FACULTY

English Standard – Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Analytical response using prescribed text and related material Texts and Human Experiences	Multimodal presentation Language, Identity and Culture	Imaginative task Craft of Writing	Trial HSC Examination	
Timing	Term 4, Week 10	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 2–4	
Outcomes assessed	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	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
Total %	25	25	20	30	100

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
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English Advanced – Year 12

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

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
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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 2	Term 2, Week 9	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	50
Skills in complex analysis composition and investigation	15	20	15	50
Total %	30	40	30	100

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
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English Extension 2 – Year 12 course outcomes

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Viva Voce (including written proposal)	Literature review	Critique of the creative process	
Timing	Term 4, Week 10	Term 2, Week 2	Term 2, Week 9	
Outcomes Assessed	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
Components				Weighting %
Knowledge and Understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total %	30	40	30	100

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
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CREATIVE AND PERFORMING ARTS FACULTY (CAPA)

Drama Year 12

Task No	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Topic 1 Contemporary Australian Theatre Practice	Topic 2 Multi- Disciplinary Theatre	Individual Project	Group Performance	
Timing	Term 4 Week 10 Thursday 15/12	Term 1 Week 9 Thursday 30/3	Term 2 Week 1 Thursday 27/4	Term 2 Week 10 Thursday 29/6	
Outcomes Assessed	H1.2, H2.3, H3.2	H3.1, H3.5,H3.4	H3.5, H1.9,H2.4	H2.4,H2.1,H3.3	
Components					Weighting %
Making	5	10	10	15	40
Performing	10	10	10	10	40
Critically Evaluating	5	10		5	20
Total %	20	30	20	30	100

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
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Assessment Schedules — 2022-23

- 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
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Music 1 – Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Composition and Portfolio	Core Performance & Elective 1	Elective 2 & 3	Trial HSC Exam	
Timing	Term 1 Week 2	Term 1 Week 8	Term 2 Week 8	Term 3 Week 2-5	
Outcomes Assessed	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	
Components					Weighting %
Performance		10			10
Composition	10				10
Musicology	10				10
Aural Skills				25	25
Electives (1, 2 and 3)		15	30		45
Total %	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
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Music 2 – Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Composition and Portfolio	Performance and Sight Singing	Elective Presentation	Trial HSC Examination	
Timing	Term 1 Week 2	Term 1 Week 9	Term 2 Week 8	Term 3 Week 2-5	
Outcomes Assessed	H3, H5, H7, H8	H1, H9, H10	H10	H2, H4, H6	
Components					Weighting %
Performance		20			20
Composition	20				20
Musicology	10			10	20
Aural				20	20
Elective			20		20
Total %	30	20	20	30	100

Music 2– Year 12 course outcomes

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

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

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

Assessment Schedules — 2022-23

Performance or Composition or Musicology	35	35	30	100
Total %	35	35	30	100

*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"> performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member 	<ul style="list-style-type: none"> composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style 	<ul style="list-style-type: none"> presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources
<ul style="list-style-type: none"> leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others 	<ul style="list-style-type: none"> leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed 	<ul style="list-style-type: none"> demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed 	<ul style="list-style-type: none"> demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing

Assessment Schedules — 2022-23

<ul style="list-style-type: none"> • presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction 	<ul style="list-style-type: none"> • presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition 	<ul style="list-style-type: none"> • presents, discusses and evaluates the problem-solving process and the development and realisation of a research project
<ul style="list-style-type: none"> • critically analyses the use of musical concepts to present a stylistic interpretation of music performed 	<ul style="list-style-type: none"> • critically analyses the use of musical concepts to present a personal compositional style 	<ul style="list-style-type: none"> • critically analyses the use of the musical concepts to articulate their relationship to the style analysed

Visual Arts – Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Body of Work 1 Individual Case Study	Post Modern Artists Case Study	Body of Work 2	Trial HSC Examination	
Timing	Week 10 Term 4	Week 7 Term 1	Week 10 Term 2	Week 2-5 Term 3	
Outcomes Assessed	H1, H2, H3, H4	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	
Components					Weighting %
Art Making	20		30		50
Art Criticism & Art History		20		30	50
Total %	20	20	30	30	100

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

Ancient History – Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Pompeii & Herculaneum	Personalities in their times- Pericles & Greek World	Ancient Society	Trial HSC Examination	
Timing	Term 4 Week 8	Term 2 Week 1	Term 2 Week 10	Term 3 Week 2-5	
Outcomes Assessed	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	
Components					Weighting %
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
Total %	20	30	20	30	100

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
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Business Studies – Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Operations: Comparative Case Study Task	Operations & Marketing: In-Class Task	Finance: Stimulus Based Task	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 6,	Term 2, Week 3	Term 3, see Exam Timetable	
Outcomes Assessed	H2 – H9	H4, H5, H8, H9	H4, H6 – H10	H1 – H10	
Components					Weighting %
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
Total %	20	25	25	30	100

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
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Economics – Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	The Global Economy: Research and in class written extended response	Global Economy & Australia's Place in the Global Economy: In class task-SA &MC	Economic Issues: Stimulus based in class extended response	Trials HSC Examination	
Timing	Term 4, week 9	Term 1, Week 8	Term 2, week 7	T3. as per Trial Timetable	
Outcomes Assessed	H1, H4-H10	H1, H2, H4, H7, H11	H10-H11	H1-H11	
Components					Weighting %
Knowledge and understanding of course content	10	10	10	10	40
Stimulus-based skills		5	5	10	20
Inquiry and research	5	10	5		20
Communication of economic information, ideas and issues in appropriate forms	5		5	10	20
Total %	20	25	25	30	100

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
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Legal Studies – Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Crime: Research Task & In-Class Response	Crime and Human Rights: In-Class Task	World Order: Media File & In-Class Response	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 2-5	
Outcomes Assessed	H3, H6, H7, H8, H9	H1, H2, H3, H5, H9	H2, H3, H4, H5, H8, H9	H1, H4, H6, H7, H9, H10	
Components					Weighting %
Knowledge and Understanding of the Course Content	5	15	10	10	40
Inquiry and Research	10		10		20
Communication	5	5	5	5	20
Analysis and Evaluation			5	15	20
Total %	20	20	30	30	100

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.
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Modern History – Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Core Study: Power and Authority in the Modern World 1919–1946. Source Analysis Task	National Studies. Research Multimedia Presentation with Bibliography	Peace and Conflict Historical analysis (Essay)	Trial HSC Examination. Formal written examination	
Timing	Term 4, Week 10	Term 1, Week 9	Term 2, Week 8-9	Term 3, Week 2-5	
Outcomes Assessed	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	
Components					Weighting %
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
Total %	25	25	25	25	100

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
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History Extension

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Major Project: Proposal, Log, Source Annotations	Major Project: Essay, Bibliography	Trial HSC Examination	
Timing	Term 1, Week 5	Term 2, Week 9	Term 3, Week 2-5 as per exam timetable	
Outcomes Assessed	HE12-1 HE12-2 HE12-4	HE12-1 HE12-2 HE12-3 HE12-4	HE12-1 HE12-3 HE12-4	
Components				Weighting %
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
Total	30	40	30	100

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
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Society & Culture – Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Social & Cultural Continuity & Change In Class task	Research Task & In-class written response Popular Culture	Draft PIP Personal Interest Project - Process	Trial HSC Examination Formal written examination	
Timing	Term 4, Week 8	Term 1, Week 10	Term 2, Week 8	Term 3, Week 3/4	
Outcomes Assessed	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	
Components					Weighting %
Knowledge and understanding of course content	20	10		20	50
Application and evaluation of social and cultural research methods	5	10	10	5	30
Communication of information, ideas and issues in appropriate forms	5	10		5	20
Total %	30	30	10	30	100

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	
Nature of Task	Research Hand In Task: Religion and belief systems in Australia post-1945	Mind map and in-class response on one religious tradition	Trial HSC Examination	
Timing	End of Term 4	Early Term 2	Term 3, Exam Period	
Outcomes Assessed	H1, H2, H6, H7, H8, H9	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	
Components				Weighting %
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
Total %	35	35	30	100

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.
-

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 (2022)	Week 9 Term 1 (2023)	Week 8/9 Term 2 (2023)	As per Trial HSC Examination timetable	
Outcomes Assessed	MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-6 MS2-12-10	MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-2 MS2-12-7 MS2-12-9 MS2-12-10	All syllabus outcomes	
Components					Weighting %
Understanding fluency and communication	10	10	15	15	50
Problem solving, reasoning and justification	10	10	15	15	50
Total %	20	20	30	30	100

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 Standard 2 – Year 12 – Performance and Descriptions

Band 6	<ul style="list-style-type: none"> ▪ Demonstrates extensive knowledge and skills appropriate to the course ▪ Applies appropriate mathematical concepts, skills and techniques consistently and accurately in wide range of familiar and unfamiliar contexts ▪ Selects and uses a variety of problem-solving strategies to solve mathematical problems ▪ Applies mathematical reasoning and justification, and interprets mathematical models ▪ Communicates effectively using appropriate mathematical language, notation, diagrams and graphs
Band 5	<ul style="list-style-type: none"> ▪ Demonstrates thorough knowledge and skills appropriate to the course ▪ Applies appropriate mathematical concepts, skills and techniques accurately in a range of familiar and unfamiliar contexts ▪ Selects and uses a variety of problem-solving strategies to solve mathematical problems ▪ Demonstrates mathematical reasoning and interprets mathematical models ▪ Communicates using appropriate mathematical language, notation, diagrams and graphs
Band 4	<ul style="list-style-type: none"> ▪ Demonstrates sound knowledge and skills appropriate to the course ▪ Uses mathematical concepts, skills and techniques in familiar and some unfamiliar contexts ▪ Uses problem-solving strategies to solve mathematical problems ▪ Uses some mathematical reasoning and mathematical models ▪ Communicates using some appropriate mathematical language, notation, diagrams and graphs
Band 3	<ul style="list-style-type: none"> ▪ Demonstrates basic knowledge and skills appropriate to the course ▪ Uses mathematical concepts, skills and techniques in familiar contexts ▪ Uses some mathematical reasoning ▪ Uses some mathematical language, notation, diagrams and graphs
Band 2	<ul style="list-style-type: none"> ▪ Demonstrates limited knowledge and skills appropriate to the course ▪ Uses basic mathematical concepts, skills and techniques to solve problems with limited accuracy ▪ Uses some mathematical language and simple diagrams
Band 1	

MATHEMATICS Advanced – 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	Formal Examination Trial HSC	
Timing	Week 9 Term 4 (2022)	Week 10 Term 1 (2023)	Week 8-9 Term 2 (2023)	As per Trial HSC Examination timetable	
Outcomes Assessed	MA12-1, MA12-5, MA12-10	MA12-3, MA12-6, MA12-9 & MA12-10	MA12-3, MA12-7, MA12-8, MA12-10	All Syllabus outcomes	
Components					Weighting %
Understanding fluency and communication	10	10	15	15	50
Problem solving, reasoning and justification	10	10	15	15	50
Total %	20	20	30	30	100

MATHEMATICS Advanced – Year 12 course outcomes

A student

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

MATHEMATICS Advanced – Year 12 – Performance and Descriptions

Band 6	<ul style="list-style-type: none"> ▪ Demonstrates extensive knowledge and skills appropriate to the course ▪ Demonstrates sophisticated multi-step reasoning and justification ▪ Integrates and applies ideas from across the course to successfully solve problems ▪ Demonstrates modelling and problem-solving skills in a wide range of familiar and unfamiliar contexts ▪ Communicates effectively using appropriate mathematical language, notation, diagrams and graphs
Band 5	<ul style="list-style-type: none"> ▪ Demonstrates thorough knowledge and skills appropriate to the course ▪ Demonstrates multi-step logical reasoning and justification ▪ Combines ideas from across the course to solve problems ▪ Demonstrates a range of modelling and problem-solving skills ▪ Communicates appropriately using mathematical language, notation, diagrams and graphs
Band 4	<ul style="list-style-type: none"> ▪ Demonstrates sound knowledge and skills appropriate to the course ▪ Uses logical reasoning and justifies answers ▪ Uses appropriate approaches to solve problems ▪ Communicates using mathematical language, notation, diagrams and graphs
Band 3	<ul style="list-style-type: none"> ▪ Demonstrates basic knowledge and skills appropriate to the course ▪ Applies reasoning in familiar contexts ▪ Solves simple problems ▪ Uses mathematical language, notation, diagrams and graphs
Band 2	<ul style="list-style-type: none"> ▪ Demonstrates limited knowledge and skills appropriate to the course ▪ Solves simple familiar problems with limited accuracy ▪ Uses some mathematical language, notation, diagrams and graphs
Band 1	

MATHEMATICS Extension 1 – 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	Formal Examination Trial HSC	
Timing	Week 8 Term 4	Week 10 Term 1	Week 7-8 Term 2	As per Trial HSC Examination timetable	
Outcomes Assessed	ME11-5, ME11-7, ME12-1, ME12-7	ME12-2, ME12-6, ME12-7	ME12-1, ME12-4, ME12-7	All syllabus outcomes	
Components					Weighting %
Understanding fluency and communication	10	10	15	15	50
Problem solving, reasoning and justification	10	10	15	15	50
Total %	20	20	30	30	100

MATHEMATICS Extension 1 – Year 12 course outcomes

A student

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

MATHEMATICS Extension 1 – Year 12 – Performance and Descriptions

Band E4	<ul style="list-style-type: none"> ▪ Demonstrates extensive knowledge and skills appropriate to the course ▪ Synthesises mathematical techniques, results and ideas effectively to solve problems ▪ Demonstrates insightful and sophisticated multi-step mathematical reasoning and justification ▪ Interprets, explains, justifies and evaluates solutions to problems across a wide range of familiar and unfamiliar contexts ▪ Applies mathematical models to efficiently solve problems ▪ Communicates complex ideas and arguments effectively using appropriate mathematical language, notation, diagrams and graphs
Band E3	<ul style="list-style-type: none"> ▪ Demonstrates thorough knowledge and skills appropriate to the course ▪ Synthesises mathematical techniques, results and ideas to solve problems across a range of familiar and unfamiliar contexts ▪ Demonstrates well-developed multi-step mathematical reasoning and justification ▪ Interprets, explains, justifies and evaluates solutions to problems ▪ Communicates effectively using appropriate mathematical language, notation, diagrams and graphs
Band E2	<ul style="list-style-type: none"> ▪ Demonstrates sound knowledge and skills appropriate to the course ▪ Uses mathematical techniques, results and ideas to solve problems across a range of contexts ▪ Demonstrates logical reasoning and justification ▪ Communicates using mathematical language, notation, diagrams and graphs
Band E1	

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	Formal Examination Trial HSC	
Timing	Week 9 Term 4	Week 10 Term 1	Week 8 Term 2	As per Trial HSC Examination timetable	
Outcomes Assessed*	MEX12-1, MEX12-4, MEX12-8	MEX12- 3, MEX12-8	ME12-1, MEX12-5, MEX12-8	All syllabus outcomes	
Components					Weighting %
Understanding fluency and communication	10	10	15	15	50
Problem solving, reasoning and justification	10	10	15	15	50
Total %	20	20	30	30	100

MATHEMATICS Extension 2 – Year 12 course outcomes

A student

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

MATHEMATICS Extension 2 – Year 12 – Performance and Descriptions

<p>^y Band E4</p>	<ul style="list-style-type: none"> • Demonstrates extensive knowledge and skills appropriate to the course • Synthesises mathematical techniques, results and ideas creatively to solve problems • Demonstrates sophisticated multi-step logic and mathematical insight to solve problems across a wide range of contexts • Proves results in familiar and unfamiliar settings • Communicates complex mathematical ideas and relationships using algebraic, diagrammatic and graphical techniques, concise notation and clear logical argument
<p>^y Band E3</p>	<ul style="list-style-type: none"> • Demonstrates thorough knowledge and skills appropriate to the course • Solves problems effectively across a wide range of contexts • Demonstrates complex multi-step mathematical reasoning and justification • Demonstrates a sound grasp of techniques required to prove results in familiar settings • Communicates mathematical ideas and relationships using algebraic, diagrammatic and graphical techniques, appropriate notation and logical argument
<p>^y Band E2</p>	<ul style="list-style-type: none"> • Demonstrates sound knowledge and skills appropriate to the course • Solves problems across a range of contexts • Demonstrates reasoning and justification in a range of contexts • Communicates effectively using mathematical language, notation, diagrams and graphs
<p>^y Band E1</p>	

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

Personal Development, Health & Physical Education – Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Option 3 Sports Medicine Scenario Analysis	Core 2 Factors Affecting Performance Case Study	Core 1 Health Priorities in Australia Research Task	Trial HSC Examination	
Timing	Week 7 Term 4	Week 8 Term 1	Week 4 Term 2	Weeks 3-4 Term 3	
Outcomes Assessed	H8,H13,H16,H17	H7,H8,H9,H10,H11, H16,H17	H1,H2,H3,H4,H5, H14,H15,H16	H1-H17	
Components					Weighting %
Knowledge and understanding of course content.	10	10	10	10	40
Skills in critical thinking, research, analysis and communicating.	10	15	15	20	60
Total %	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
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Sport, Lifestyle and Recreation – Year 12 – 1 & 2 Unit

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Module 1 Aquatics Practical Skill Proficiencies	Module 2 Sports Coaching and training Course Project	Module 3 Outdoor Recreation 3 Day Hike Planning and Participation and Recount	Module 4 Individual and Games and Sports Applications Practical Presentation Skill Session	
Timing	Term 4, Week 8	Term 1, Week 6	Term 2, Week 5	Term 3, Week 4	
Outcomes assessed	1.3, 2.2	1.1, 4.1	2.3, 4.2, 4.4	2.1, 3.1	
Components					Weighting %
Knowledge and Understanding	10	15	10	15	50
Skills	15	10	15	10	50
Total %	25	25	25	25	100

Sport, Lifestyle and Recreation – Year 12 course outcomes

A student

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

Biology – Year 12

	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Practical Task	Depth Study	Topic Test	Trial HSC Examination	
Timing	Term 4, Week 9	Term 2 Week 2 Submission	Term 2, Week 10	Term 3, Examination Period	
Components	Outcomes assessed 12-4; 12-5 12-12	Outcomes assessed 12-1; 12-3; 12-5; 12-7; 12-13	Outcomes assessed 12-2; 12:14	Outcomes assessed 12-12 → 12-15 12-1→12-7	
Component					Weighting %
Skills in Working Scientifically	10	20	10	20	60
Knowledge and understanding	10	10	10	10	40
Total %	20	30	20	30	100

Biology – Year 12 course outcomes

A student

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

Chemistry – Year 12

	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research Task	Titration Practical	Depth Study	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 8	Term 2, Week 9	Term 3, Week 2-5	
Components	Outcomes assessed CH 11/12-4 CH 11/12-5 CH 11/12-6 CH 11/12-7 CH 12-12	Outcomes assessed CH 11/12-2 CH 11/12-3 CH 11/12-5 CH 12-13	Outcomes assessed CH 11/12-1 CH 11/12-5 CH 11/12-6 CH 11/12-7 CH 12-14	Outcomes assessed CH 11/12-2 CH 11/12-3 CH 11/12-4 CH 11/12-5 CH 11/12-6 CH 11/12-7 CH 12-12 CH 12-13 CH 12-14 CH 12-15	
Component					Weighting %
Skills in Working Scientifically	10	20	15	15	60
Knowledge and understanding	10	5	10	15	40
Total %	20	25	25	30	100

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
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Physics – Year 12

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

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
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Assessment Schedule - Extension Science – Year 12

Task number	Task 1	Task 2	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 9	Term 2, Week 7	Term 3, Week 6	
Outcomes assessed	SE-1, SE-6, SE-7	SE-1, SE-7	All	
Components				Weighting %
Communicating Scientifically	10	10	10	30
Gathering, recording, analysing and evaluating data	10	0	20	30
Application of Scientific Research Skills	10	20	10	40
Total %	30	30	40	100

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	
Nature of Task	Multimedia Project	Database Project	Case Study	Trial HSC Examination	
Timing	Term 4, Week 8 Year 11	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 3–4	
Outcomes Assessed	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	
Components					Weighting %
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
Total %	15	25	30	30	100

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	
Nature of Task	Topic Test Development and Impact of Software Solutions; and Software Development Cycle	Individual Project Developing a Solution Package	Option Topic Assignment The interrelationship between software and hardware	Trial HSC Examination	
Timing	Week 9 Term 1	Week 6 Term 2	Week 1 Term 3	Week 3-5 Term 3	
Outcomes Assessed	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	
Components					Weighting %
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
Total %	30	20	20	30	100

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
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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 10 Term 4	Week 9 Term 1	Week 9 Term 2	School examination period Term 3 as set in school schedule	
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, analysing and communicating	15	15	15	15	60
Total %	20	25	25	30	100

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
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Food Technology – Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Food Manufacture	Food Product Development	Australian Food Industry	Trial HSC Examination	
Timing	Week 8 Term 4	Week 9 Term 1	Week 9 Term 2	School examination period Term 3 As specified in school schedule	
Outcomes Assessed	H1.1, H4.2	H1.3, H4.1, H5.1	H1.2, H1.4, H3.1	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H3.2, H4.2, H5.1	
Components					Weighting %
Knowledge and understanding of course content	5	5	5	25	40
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10		30
Skills in experimenting with and preparing food by applying theoretical concepts	10	10	10		30
Total %	25	25	25	25	100

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
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Textiles and Design – Year 12 2021-22

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Major textiles project: Designing and planning presentation of MTP	Historical Development research task	Properties and performance experimentation	Trial HSC Examination	
Timing	Week 8 Term 4	Week 4, Term 1	Week 5, Term 2	Week 3-4, Term 3	
Outcomes Assessed	H1.1, H1.2, H2.1, H4.1, H6.1	H6.1	H3.1, H4.1, H4.2,	H1.3, H3.1, H3.2, H5.1 H5.2, H6.1	
Components					Weighting %
knowledge and understanding of course content		15	15	20	50
skills and knowledge in the design, manufacture and management of a major textiles project	20	5	15	10	50
Total %	20	20	30	30	100

Textiles and Design – Year 12 course outcomes

- H1.1 critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project
 - H1.2 designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements
 - H1.3 identifies the principles of colouration for specific end-uses
 - H2.1 communicates design concepts and manufacturing specifications to both technical and non-technical audiences
 - H2.2 demonstrates proficiency in the manufacture of a textile item/s
 - H2.3 effectively manages the design and manufacture of a Major Textiles Project to completion
 - H6.1 analyses the influence of historical, cultural and contemporary developments on textiles.
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TAS - INDUSTRIAL ARTS FACULTY

Design and Technology – Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	“Kickstarter pitch” Major Design Project Proposal Presentation – Video 2 Mins	Innovation Case Study	Written/Digital/Physical Documentation: Evidence of practical skills and application of research and design development	Trial HSC Examination	
Timing	Week 6 Term 4 (Year 11)	Week 2 Term 1	Week 1 Term 3	Weeks 3–5 Term 3	
Outcomes Assessed	H1.1, H1.2, H3.2, H4.1, H5.1	H2.2, H3.1, H3.2, H6.2	H3.2, H4.2, H4.3, H5.1, H5.2	H1.1, H2.2, H3.1, H6.1, H6.2	
Components					Weighting %
Knowledge and understanding of course content		10		30	40
Knowledge and skills in designing, managing, producing and evaluating a major design project	20	10	30		60
Total %	20	20	30	30	100

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
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Engineering Studies – Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Civil Structures: Truss design, analysis and report	Transport: Engineering design and Topic Test	Aeronautical Innovation Report	Trial HSC Exam	
Timing	Week 2 Term 1	Week 3 Term 2	Week 9 Term 2	Weeks 3–5 Term 3	
Outcomes Assessed	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	
Components					Weighting %
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
Total %	25	25	20	30	100

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

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Designing and Planning Presentation	Product Analysis	Project Development and Management Report	Trial HSC Examination	
Timing	Term 4, Week 6	Term 1, Week 7	Term 2, Week 8	Term 3, Weeks 2–4	
Outcomes assessed	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	
Component					Weighting %
Knowledge and understanding of course content	5	5	10	20	40
Knowledge and skills in the design, management, communication and production of a major project	15	15	20	10	60
Total %	20	20	30	30	100

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
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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.

School Name: Turrumurra High School

Student Competency Assessment Schedule

COURSE: HSC Hospitality - Kitchen Operations Stream

2023

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 <u>appetisers</u> 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
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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.
