

2025

Higher School Certificate

Assessment Booklet

Refer to our website for the most recent version of this documentation
<https://sydneyh-d.schools.nsw.gov.au/>

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Sydney Distance Education High School



This booklet contains essential information for students in Higher School Certificate Courses 2024-2025:

- Assessment requirements
- Assessment policies and procedures
- Assessment schedules

Please note:

- Email the completed return slip (on page 3) to Sydney Distance Education High School
- Assessment Record Cards are included for record keeping purposes

Sydney Distance Education High School

Address Forbes Street, Woolloomooloo NSW 2011

Postal address Locked Bag 5000

POTTS POINT NSW 1335

Phone (02) 9383 0200 (switchboard)

Website <https://sydneyh-d.schools.nsw.gov.au>

Email sydneyh-d.school@det.nsw.edu.au

Please refer to the *Guide for Students and Supervisors* on our school website for up to date contact details.

<https://sydneyh-d.schools.nsw.gov.au/about-our-school/rules-and-policies.html>

Return Slip

To be completed after reading this booklet

Attention: Head Teacher Teaching and Learning (Assessment)



Student's Name:

I have read the explanations of my responsibilities and the general school procedures relating to Higher School Certificate assessment.

Student's Signature:

Date:

School Name: *(for Single Course students)*

Supervisor's Name:

I have read the explanations of my responsibilities and the general school procedures relating to Higher School Certificate assessment.

Supervisor's Signature:

Date:

Please complete this slip and return immediately via email to
sydneyh-d.enrolments@det.nsw.edu.au

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Preface

This booklet gives you information about what Sydney Distance Education High School expects of you while studying Higher School Certificate courses.

You should also read the additional assessment information that will come to you from your teachers about the particular courses you are studying.

The NSW Education Standards Authority (NESA) assessment requirements for the Higher School Certificate are implemented by this school. A copy of NESA's Rules and Procedures for 2025 Higher School Certificate Candidates can be downloaded from

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>

It is important to note that the Principal has the discretion to make rulings/decisions in special cases or exceptional circumstances and not all of these situations are outlined in this booklet as it would be impossible to do so.

NSW Education Standards Authority (NESA) Students Online

During your Higher School Certificate year, the NESA Students Online service will be available for you to logon and view your HSC enrolment details. By using your student number and PIN provided by NESA, you will be able to check important details relating to your enrolment and view important information such as your personalised HSC written examination timetable, personalised Advice Line schedule, your Assessment Rank Order (after the final HSC examination) and information regarding your HSC results. In addition, Students Online has links to other relevant sites.

NSW Education Standards Authority (NESA)

GPO Box 530

SYDNEY NSW 2001

Telephone: 1300 13 83 23

Website: <https://studentsonline.nesa.nsw.edu.au/>

Part 1

Year 12 – Higher School Certificate Assessment Policy and Procedures

The assessment procedures used by Sydney Distance Education High School follow the NSW Education Standards Authority (NESA) policy statements and guidelines concerning Higher School Certificate assessment.

NSW Education Standards Authority (NESA)

Requirements

Satisfactory completion of Higher School Certificate courses

- Students are required to meet course completion criteria as well as assessment completion criteria.
- A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:
 - a) followed the course developed or endorsed by NESA; and
 - b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
 - c) achieved some or all of the course outcomes.

Students who are likely to travel overseas during the HSC year should note that they need to demonstrate regular engagement with their courses of study until the end of the academic year, in order to fulfil these NESA requirements.

- Students are expected to complete **all tasks** which are part of the assessment program in each course of study. School-based HSC assessment contributes 50% of the final Higher School Certificate mark and is reported on the Higher School Certificate Record of Achievement.

Students **must** complete assessment tasks that contribute more than 50% of the total assessment marks to qualify for the Higher School Certificate. Students cannot qualify for a Higher School Certificate in a course where they do not meet minimum assessment requirements.

- Students and supervisors are directed to the NSW Education Standards Authority (NESA) website for further information. <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

School-based assessment

NESA developed courses (also called Board developed courses)

Year 12 students complete school-based assessments, which contribute 50% of their final HSC mark for a course (except VET and Life Skills courses). Assessment is based on mandatory weightings and components as set out in the syllabuses for each HSC course being studied.

VET courses

Assessment in VET courses is competency based. This means that the student needs to demonstrate that they have gained, and can apply, the specific knowledge and skills for the unit of competency to be deemed competent in that unit.

Due to the specific requirements of VET courses it is recommended students speak to the VET Coordinator to ensure they are fully aware of the requirements.

Life Skills courses

Evidence of achievement of outcomes is gathered through ongoing assessment. There is no requirement for formal assessment of Life Skills outcomes.

Sydney Distance Education High School Requirements

Delivery and submission of assessment tasks in Year 12

Assessment tasks are delivered to students and submitted by students through the **SDEHS elearning site**.

The delivery and submission procedures for tasks which are **examinations** are reviewed each year and may be different from other types of assessment tasks.

The assessment task **notification** will provide all the necessary information about the task.

Notifications for each task are emailed to students and supervisors.

Course Assessment Schedules

Course Assessment Schedules provide students with the general nature, weighting and timing of formal tasks. The schedules for all courses are in Part 3 of this booklet.

Course teachers advise in writing the precise timing and nature of the task, at **least two weeks** before the task commences. This **task notification** is **emailed** to students and supervisors.

It is the **student's responsibility to be alert to the notification and due date** of tasks by reference to the Assessment Schedule. If uncertain about a task, students/supervisors should communicate directly with the course teacher or course head teacher.

Changes to Course Assessment Schedules

Under certain circumstances, head teachers may find it necessary to vary their assessment schedules. Students and supervisors will be informed by email, with at least two weeks notice of the variation for any task being brought forward or any change to the type of task. The notice may be less than two weeks if the task is being moved to a later date.

Key responsibilities

Supervisor

It is the responsibility of the supervisor to support the student to meet the assessment requirements for their HSC course.

- **Follow all instructions** given for an assessment task, in the notification and on the task itself.
- **Comply** with all NESA requirements for Major Projects / Works. The supervisor will receive a letter from SDEHS regarding progress reports for a Major Project / Work.

Student

- **Follow all instructions** given for a task, in the notification and on the task itself.
- **Follow the principles set out in HSC: All My Own Work** and make a **genuine and serious attempt in all tasks**. If a student is deemed to have engaged in malpractice, or to have made a non-serious attempt, a mark of ZERO is awarded for that task. (See Malpractice, page 12)
- **Keep records of the progress of your work**, for example version history of Google or Word documents. It is recommended that students log in to their student portal to access Word through Microsoft 365. This will ensure that the Word document is saved to the student's OneDrive which, as a cloud based service, will automatically save version history. In addition, using OneDrive will assist students in avoiding loss of work in the event of hard drive failure. Note that both OneDrive and Google Drive provide built-in version histories.
- **Complete and submit all tasks by** the published due dates. A **ZERO** result is given for **all late** assessment tasks. Students have access to an Illness and Misadventure process to cover genuine illness and misadventure which results in late submission.
- **Keep a final copy of all submitted assessment tasks**. This copy can be in the form of printed hard copy, a saved file, photocopy, scanned digital images (jpg files), or digital photographs taken on a camera or mobile phone. It is recommended that this copy be stored on an **external drive, or cloud storage** such as OneDrive or Google Drive. This copy will:
 1. provide the student with the opportunity to submit a replacement task if the correct processes for submission have not been followed; and
 2. provide proof to the teacher that they have attempted/completed the task according to instructions.

Tasks that are completed on electronic devices should be appropriately saved and should not be deleted, until the marked task is returned from your teacher.

Disability provisions

The supervisor may apply disability provisions for the completion of the assessment task if the student has been granted such provisions by NESA or by the SDEHS or home school's Learning and Support Team, or in accordance with the adjustments and accommodations agreed upon in the student's current Personalised Learning and Support Plan.

Non-submission or late submission

A **ZERO** result is given for ALL assessment tasks not submitted on time.

Students have access to an Illness and Misadventure process to cover genuine illness and misadventure resulting in late submission.

Illness/Misadventure/Extraordinary Circumstances Applications

Students may be eligible for consideration for illness/misadventure/extraordinary circumstances if, immediately before or during an assessment task, an illness, misadventure or extraordinary event occurs that is unforeseen or beyond the student's control.

The circumstances **not** covered include, but are not limited to:

- disabilities for which disability provisions have already been granted, unless an unforeseen episode occurs during the assessment task or further difficulties occur
- long-term illness, unless the student suffers a 'flare-up' of the condition immediately before or during the assessment task
- matters avoidable by the student, such as misreading the assessment schedule and due date
- computer malfunction or technology breakdown, or failure to save responses throughout the task's completion
- longer-term matters relating to loss of preparation time or study facilities, or alleged inadequacies of teaching.

To apply, the supervisor completes the SDEHS *Assessment Task Form* found on the SDEHS website, and emails it to the **head teacher** of the course immediately.

- The form must be submitted **before** the due date of the task, along with **independent documentation** to support the application.
- The independent supporting documentation, typically a medical certificate, **must** specify the time period that the student is unable to complete the task. This time period must coincide wholly or partially with the task timeframe.
- Where a medical certificate is provided, the school may seek authentication from the issuing medical practitioner where it is deemed necessary. This is to ensure maximum support is provided to the student in meeting outcomes as set out by NESA.
- Medical certificates from websites are not acceptable documentation to support the application.

The head teacher will advise the supervisor of the **outcome** of the application. The outcome will be one of the following:

- an extension of time or rescheduling of the task. The extended or rescheduled date can be the day immediately following the medical certificate expiry.
- an alternate task
- in exceptional circumstances only, and requiring the authorisation of the Principal through the Assessment Review Panel, an exemption and the use of an estimate may be approved. The estimate mark for the exempt task is determined at the end of the course.

Malpractice

Malpractice is any attempt to gain an unfair advantage over other students. Malpractice is addressed directly by NESA in *HSC: All My Own Work*, completed by all students.

Malpractice in any form is unacceptable. All work must be a student's own or must be acknowledged appropriately. Types of malpractice in assessment tasks may include, but are not limited to:

- using generative AI tools, unless specifically instructed by the task
- plagiarism: using the words, ideas, designs or workmanship of others without acknowledgement
- copying from another student or colluding with another student, or submitting work that has been substantially contributed to by a parent, supervisor, tutor/coach
- paying someone to write or prepare an assessment task
- being in possession of unauthorised notes or electronic devices during a test or examination
- a non-serious attempt that is deemed to be frivolous or offensive.

A student who knowingly assists another student to engage in malpractice, is also engaging in that malpractice.

If malpractice is **suspected**, the investigation is managed by a panel which includes the faculty head teacher and the deputy principal responsible for that faculty. The supervisor will be informed of the suspected malpractice and provided with information about possible appeal options.

In the case of suspected plagiarism and use of AI specifically, the supervisor will be asked to provide evidence that all unacknowledged work is entirely the student's own. Such evidence might include but is not limited to:

- the student providing evidence of and explaining the process of their work, which might include journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- the student answering questions regarding the assessment task, examination or submitted work under investigation, to confirm that their actual knowledge of the content is consistent with the level of knowledge in the submitted work.

If malpractice is **concluded to have occurred**, one of the following consequences will apply:

- reduced marks for all or part of the task
- zero marks for all or part of the task.

Malpractice records

- As required by NESA, SDEHS maintains a register of malpractice.
- The information in the register is reported to NESA annually.

Use of generative AI in course work

Students should note that the use of generative AI tools in course work, unless instructed by the task itself, is not permitted.

School-based Assessment Task Appeals Procedure

If a student/supervisor questions or has concerns relating to a marked assessment task or an assessment task for which a mark of zero has been awarded, an appeal must be made by the supervisor to the course head teacher within **7 days** of notification of the mark.

The appeal must be based on evidence of a breakdown in process or procedure in the administration of the task or the marking processes. Teacher judgement in the awarding of marks cannot be appealed.

The completed SDEHS *Assessment Task Form (Appeal against a task result)* found on the SDEHS website must be submitted to the head teacher by email.

Appeals are referred to the **Assessment Review Panel** for determination. The panel comprises a deputy principal, the Head Teacher Teaching and Learning (Assessment and Reporting) and a member of the executive from another faculty.

If the appeal is upheld, the decision of the panel will override any warning letters issued for that task.

Invalid or unreliable tasks

In rare circumstances, if a task is found to be invalid or fails to discriminate, students will be informed by email by the head teacher of the course. The Principal may determine that the weighting of the task be reduced, and a new task added with weightings adjusted accordingly. A minimum of two weeks notice would be given for the added task.

Official Warning Letters

Where a student fails to comply with NESA or school requirements for the satisfactory completion of the Higher School Certificate course, the supervisor will receive an **official warning letter** from the school outlining the nature of any outstanding learning responses or assessment tasks. The warning letter is designed to give the student the opportunity to redeem themselves. It will contain details of work to be completed and the timeframe for completion and return. To redeem an official warning letter, the student must comply with the letter's requirements in full.

If a warning letter is issued for an assessment task, and the student has an appeal related to that task upheld, then the appeal decision overrides the warning letter for that task.

Failure by the student to respond to the requests made in official warning letters may lead to the issue of an **'N' Determination** in that course, indicating non-completion of course requirements. An 'N' Determination will mean that the student may not be eligible for the award of the Higher School Certificate.

See Part 2 for **Assessment Rank Reviews and Appeals**

SDEHS Assessment Task Form

Tick either 1 or 2

1. ☐ Illness or Misadventure or Extraordinary Circumstances Application

This form must be submitted to the Head Teacher of the course by email, as early as possible and not later than the submission date.

OR

2. ☐ Appeal against a task result

This form must be submitted to the Head Teacher of the course by email, within 7 days of notification of the result.

Section 1: To be completed by supervisor			
Student name		Year	
Course	Task no.	Due date	
Explain the reason for this application			
Supporting documentation must be attached (please tick)		<input type="checkbox"/> Doctor's certificate	<input type="checkbox"/> Other
Supervisor name			Date
Section 2: To be completed by Head Teacher			
<input type="checkbox"/> Extension of time without penalty			Revised due date
<input type="checkbox"/> Alternate task			Revised due date
<input type="checkbox"/> Zero mark awarded. Task to be completed for demonstration of outcomes			Revised due date
Explanation			
Head Teacher name			Date
Right of appeal to Assessment Review Panel: A student and/or supervisor has the right to appeal this decision, within 7 days of its notification. To appeal, the supervisor must submit this form PLUS a written response stating the grounds for appeal, to the course Head Teacher. The decision of the panel is final.			
Section 3: To be completed by Assessment Review Panel			
Assessment Review Panel decision			
<input type="checkbox"/> Appeal upheld			
<input type="checkbox"/> Task to be marked without penalty			
<input type="checkbox"/> Alternate task to be provided		Revised due date	
<input type="checkbox"/> Estimate to be given based on evidence (The estimate will not be finalised until the end of the course based on performance across the course)			
<input type="checkbox"/> Appeal denied			
ZERO mark awarded. Task to be completed for demonstration of outcomes		Revised due date	
<input type="checkbox"/> Other			
Explanation			
Signed			Date

Part 2

Final Assessment Rank Reviews and Appeals

Final Assessment Rank Reviews and Appeals

During the year, Higher School Certificate students are ranked in each assessment task in each course. The overall rank for each course is calculated on an ongoing basis following each task. The final rank reflects the student's position in the group at the end of the assessment program.

As the final school assessment marks are not available to students, any assessment review will be based on the rank order placement as indicated on the Assessment Rank Order Notices and feedback on their performance during the course. Students who consider that their placement in the rank order for any course is not correct on the basis of feedback on their performance during the course may seek a school review.

Remember: Your final Higher School Certificate assessment rank will be based on the results of all assessment tasks in that course.

Students can seek a school review of their **grade** for English Studies, Mathematics Standard 1 and Numeracy only.

Request for School Review

Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded for individual tasks will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned to the student.

In conducting an assessment review it is necessary for the school to ascertain whether:

- the weightings specified by the school in its assessment program conform with NESA requirements as detailed in the syllabus packages
- the procedures used by the school for determining the final assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program
- there are no computational or other clerical errors in the determination of the assessment mark.

Provided the school is satisfied that these conditions have been met, no change to the assessment will be made.

The school must inform the student of the outcome of the school review of their assessment and advise them of the provision for subsequent appeal to NESA. The advice on this appeal to NESA should include information about grounds for appeal.

Marks awarded by teachers for individual tasks are not subject to review as part of this process. Concerns relating to individual tasks must be raised with one week of receipt of the marked task.

Requests for School Review of your final Higher School Certificate assessment rank or grade must be made on a NESA form called *Application for School Review of Assessment Rank or Grade*. This is available via **Schools Online** on the last day of the HSC examinations. The completed form should reach Sydney Distance Education High School by the date specified by NESA on the form. This date will be only a couple of days after the last HSC examination so you must **act promptly**.

The school will make arrangements to ensure that your request proceeds without delay. The school will advise you of the outcome of its review, and will advise NESA of any changes to assessment marks.

Appeals to NESA

If your rank is reviewed by the school, and you are not satisfied with the result, you can appeal to the NSW Education Standards Authority (NESA).

Contact the school without delay, by email or telephone to the Head Teacher Secondary Studies, who will advise you how to proceed with an appeal.

Email: sydneyh-d.school@det.nsw.edu.au Attention: Head Teacher Secondary Studies
Phone: 9383 0200

There is no appeal against the marks awarded by teachers for individual assessment tasks.

The timeframe for Reviews and Appeals is very short.
Please contact the Head Teacher Secondary Studies promptly.

Part 3

Assessment Task Schedules

Year 12 Higher School Certificate Courses

Tasks are shown as starting in a specified week of the Course Outline.
The corresponding dates can be found on the Course Outline
and on the calendar at the end of this booklet.

The Assessment Task Schedule information is correct for the start of each course.
Please note that any variations will be communicated to students
by email by their teachers.

Aboriginal Studies 2 unit

HSC Course Outcomes

A student:

- H1.1 evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
- H1.2 analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
- H1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotyping
- H2.1 examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity
- H2.2 analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life
- H3.1 assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination
- H3.2 evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
- H3.3 evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples
- H4.1 plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
- H4.2 undertakes community consultation and fieldwork and applies ethical research practices
- H4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

Year 12 Assessment Task Schedule Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings			
							Knowledge & understanding of course content	Investigating, analysis, synthesis & evaluation of information from a variety of sources & perspectives	Research & inquiry methods, including aspects of the Major Project	Communication of information, ideas & issues in appropriate forms
1	Term 4 Week 1	Term 2 Week 1	Major Project	Research and Inquiry Methods	H4.1, H4.2, H4.3	40	10	10	15	5
2	Term 1 Week 7	Term 1 Week 9	Research Task	Heritage and Identity	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3, H4.1, H4.3	20	5	5	5	5
3	Term 2 Week 7	Term 2 Week 9	Extended Response	Comparative Study: Criminal Justice and Health	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3, H4.1, H4.3	10	5	5	–	–
4	Term 3 Weeks 3-4	Term 3 Weeks 3-4	Examination-style task	All topics	All course outcomes	30	20	5	–	5
						100	40	25	20	15

Agriculture 2 Unit

HSC Course Outcomes

A student:

- H1.1 explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production
- H2.1 describes the inputs, processes and interactions of plant production systems
- H2.2 describes the inputs, processes and interactions of animal production systems
- H3.1 assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products
- H3.2 critically assesses the marketing of a plant OR animal product
- H3.3 critically examines the technologies and technological innovations employed in the production and marketing of agricultural products
- H3.4 evaluates the management of the processes in agricultural systems
- H4.1 justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations
- H5.1 evaluates the impact of innovation, ethics and current issues on Australian agricultural systems

Year 12 Assessment Task Schedule Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings		
							Knowledge and understanding of course content	Knowledge, understanding & skills required to manage agricultural production systems	Skills in effective research, experimentation & communication
1	Term 4 Week 2	Term 1 Week 2	Planting density study (practical)	Plant production	H2.1, H3.4, H4.1	30	5	15	10
2	Term 1 Week 3	Term 2 Week 2	Farm product study	Farm product study (Milk production & marketing)	H3.1, H3.2, H3.3, H3.4	20	5	15	–
3	Term 2 Week 3	Term 2 Week 9	Assignment	Farming for the 21st Century (Research & technologies)	H3.3, H4.1, H5.1	20	10	–	10
4	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	All topics	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1	30	20	10	–
						100	40	40	20

Ancient History

2 Unit

HSC 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 ownership, custodianship and conservation of the ancient past

Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings			
							Knowledge & understanding of course content	Historical skills in the analysis and evaluation of sources	Historical Inquiry & research	Communication of historical understanding in appropriate forms
1	Term 4 Week 8	Term 4 Week 8	Source based task	Cities of Vesuvius: Pompeii and Herculaneum	AH12 1; 2; 3; 4; 5; 6; 7; 9; 10	20	5	10	–	5
2	Term 1 Week 5	Term 1 Week 8	Historical Analysis	Historical Period: The Greek World 500-440BC	AH12 1; 2; 3; 4; 5; 6; 7; 8; 9; 10	30	10	5	10	5
3	Term 2 Week 5	Term 2 Week 8	Research: Two Extended Responses	Personalities in their Times: Xerxes	AH12 1; 2; 3; 4; 5; 6; 7; 8; 10	20	5	–	10	5
4	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	All topics	AH12 1; 2; 3; 4; 5; 6; 7; 9; 10	30	20	5	–	5
						100	40	20	20	20

Biology 2 Unit

HSC Course Outcomes

A student:

BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5 analyses and evaluates primary and secondary data and information

BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

BIO11/12-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes

BIO11/12-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms

BIO11/12-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species

BIO11/12-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

BIO11/12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

BIO11/12-13 explains natural genetic change and the use of genetic technologies to induce genetic change

BIO11/12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

BIO11/12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

Year 12 Assessment Task Schedule Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding	Skills in working scientifically
1	Term 4 Week 7	Term 4 Week 8	Scientific Skills and Models	Module 5: Heredity	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11/12-12	20	5	15
2	Term 1 Week 9	Term 1 Week 11	Depth Study	Module 5: Heredity Module 6: Genetic Change	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11/12-12 BIO11/12-13	30	15	15
3	Term 2 Week 9	Term 2 Week 10	Scientific Investigation	Module 5: Heredity Module 6: Genetic Change Module 7: Infectious Diseases	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11/12-12 BIO11/12-13 BIO11/12-14	20	5	15
4	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	Modules 5, 6 and 7 Module 8: Up to Set 3	All course outcomes	30	15	15
						100	40	60

Business Services VET

2 Unit Course (BSB30120)



BUSINESS SERVICES ASSESSMENT SCHEDULE

Year 12 2025

Qualification: BSB30120 Certificate III in Business

Training Package: BSB Business Services (version 8)

Assessment Tasks for BSB30120 Certificate III in Business Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students		Task 4 Wellbeing	Task 5 Mastering document design	Task 6 Sharing is caring	Task 7 Thinking critically	Final Exam*
		Start: Week 1 Term 4 Complete: Week 7 Term 4	Start: Week 8 Term 4 Complete: Week 7 Term 1	Start: Week 8 Term 1 Complete: Week 4 Term 2	Start: Week 5 Term 2 Complete: Week 2 Term 3	Week 3 & 4 Term 3
Code	Unit of Competency					
BSBPEF201	Support personal wellbeing in the workplace	X				
BSBPEF301	Organised personal work priorities		X			
BSBTEC301	Design and produce business documents		X			
BSBSUS211	Participate in sustainable work practices			X		
BSBTWK301	Use inclusive work practices			X		
BSBTEC303	Create electronic presentations			X		
BSBCRT311	Apply critical thinking skills in a team environment				X	

Depending on the achievement of units of competency, the possible qualification outcome is **Certificate III in Business BSB30120** or a **Statement of Attainment towards Certificate III in Business BSB30120**.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination. The estimate will be 20% Year 11 Yearly and 80% HSC Final Examination.

***The exam tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.**

The assessment components in this course are competency based. Students need to demonstrate that they have gained and can apply the specific knowledge and skills for 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". This means a course mark is not allocated.

Note: 35 hours of work placement is mandatory.

Business Studies 2 Unit

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

Year 12 Assessment Task Schedule Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings			
							Knowledge & understanding of course content	Stimulus based skills	Inquiry & research	Communication of business information, ideas & issues in appropriate forms
1	Term 4 Week 9 02/12/24	Term 4 Week 9 06/12/24	Open Book	Operations	H1, H2, H3, H4, H5, H6, H7, H8, H9	20	10	5	–	5
2	Term 1 Week 8 24/03/25	Term 1 Week 8 28/03/25	Research report	Marketing	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	25	5	5	10	5
3	Term 2 Week 7 16/06/25	Term 2 Week 7 20/06/25	Short answer & extended response	Finance	H2, H3, H4, H5, H6, H7, H8, H9, H10	25	5	5	10	5
4	Term 3 Week 3-4 04/08/25	Term 3 Week 3-4 15/08/25	Examination-style task	All topics	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	30	20	5	–	5
						100	40	20	20	20

Chemistry 2 Unit

Year 12 Course Outcomes

A student:

- CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11/12-5 analyses and evaluates primary and secondary data and information
- CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems
- CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models
- CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds
- CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes

Year 12 Assessment Task Schedule Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding of course content	Skills in working scientifically
1	Term 4 Week 9	Term 4 Week 10	Scientific Investigation	Module 5 – Equilibrium and Acid Reactions	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH12-12	20	5	15
2	Term 1 Week 9	Term 1 Week 10	Depth Study	Module 6 – Acid/Base Reactions	CH11/12-1, CH11/12-3, CH11/12-4, CH11/12-6, CH11/12-7, CH12-13	30	10	20
3	Term 2 Week 7	Term 2 Week 8	Research Task / Second-hand Investigation	Module 7 – Organic Chemistry	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-7, CH12-14	20	5	15
4	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	All topics	All course outcomes	30	20	10
						100	40	60

Community and Family Studies

2 Unit

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 socio-cultural factors that lead to special needs of individuals in groups
- H3.2 evaluates networks available to individuals, groups and families within communities
- H3.3 critically analyses the role of policy and community structures in supporting diversity
- H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinions
- H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2 develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1 analyses how the empowerment of women and men influences the way they function within society
- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding	Skills
1	Term 4 Week 6	Term 4 Week 6	Research Task	Groups in Context	H1.1, H2.2, H3.3, H4.2, H5.1	25	10	15
2	Term 1 Week 7	Term 1 Week 8	Case Study	Individuals and Work	H3.4, H6.1, H6.2	25	15	10
3	Term 2 Week 3	Term 2 Week 5	IRP	Research Methodology	H4.1, H4.2	20	5	15
4	Term 3 Week 2	Term 3 Week 2	Examination-style task	All topics	All course outcomes	30	10	20
						100	40	60

Computing Applications

2 Unit

Year 12 Course Outcomes

A student:

- 1.1 describes the function and application of a variety of computer software
- 1.2 applies computing terminology appropriately in practical situations
- 1.3 uses appropriate computer software in a given context
- 2.1 describes aspects of human activity which have developed into computer applications
- 2.2 explains the principles and functions of specific hardware components
- 2.3 evaluates the suitability of hardware in a particular context
- 3.1 applies a range of project management techniques in the development of a solution
- 3.2 analyses and documents the steps involved in problem-solving and applies them to producing computer-based solutions
- 3.3 implements, tests, debugs and evaluates solutions using current common application packages
- 4.1 identifies and reflects on the social and technological implications when making decisions about the use of computer software
- 4.2 evaluates the use of a computer-based solution compared to non-computer solutions
- 4.3 identifies social and ethical issues related to the use of computer software
- 5.1 evaluates the suitability of software applications in a particular context

Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding outcomes and course content	Skills outcomes and course content
1	Term 4 Week 6	Term 4 Week 10	Design Project	Spreadsheets 1 & 2	1.2, 1.3, 3.1, 5.1	25	10	15
2	Term 1 Week 2	Term 1 Week 7	Design Project	Databases	1.2, 1.3, 3.2, 5.1	25	10	15
3	Term 3 Week 2	Term 3 Week 2	Design Project	Desktop Publishing 2, Graphics 2, Multimedia 2	1.1, 3.1, 4.1, 4.3	25	10	15
4	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	All topics	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1	25	20	5
						100	50	50

Computing Applications

2 Unit

Year 12 only

Year 12 Course Outcomes

A student:

- 1.1 describes the function and application of a variety of computer software
- 1.2 applies computing terminology appropriately in practical situations
- 1.3 uses appropriate computer software in a given context
- 2.1 describes aspects of human activity which have developed into computer applications
- 2.2 explains the principles and functions of specific hardware components
- 2.3 evaluates the suitability of hardware in a particular context
- 3.1 applies a range of project management techniques in the development of a solution
- 3.2 analyses and documents the steps involved in problem-solving and applies them to producing computer-based solutions
- 3.3 implements, tests, debugs and evaluates solutions using current common application packages
- 4.1 identifies and reflects on the social and technological implications when making decisions about the use of computer software
- 4.2 evaluates the use of a computer-based solution compared to non-computer solutions
- 4.3 identifies social and ethical issues related to the use of computer software
- 5.1 evaluates the suitability of software applications in a particular context

Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding outcomes and course content	Skills outcomes and course content
1	Term 4 Week 2	Term 4 Week 7	Design Project	Hardware & Software Skills	1.1, 2.2, 2.3, 4.3	25	10	15
2	Term 4 Week 9	Term 1 Week 4	Design Project	Spreadsheets	1.2, 1.3, 3.1, 5.1	25	10	15
3	Term 2 Week 6	Term 3 Week 2	Design Project	Desktop Publishing & Graphics	1.3, 3.2, 4.1, 5.1	25	10	15
4	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	All topics	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1	25	20	5
						100	50	50

Design and Technology

2 Unit

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

Year 12 Assessment Task Schedule Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge and understanding of course content	Knowledge and skills in designing managing producing and evaluating a Major Design Project
1	Term 4 Week 3	Term 4 Week 8	Project proposal and management tools	Project Proposal and Management	H1.1, H1.2, H4.1, H5.1, H5.2	20	5	15
2	Term 4 Week 9	Term 1 Week 10	Case study	Innovation	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H5.2, H6.2	20	5	15
3	Term 1 Week 11	Term 2 Week 8	Digital presentation with documentation	Development and realisation including life cycle analysis	H2.2, H4.2, H4.3, H5.1, H5.2, H6.1	30	-	30
4	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	All topics	All course outcomes	30	30	-
						100	40	60

Earth and Environmental Science

2 Unit

Year 12 Course Outcomes

A student:

EES11/12-1	develops and evaluates questions and hypotheses for scientific investigation
EES11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
EES11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
EES11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES11/12-5	analyses and evaluates primary and secondary data and information
EES11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES11/12-7	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

Year 12 Assessment Task Schedule Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Skills in working scientifically	Knowledge & understanding of course content
1	Term 4 Week 6	Term 4 Week 9	Practical investigation	Resource management	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-15	25	20	5
2	Term 1 Week 9	Term 1 Week 11	Research task	Earth's processes	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-12	20	15	5
3	Term 2 Week 6	Term 2 Week 8	Research presentation	Climate science	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-14	25	15	10
4	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	All four modules	All course outcomes	30	10	20
						100	60	40

Economics 2 Unit

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

Year 12 Assessment Task Schedule Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings			
							Knowledge & understanding of course content	Stimulus based	Inquiry & research	Communication of economic information, ideas & issues in appropriate forms
1	Term 4 Week 7	Term 4 Week 8	Research Due: 5/12/2024	Case Study: China	H1, H2, H3, H4, H5, H9, H10, H12	25	5	–	5	15
2	Term 1 Week 8	Term 1 Week 8	Open Book Test Due: 20/03/2025	Topics 1 and 2	H1, H2, H3, H5, H6, H7, H8, H10, H12	20	10	5	–	5
3	Term 2 Week 8	Term 2 Week 8	Examination-style task Due: 19/06/2025	Topics 1 to 4 (all topics up to what has been covered according to the course outline)	H1, H2, H3, H5, H6, H7, H8, H10, H11	30	20	5	-	5
4	Term 3 Week 2	Term 3 Week 3	Research task Due: 7/08/2025	Topics 3 and 4	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12	25	5	-	10	10
						100	40	10	15	35

Engineering Studies

2 Unit

Year 12 Course Outcomes

A student:

- H1.1 describes the scope of engineering and critically analyses current innovations
- H1.2 differentiates between properties of materials and justifies the selection of materials, components and processes in engineering
- H2.1 determines suitable properties, uses and applications of materials 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 appreciates social, environmental and cultural implications of technological change in engineering and applies them to the analysis of specific problems
- H5.1 works individually and in teams to solve specific engineering problems and in the preparation of engineering report
- H5.2 selects and uses appropriate management and planning skills related to engineering
- H6.1 demonstrates skills in research and problem-solving related to engineering
- H6.2 demonstrates skills in analysis, synthesis and experimentation related to engineering

Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge and understanding of engineering principals and development in technology	Skills in research, problem solving and communication related to engineering
1	2024 Term 4 Week 3	2024 Term 4 Week 8	Research/Report	Civil structures – 5 week research report	H1.2, 2.1, 3.1, 3.2, 3.3, 4.1, 4.3, 5.1, 5.2, 6.1, 6.2	20	5	15
2	2025 Term 1 Week 9	2025 Term 1 Week 9	Topic Test	Civil structures and + Personal & Public Transport	H1.2, 2.1, 3.1, 3.3, 4.1, 4.3	30	20	10
3	2025 Term 2 Week 4	2025 Term 2 Week 9	Research/Report	Aeronautical Engineering – 5 week research report	H1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.3, 5.1, 5.2, 6.1, 6.2	20	5	15
4	2025 Term 3 Week 3-4	2025 Term 3 Week 3-4	Examination-style task	Civil structures, + Personal & Public Transport, Aeronautical Engineering, History of Telecommunications	H1.1, 1.2, 2.1, 3.1, 3.3, 4.1, 4.2, 4.3	30	20	10
						100	50	50

English Advanced 2 Unit

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

Year 12 Assessment Task Schedule Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding of course content	Skills in responding to texts & communication of ideas appropriate to audience, purpose & context across all modes
1	Term 4 Week 8	Term 4 Week 9	Multimodal Presentation	Common Module: Texts and Human Experiences	EA 12-1, EA 12-2, EA 12-3, EA 12-5, EA 12-6, EA 12-7	20	10	10
2	Term 1 Week 7	Term 1 Week 8	Comparative Essay	Module A: Textual Conversations	EA 12-1, EA 12-3, EA 12-5, EA 12-6, EA 12-8	25	15	10
3	Term 2 Week 4	Term 2 Week 5	Writing Task	Module C: The Craft of Writing	EA 12-2, EA 12-3, EA 12-4, EA 12-5, EA 12-7, EA 12-9	25	10	15
4	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	Common Module Module A Module B	EA 12-3, EA 12-4, EA 12-5, EA 12-6, EA 12-8	30	15	15
						100	50	50

English Standard

2 Unit

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

Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding of course content	Skills in responding to texts & communication of ideas appropriate to audience, purpose & context across all modes
1	Term 4 Week 8	Term 4 Week 9	Multimodal Presentation	Common Module: Texts and Human Experiences	EN12-1, EN12-2, EN12-3, EN12-4, EN12-6, EN12-7	20	10	10
2	Term 1 Week 7	Term 1 Week 8	Essay	Module A: Language, Identity and Culture	EN12-1, EN12-3, EN12-4, EN12-6, EN12-7, EN12-8	25	15	10
3	Term 2 Week 4	Term 2 Week 5	Writing Task	Module C: The Craft of Writing	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	25	10	15
4	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	Common Module Module A Module B	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7	30	15	15
						100	50	50

English Studies

2 Unit

Year 12 Course Outcomes

A student:

- ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, and social contexts for a variety of purposes
- ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have composed for different purposes and contexts
- ES12-3 accesses, comprehends and uses information to communicate in a variety of ways
- ES12-4 composes proficient texts in different forms
- ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
- ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES12-7 represents own ideas in critical, interpretive and imaginative texts
- ES12-8 understands and explains the relationship between texts
- ES12-9 understands and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
- ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding of course content	Skill in comprehending texts, communicating ideas, using language accurately, appropriately & effectively
1	Term 4 Week 8	Term 4 Week 9	Multimodal Presentation	Common Module: Texts and Human Experiences	ES12-1, ES12-4, ES12-56, ES12-6, ES12-8, ES12-9	20	10	10
2	Term 1 Week 10	Term 1 Week 11	Extended responses to a stimulus and/or unseen text	Module: We are Australians	ES12-1, ES12-6, ES12-7, ES12-9	20	10	10
3	Term 3 Weeks 3-4	Term 3 Weeks 3-4	Examination-style task	All Modules	ES12-1, ES12-2, ES12-3, ES12-5, ES12-6, ES12-7, ES12-9	20	10	10
4	Term 3 Week 5	Term 3 Week 5	Assessment of Coursework	All Elective Modules	ES12-1, ES12-2, ES12-4, ES12-7, ES12-8, ES12-9, ES12-10	40	20	20
						100	50	50

English Extension

1 Unit

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

Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding of complex texts & why they are valued	Skills in complex analysis, composition & investigation
1	Term 4 Week 9	Term 4 Week 10	Imaginative Response and Reflection	Literary Worlds	EE12-2, EE12-4, EE12-5	30	15	15
2	Term 2 Week 8	Term 2 Week 9	Critical Response with related text	Poetry: Emily Dickinson Drama: Hamlet	EE12-1, EE12-2, EE12-3, EE12-4	40	20	20
3	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	Common Module and Literary Mindscapes	EE12-2, EE12-3, EE12-4, EE12-5	30	15	15
						100	50	50

Enterprise Computing 2 Unit

Year 12 Course Outcomes

A student:

EC-12-01 - explains how systems meet the needs of a range of enterprises

EC-12-02 - explains the function of data and information within enterprise computing systems

EC-12-03 - explains and evaluates how data is safely and securely collected, stored and manipulated when developing enterprise computing systems

EC-12-04 - explains how data is used in enterprise computing systems

EC-12-05 - applies tools and resources to analyse complex datasets

EC-12-06 - analyses how innovative technologies have influenced enterprise computing systems

EC-12-07 - explains the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment

EC-12-08 - justifies the selection and use of tools and resources to design and develop an enterprise computing system

EC-12-09 - selects and applies methods to record the management and evaluate the development of an enterprise computing system

EC-12-10 - evaluates the effectiveness of an enterprise computing system

EC-12-11 - communicates an enterprise computing solution to a specific audience

Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding of course content	Knowledge and skills in the practical application of the content
1	Term 4 Week 4	Term 4 Week 9	Case Study Analysis	Data Science	EC-12-02, EC-12-03, EC-12-04, EC-12-05	20	10	10
2	Term 1 Week 4	Term 1 Week 9	Practical Activities	Data Visualisation	EC-12-04, EC-12-05, EC-12-06, EC-12-08	20	5	15
2	Term 2 Week 2	Term 2 Week 9	Enterprise Project	Major project	EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10, EC-12-11	30	15	15
3	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	All topics	EC-12-01, EC-12-02, EC-12-03, EC-12-04, EC-12-05, EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10, EC-12-11	30	20	10
						100	50	50

Exploring Early Childhood

1 Unit

Year 12 Course Outcomes

A student:

- 1.1 analyses prenatal issues that have an impact on development
- 1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood – infant, toddler, preschool and the early school years
- 1.4 analyses the ways in which family, community and culture influence the growth and development of young children
- 1.5 examines the implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5 examines strategies that promote safe environments
- 3.1 evaluates strategies that encourage positive behaviour in young children
- 4.1 demonstrates appropriate communication skills with children and/or adults
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3 demonstrates appropriate strategies to resolve group conflict
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 demonstrates an understanding of decision-making processes
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others

Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge and understanding	Skills
1	Term 4 Week 7	Term 4 Week 9	Research Task	Play and the developing child	1.4, 2.2, 2.4	30	10	20
2	Term 1 Week 7	Term 1 Week 9	Observation	Promoting Positive Behaviour	1.2, 1.4, 2.4, 3.1, 4.1	30	20	10
3	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	All topics	All course outcomes	40	20	20
						100	50	50

Food Technology 2 Unit

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

Year 12 Assessment Task Schedule Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings		
							Knowledge and understanding of course content	Knowledge and skills in designing, researching, analysing & evaluating	Skills in experimenting with & preparing food by applying theoretical concepts & preparation
1	Term 4 Week 5	Term 4 Week 8	Research Project & Practical Application	Contemporary Nutrition Issues	H2.1, H3.2, H5.1	30	5	15	10
2	Term 1 Week 8	Term 2 Week 3	Research and Experimentation	Food Manufacture and Australian Food Industry	H1.1, H1.4, H4.2	40	5	15	20
3	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	All Topics	H1.1, H1.2, H1.3, H1.4, H3.1	30	30	–	–
						100	40	30	30

Geography 2 Unit

Year 12 Course Outcomes

A student:

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

Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings			
							Knowledge & understanding of course content	Geographical tools & skills	Geographical inquiry & research including fieldwork	Communication of geographical information, ideas & issues in appropriate forms
1	Term 4 Week 9	Term 4 Week 9	Fieldwork Research	Ecosystems and Global Biodiversity	GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-06, GE-12-08	35	15	5	10	5
2	Term 1 Week 7	Term 1 Week 8	Structured Essay	Rural and Urban Places	GE-12-01, GE-12-02, GE-12-05, GE-12-09	25	5	5	5	10
3	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	All topics	GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-05, GE-12-08, GE-12-09	40	20	10	5	5
						100	40	20	20	20

Hospitality (Cookery) VET

2 Unit Course (SIT20421)



HOSPITALITY – Cookery ASSESSMENT SCHEDULE
Year 12 2025
 Qualification: SIT20421 Certificate II in Cookery
 Training Package: SIT Tourism, Travel and Hospitality

Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students		Task 3 Let's start cooking and cleaning	Task 4 Pack it up	Task 5 There's no I in team	Final Exam*
		Start: Week 1 Term 4	Start: Week 1 Term 4	Start: Week 1 Term 4	Week 3 & 4
		Complete: Week 8 Term 4	Complete: Week 8 Term 1	Complete: Week 8 Term 2	Term 3
Code	Unit of Competency				
SITHKOP009	Clean kitchen premises and equipment	X			
SITXINV006	Receive, store and maintain stock	X			
SITHCCC026	Package prepared foodstuffs		X		
SITHCCC023	Use food preparation equipment			X	
SITHCCC024	Prepare and present simple dishes			X	
SITHCCC027	Prepare dishes using basic methods of cookery			X	
SITHCCC034	Work effectively in a commercial kitchen			X	

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

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination. The estimate will be 20% Year 11 Yearly and 80% HSC Final Examination.

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

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

Note: 35 hours of work placement is mandatory.

Industrial Technology – Multimedia

2 Unit

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 effectively through the production of a Major Project
- H4.1 demonstrates competence in a range of practical skills appropriate to the Major Project
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.2 examines and applies appropriate documentation techniques to project management
- H6.1 evaluates the characteristics of quality manufactured products
- H6.2 applies the principles of quality and quality control
- H7.1 explains the impact of the focus area industry on the social and physical environment
- H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge and understanding of the course content	Knowledge & skills & in the management, communication & production of projects
1	Term 4 Week 1	Term 4 Week 9	Project Development, Design & Planning	Major Project	2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 7.2	25	5	20
2	Term 4 Week 10	Term 1 Week 7	Industry Study Report	Industry related manufacturing technology	1.1, 1.2, 1.3, 4.2, 5.1, 7.1	15	15	–
3	Term 1 Week 10	Term 2 Week 9	Production, Marketing & Evaluation	Major Project	2.1, 4.1, 4.2, 5.1, 5.2, 4.3, 6.1, 6.2	35	10	25
4	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	All topics/content	1.1, 1.2, 2.1, 6.1, 6.2, 7.1, 7.2	25	10	15
						100	40	60

Legal Studies

2 Unit

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 issues
- H5 explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- H6 assesses the nature of the interrelationship between the legal system and society
- H7 evaluates the effectiveness of the law in achieving justice
- H8 locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
- H9 communicates legal information using well-structured and logical arguments
- H10 analyses differing perspectives and interpretations of legal information and issues

Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings			
							Knowledge & understanding	Analysis & evaluation	Research	Communication
1	Term 4 Week 8	Term 4 Week 8	Topic Test	Human Rights	H1, H2, H3, H4, H6, H7, H9	20	10	10	–	–
2	Term 1 Week 7	Term 1 Week 7	Research & Essay	Crime	H1, H2, H4, H5, H6, H7, H8, H9	30	5	5	10	10
3	Term 2 Week 4	Term 2 Week 5	Extended Response	Consumers	H1, H3, H4, H5, H6, H7, H8, H9, 10	20	5	5	10	–
4	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	All topics	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	30	20	–	–	10
						100	40	20	20	20

Marine Studies 2 Unit

Year 12 Course Outcomes

A student:

- 1.1 relates with a respectful and caring attitude to the ocean and its life forms
- 1.2 identifies the roles of individuals or groups involved in maritime activities
- 1.3 recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
- 1.4 recognises Aboriginal and Torres Strait Islander values and attitudes toward the sea
- 1.5 demonstrates an awareness of the value of the ocean as a source of historical information
- 2.1 appreciates the importance of effective management practice
- 2.2 works effectively within a group
- 2.3 communicates information by writing reports, giving short talks and contributing to discussions
- 3.1 evaluates information, situations, equipment manuals and written or manual procedures
- 3.2 collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
- 3.3 generates information from data by calculating, inferring, interpreting and generalising
- 3.4 carries out planned research activities using appropriate measurements, observations, classification and recording skills
- 4.1 identifies marine vocations and a range of leisure pursuits
- 4.2 appreciates marine environments as sources of employment and leisure
- 5.1 values the rules and operating principles of marine equipment and applies them
- 5.2 applies information including weather, regulations, procedures and skills to ensure safe use of marine environment
- 5.3 interprets and follows instructions, with accuracy
- 5.4 selects, organises, assembles, dismantles, cleans, and returns equipment

Year 12 Assessment Task Schedule Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge and understanding outcomes & course content	Skills in working scientifically
1	Term 4 Week 8	Term 4 Week 9	Research	Coral Reef Ecology	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1, 5.2, 5.3	25	20	5
2	Term 1 Week 9	Term 1 Week 10	Research, stimulus analysis	Marine Archaeology, Sea Birds of Our Coast	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1, 5.2, 5.3	25	20	5
3	Term 2 Week 6	Term 2 Week 7	Research, long response	Marine Aquarium, Aquaculture	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1, 5.2, 5.3	25	20	5
4	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	All topics	All outcomes may be assessed	25	15	10
						100	75	25

Marine Studies 2 Unit Year 12 only

Year 12 Course Outcomes

A student:

- 1.1 relates with a respectful and caring attitude to the ocean and its life forms
- 1.2 identifies the roles of individuals or groups involved in maritime activities
- 1.3 recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
- 1.4 recognises Aboriginal and Torres Strait Islander values and attitudes toward the sea
- 1.5 demonstrates an awareness of the value of the ocean as a source of historical information
- 2.1 appreciates the importance of effective management practice
- 2.2 works effectively within a group
- 2.3 communicates information by writing reports, giving short talks and contributing to discussions
- 3.1 evaluates information, situations, equipment manuals and written or manual procedures
- 3.2 collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
- 3.3 generates information from data by calculating, inferring, interpreting and generalising
- 3.4 carries out planned research activities using appropriate measurements, observations, classification and recording skills
- 4.1 identifies marine vocations and a range of leisure pursuits
- 4.2 appreciates marine environments as sources of employment and leisure
- 5.1 values the rules and operating principles of marine equipment and applies them
- 5.2 applies information including weather, regulations, procedures and skills to ensure safe use of marine environment
- 5.3 interprets and follows instructions, with accuracy
- 5.4 selects, organises, assembles, dismantles, cleans, and returns equipment

Year 12 Assessment Task Schedule Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge and understanding outcomes & course content	Skills in working scientifically
1	Term 4 Week 8	Term 4 Week 9	Research and Presentation	Marine Safety and First Aid, Dangerous Marine Creatures, The Marine Environment	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1, 5.2, 5.3	25	20	5
2	Term 1 Week 9	Term 1 Week 10	Research, report	Oceanography, Life in the Sea, Humans in Water, Maritime employment	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1, 5.2, 5.3	25	20	5
3	Term 2 Week 6	Term 2 Week 7	Research, stimulus analysis	Anatomy and Physiology of Marine Organisms, Sea Birds of Our Coast, Seafood Handling and Processing	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1, 5.2, 5.3	25	20	5
4	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	All topics	All outcomes	25	15	10
						100	75	25

Mathematics Advanced 2 Unit

Year 12 Course Outcomes

A student:

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

Year 12 Assessment Task Schedule Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Understanding fluency & communication	Problem solving, reasoning & justification
1	Term 4 Week 9	Term 4 Week 9	Restricted Open Book task	C2.1: Differentiation of exponential functions C2.2: Differentiation of exponential, logarithmic and trig functions C3.1: The first and second derivatives (Sets 1-6) + Summary Sheet	MA12-3, MA12-6, MA12-9, MA12-10	20	10	10
2	Term 1 Week 6	Term 1 Week 7	Restricted Open Book task	C3.2 Applications of the derivative C4.1 The anti-derivative C4.2 Areas and the definite integral C2, C3, C4 Practical calculus (Sets 7-13) + Summary Sheet	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	25	12.5	12.5
3	Term 2 Week 8	Term 2 Week 8	Formal task	F2: Graphing techniques T3: Trigonometric functions and graphs S2.1: Data (grouped and ungrouped) and summary statistics S2.2: Bivariate data analysis Parts 1 and 2 (Sets 14-23)	All outcomes may be assessed	30	15	15
4	Term 3 Week 3	Term 3 Week 3	Class test	S3.1: Probability Density Function S3.2: Normal distribution M1.2: Arithmetic Sequences and Series (Sets 25-29)	MA12-2, MA12-4, MA12-8, MA12-9, MA12-10	25	12.5	12.5
						100	50	50

Mathematics Extension 1 1 Unit

Year 12 Course Outcomes

A student:

Advanced

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

Extension 1

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

Year 12 Assessment Task Schedule Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Understanding, fluency & communication	Problem-solving, reasoning & justification
1	Term 4 Week 10	Term 4 Week 10	Restricted Open Book task	P1 Proof by mathematical induction (Sets 1-2) T3 Trigonometric equations (Set 6) + Summary Sheets	ME12-1, ME12-3, ME12-6, ME12-7	20	10	10
2	Term 1 Week 6	Term 1 Week 7	Restricted Open Book task	C2, C3: Further calculus skills (Sets 9-12) + Summary Sheets	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10, ME12-1, ME12-2, ME12-4, ME12-6, ME12-7	25	12.5	12.5
3	Term 2 Week 7	Term 2 Week 7	Formal task	P1: Proofs (Sets 1-2) C2, C3, Calculus (Sets 9-12) T3: Trig Functions (Set 6) V1: Vectors (Sets 18-22)	All outcomes may be assessed	30	15	15
4	Term 3 Week 3	Term 3 Week 3	Class test	S3: continuous random variables, normal distribution (Sets 23-25) C3: Differential equations (Sets 26-27)	ME12-1, ME12-4, ME12-5, ME12-6, ME12-7	25	12.5	12.5
						100	50	50

Mathematics Extension 2 1 Unit

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

Year 12 Assessment Task Schedule Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Understanding, fluency & communication	Problem-solving, reasoning & justification
1	Term 4 Week 8	Term 4 Week 8	Restricted Open Book task	Complex Numbers (Sets 1-7) + Summary Sheet	MEX12-1, MEX12-4, MEX12-7, MEX12-8	20	10	10
2	Term 1 Week 7	Term 1 Week 7	Class test	Complex Numbers (Sets 8-9) Proofs (Sets 10-14)	MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	25	12.5	12.5
3	Term 2 Week 8	Term 2 Week 8	Formal task	Complex Numbers, Proofs, Vectors (Sets 1-22)	All outcomes may be assessed	30	15	15
4	Term 3 Week 4	Term 3 Week 4	Class test	Further Integration (Sets 23-27) Mechanics (Sets 28-29)	MEX12-1, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	25	12.5	12.5
						100	50	50

Mathematics Standard 2 2 Unit

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

Year 12 Assessment Task Schedule Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Understanding, fluency & communication	Problem solving, reasoning & justification
1	Term 4 Week 9	Term 4 Week 9	Restricted Open Book task	F4.1: Investments (Sets 1-2) F4.2: Depreciation and loans (Sets 3-4) + Summary Sheet	MS2-12-5, MS2-12-9, MS2-12-10	20	10	10
2	Term 1 Week 6	Term 1 Week 6	Restricted Open Book task	M7: Rates and Ratios (Sets 5-7) N2: Networks (Set 8-10) + Summary Sheet	MS2-12-8, MS2-12-9, MS2-12-10	25	12.5	12.5
3	Term 2 Week 7	Term 2 Week 7	Formal task	F4, F5: Financial Maths (Sets 1-4 and 18-19) M7: Rates and Ratios (Sets 5-7) N2: Networks (Sets 8-10) M6: Trigonometry (Sets 11-13) A4: Non Linear relationships (Sets 14-15) S5: The Normal Distribution (Sets 16-17)	All outcomes may be assessed	30	15	15
4	Term 3 Week 3	Term 3 Week 3	Class test	S4: Bivariate data (Sets 23-24) N3: Critical Path Analysis (Sets 25-26)	MS2-12-2, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10	25	12.5	12.5
						100	50	50

Mathematics Standard 1

2 Unit

Year 12 Course Outcomes

A student:

- MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS1-12-2 analyses representations of data in order to make predictions and draw conclusions
- MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness
- MS1-12-4 analyses simple two-dimensional models to solve practical problems
- MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school
- MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms
- MS1-12-7 solves problems requiring statistical processes
- MS1-12-8 applies network techniques to solve network problems
- MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use
- MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

Year 12 Assessment Task Schedule Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Understanding, fluency & communication	Problem solving, reasoning & justification
1	Term 4 Week 9	Term 4 Week 9	Restricted open book task	F2: Financial Mathematics: Investments (Sets 1-2) F3: Financial Mathematics: Depreciation and loans (Sets 3-5) + Summary Sheet	MS1-12-5, MS1-12-9, MS1-12-10	20	10	10
2	Term 1 Week 6	Term 1 Week 6	Restricted Open Book task	M4: Rates (Set 6) M5: Scale drawing (Sets 7-8) M3: Right angled triangles (Sets 9-11) + Summary Sheet	MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	25	12.5	12.5
3	Term 2 Week 7	Term 2 Week 7	Formal task	F2, F3: Financial Maths (Sets 1-5) M4, M5: Rates and ratios (Sets 6-8) M3: Trigonometry (Sets 9-11) N1: Networks (Sets 12, 13, 20) A3: Equations and Graphing (Sets 14-18) S3: Statistics (Set 19)	All outcomes may be assessed	30	15	15
4	Term 3 Week 3	Term 3 Week 3	Timed task	N1: Networks (Sets 20-21) S3: Statistics (Sets 22-23)	MS1-12-1, MS1-12-2, MS1-12-6, MS1-12-7, MS1-12-9, MS1-12-10	25	12.5	12.5
						100	50	50

Modern History 2 Unit

Year 12 Course Outcomes

A student:

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

Year 12 Assessment Task Schedule Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings			
							Knowledge & understanding of course content	Historical skills in the analysis & evaluation of sources & interpretations	Historical inquiry & research	Communication of historical understanding in appropriate forms
1	Term 4 Week 5	Term 4 Week 8	Historical Analysis	Change in the Modern World: Civil Rights in the USA 1945-1968	MH12-1, MH12-2, MH12-3, MH12-5, MH12-6, MH12-7, MH12-8	30	10	5	10	5
2	Term 1 Week 5	Term 1 Week 8	Short answer and source-based questions	Power and Authority in the Modern World 1919-1946	MH12-3, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	20	5	10	–	5
3	Term 2 Week 3	Term 2 Week 6	Research extended response	National Studies: Russia and the Soviet Union 1917-1941	MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-8, MH12-9	20	5	–	10	5
4	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	All topics	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	30	20	5	–	5
						100	40	20	20	20

Music 2 2 Unit

Year 12 Course Outcomes

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

Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings				
							Core Performance	Core Composition	Core Musicology	Core Aural	Elective
1	Term 1 Week 5	Term 1 Week 6	Core Performance and Musicology	Mandatory Topic Music of the last 25 years (Australian focus)	H1, H2, H5, H6, H7, H8, H9	25	20	–	5	–	–
2	Term 2 Week 1	Term 2 Week 3	Elective (Performance, Composition or Musicology) and sight singing	Mandatory and Additional Topics	H1, H4, H7	25	–	–	–	5	20
3	Term 2 Week 10	Term 3 Week 2	Composition portfolio	Core Composition	H3, H4, H6	20	–	20	–	–	–
4	Term 3 Week 2-3	Term 3 Weeks 2-3	Examination-style task	Musicology and Aural skills	H2, H5, H6, H7	30	–	–	15	15	–
						100	20	20	20	20	20

Music 1 2 Unit

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

Year 12 Assessment Task Schedule Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings				
							Core Performance	Core Composition	Core Musicology	Core Aural	Elective
1	Term 4 Week 7	Term 4 Week 8	Core Musicology Core Composition	Conceptual analysis Musical response to visual image	H1, H2, H3, H4, H5, H6, H7, H8	20	–	10	10	–	–
2	Term 1 Week 6	Term 1 Week 7	Core Performance Elective 1	Core Performance Elective 1 Option (Performance/Composition/ Musicology)	H1, H2, H3, H4, H5, H6, H7, H8	25	10	–	–	–	15
3	Term 2 Week 6	Term 2 Week 7	Elective 2 + 3	Elective 2 & 3 (Performance &/or Composition &/or Musicology)	H1, H2, H3, H4, H5, H6, H7, H8	30	–	–	–	–	15 + 15
4	Term 3 Week 2-3	Term 3 Week 2-3	Examination-style task	Core (Aural Skills) Examination	H4, H5	25	–	–	–	25	–
						100	10	10	10	25	45

Music Extension (Composition) 1 Unit

Year 12 Course Outcomes

A student:

1. composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style
2. leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others
3. 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
4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed
5. presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition
6. critically analyses the use of musical concepts to present a personal compositional style

Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting
1	2025 Term 1 Week 2	2025 Term 1 Week 4	Composition	Detailed Proposal & Portfolio Update	4, 5, 6	30
2	2025 Term 1 Week 11	2025 Term 2 Week 2	Composition	Draft & Portfolio Update	3, 4, 5, 6	30
3	2025 Term 2 Week 10	2025 Term 3 Week 2	Composition	Final Draft and Portfolio	1, 4, 5	40
						100

Music Extension (Musicology)

1 Unit

Year 12 Course Outcomes

A student:

1. presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources
2. 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
3. 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
4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing
5. presents, discusses and evaluates the problem-solving process and the development and realisation of a research project
6. critically analyses the use of musical concepts to articulate their relationship to the style analysed

Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting
1	2025 Term 1 Week 2	2025 Term 1 Week 4	Musicology Essay	Detailed Proposal & Portfolio Update	4, 5, 6	30
2	2025 Term 1 Week 11	2025 Term 2 Week 2	Musicology Essay	Draft & Portfolio Update	3, 4, 5, 6	30
3	2025 Term 2 Week 10	2025 Term 3 Week 2	Musicology Essay	Final Draft and Portfolio	1, 4, 5	40
						100

Music Extension (Performance) 1 Unit

Year 12 Course Outcomes

A student:

1. performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member
2. leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others
3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed
4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed
5. presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction
6. critically analyses the use of musical concepts to present a stylistic interpretation of music performed

Year 12 Assessment Task Schedule Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting
1	2025 Term 1 Week 2	2025 Term 1 Week 4	Performance	Solo Piece 1 – Performance & Analysis	1, 2, 3, 4, 6	30
2	2025 Term 1 Week 11	2025 Term 2 Week 2	Performance	Solo Piece 2 – Performance & Analysis	1, 2, 3, 4, 6	30
3	2025 Term 2 Week 10	2025 Term 3 Week 2	Performance	Ensemble Piece – Performance & Analysis	1, 4, 5, 6	40
						100

Numeracy

2 Unit

Year 12 Course Outcomes

A student:

N6-1.1: recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts

N6-1.2: applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems

N6-1.3: determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions

N6-2.1: chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems

N6-2.2: chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature

N6-2.3: chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability

N6-2.4: chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance

N6-2.5: chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design

N6-2.6: chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations

N6-3.1: chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts

N6-3.2: chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Understanding, fluency and communication	Problem solving, reasoning and justification
1	Term 4 Week 10	Term 4 Week 10	Restricted Open Book task	Set 1 – Set 7 Percentages Operations with numbers Finance Time	N6.1.1, N6.1.2, N6.1.3, N6.2.1, N6.2.2, N6.2.4, N6.2.5, N6.3.1, N6.3.2	20	10	10
2	Term 1 Week 7	Term 1 Week 8	Investigative task (1 week)	Set 8 – Set 12 Finance Exploring with NRMT	N6.1.1, N6.1.2, N6.1.3, N6.2.1, N6.2.2, N6.2.3, N6.2.4, N6.2.5, N6.2.6, N6.3.1, N6.3.2	20	10	10
3	Term 2 Week 6	Term 2 Week 6	Restricted Open Book task	Set 13 – Set 21 Location, time and temperature Space and design Statistics and probability	N6.1.1, N6.1.2, N6.1.3, N6.2.2, N6.2.3, N6.2.5, N6.3.1, N6.3.2	30	15	15
4	Term 3 Week 4	Term 3 Week 4	Restricted Open Book task	All outcomes could be assessed	All outcomes could be assessed	30	15	15
						100	50	50

Personal Development, Health and Physical Education 2 Unit

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 sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Year 12 Assessment Task Schedule Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding of course content	Skills
1	Term 4 Week 7	Term 4 Week 8	Extended response	Factors affecting performance	H7, H8, H11, H16, H17	15	5	10
2	Term 1 Week 5	Term 1 Week 6	Report	Improving Performance	H8, H10, H17	25	10	15
3	Term 2 Week 4	Term 2 Week 4	Case Study	Health Priorities in Australia	H1, H2, H3, H4, H5, H14, H15, H16, H17	30	10	20
4	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	Core 1, Core 2 and Improving Performance	All outcomes	30	15	15
						100	40	60

Physics

2 Unit

Year 12 Course Outcomes

A student:

PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

PH11/12-2 designs and evaluates investigations to obtain primary and secondary data and information

PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH11/12-5 analyses and evaluates primary and secondary data and information

PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles

PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively

PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world

PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding of course content	Skills in working scientifically
1	Term 4 Week 9	Term 4 Week 10	Scientific Investigation & Skills	Module 5 – Advanced Mechanics	PH11/12-1, PH 11/12-2 PH11/12-3, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12	20	5	15
2	Term 1 Week 9	Term 1 Week 10	Data Analysis / Topic test & Research	Module 6 – Electromagnetism	PH11/12-2, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-13	20	5	15
3	Term 2 Week 8	Term 2 Week 9	Depth Study & presentation	Module 7 – The Nature of Light Module 8 – From the Universe to the Atom	PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-14, PH12-15	30	10	20
4	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	All topics	All	30	20	10
						100	40	60

Photography, Video and Digital Imaging

2 Unit

Year 12 Course Outcomes

A student:

- M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
- M3 investigates different points of view in the making of photographs and/or videos and/or digital images
- M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6 takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works

- CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical study
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Making	Critical & Historical Studies
1	2025 Term 1 Week 5	2025 Term 1 Week 6	Photography Practice and Critical / Historical study	Narrative Portraiture	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	35	25	10
2	2025 Term 1 Week 11	2025 Term 2 Week 2	Photography Practice and Critical / Historical study	Make it Big/ Make it Small	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	35	25	10
3	2025 Term 2 Week 10	2025 Term 3 Week 2	Photography Practice and Critical / Historical study	Photographic Competition	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	30	20	10
						100	70	30

Retail Services VET 2 Unit Course (SIR30216)



RETAIL SERVICES ASSESSMENT SCHEDULE

Year 12 2025

Qualification: SIR30216 Certificate III in Retail

Training Package SIR Release 2.0 Retail Services

Assessment Tasks for Retail Services (SIR30216) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students		Task 1 Cluster D: Sales & Security	Task 2 Cluster E: Retail General Selling	Task 3 Cluster F: Stock Control	Final Exam*
		Start: Week 1 Term 4 Complete: Week 2 & 3 Term 1	Start: Week 4 Term 1 Complete: Week 10 & 11 Term 1	Start: Week 1 Term 2 Complete: Week 7 & 8 Term 2	Week 3 & 4 Term 3
Code	Unit of Competency				
SIRXRSK001	Identify and respond to security risks	X			
SIRXSLS001	Sell to the retail customer	X			
SIRXSLS002	Follow point of sale procedures	X			
SIRRMER001	Produce visual merchandise displays		X		
SIRXPK001	Advise on products and services		X		
SIRRINV001	Receive and handle retail stock			X	
SIRRINV002	Control stock			X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIR30216 Certificate III in Retail.

The exam will be confirmed by your teacher. This exam may be used for NESA reporting requirements. The estimate will be 20% Year 11 Yearly and 80% HSC Final Examination.

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

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

Note: 35 hours of work placement is mandatory.

Society and Culture

2 Unit

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

Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings		
							Knowledge & understanding of course content	Application & evaluation of social & cultural methods	Communication of information, ideas & issues in appropriate forms
1	Term 4 Week 3	Term 4 Week 7	Application of methods	Personal Interest Project	H1, H4, H5, H6, H7, H8, H10	25	10	10	5
2	Term 1 Week 4	Term 1 Week 7	Research Task	Social and Cultural Continuity and Change	H1, H2, H3, H4, H5, H6, H9, H10	25	10	10	5
3	Term 2 Week 2	Term 2 Week 5	Depth Study Task	Social Inclusion and Exclusion	H1, H2, H3, H5, H7, H10	20	10	5	5
4	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	All topics	H1 to H10	30	20	5	5
						100	50	30	20

Software Engineering

2 Unit

Year 12 Course Outcomes

A student:

SE-12-01 justifies methods used to plan, develop and engineer software solutions

SE-12-02 applies structural elements to develop programming code

SE-12-03 analyses how current hardware, software and emerging technologies influence the development of software engineering solutions

SE-12-04 evaluates practices to safely and securely collect, use and store data

SE-12-05 explains the social, ethical and legal implications of software engineering on the individual, society and the environment

SE-12-06 justifies the selection and use of tools and resources to design, develop, manage and evaluate software

SE-12-07 designs, develops and implements safe and secure programming solutions

SE-12-08 tests and evaluates language structures to refine code

SE-12-09 applies methods to manage and document the development of a software project

Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding of course content	Knowledge and skills in the practical application of the content
1	Term 4 Week 6	Term 4 Week 9	Research Task	Secure Software Architecture	SE-12 1, 2, 3, 4, 5, 6, 7, 8	20	10	10
2	Term 1 Week 7	Term 1 Week 10	Programming Task	Programming for the web	SE-12 1, 2, 3, 4, 5, 6, 7, 8, 9	20	10	10
3	Term 1 Week 8	Term 3 Week 1	Project	Software Engineering Project	SE-12 1, 2, 3, 4, 5, 6, 7, 8, 9	30	10	20
4	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	All topics	SE-12 1, 2, 3, 4, 5, 6, 7, 8, 9	30	20	10
						100	50	50

Sport, Lifestyle and Recreation

2 Unit

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 demonstrates 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 analyses 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

Year 12 Assessment Task Schedule Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding of course content	Skills
1	Term 4 Week 6	Term 4 Week 8	Research	Outdoor Recreation	1.1, 1.3, 2.3, 3.6	20	5	15
2	Term 1 Week 5	Term 1 Week 7	Program	Fitness	1.3, 3.2, 3.3	25	15	10
3	Term 2 Week 5	Term 2 Week 7	Case Study	Sports Administration	1.3, 2.3, 4.5	25	15	10
4	Term 3 Week 2	Term 3 Week 2	Examination-style task	All topics	All course outcomes	30	15	15
						100	50	50

Sport, Lifestyle and Recreation

2 Unit

Year 12 only

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 demonstrates 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
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- 2.1 explains the principles of skill development and training
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- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
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Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding of course content	Skills
1	Term 4 Week 6	Term 4 Week 8	Research	Outdoor Recreation	1.1, 1.3, 2.3, 3.6	20	5	15
2	Term 1 Week 5	Term 1 Week 7	Program	Fitness	1.3, 3.2, 3.3	25	15	10
3	Term 2 Week 5	Term 2 Week 7	Case Study	Sports Administration	1.3, 2.3, 4.5	25	15	10
4	Term 3 Week 2	Term 3 Week 2	Examination-style task	All topics	All course outcomes	30	15	15
						100	50	50

Sport, Lifestyle and Recreation

1 Unit

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 demonstrates 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
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- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
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- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Year 12 Assessment Task Schedule Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding of course content	Skills
1	Term 4 Week 7	Term 4 Week 9	Research	Aquatics	1.1, 1.3, 2.2, 3.6	35	20	15
2	Term 2 Week 3	Term 2 Week 5	Test	Outdoor recreation	1.4, 4.1, 4.2, 4.4	35	10	25
3	Term 3 Week 2	Term 3 Week 2	Examination-style task	All topics	All course outcomes	30	20	10
						100	50	50

Sport, Lifestyle and Recreation

1 Unit

Year 12 only

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 demonstrates 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
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- 2.1 explains the principles of skill development and training
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- 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 analyses 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
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- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding of course content	Skills
1	Term 4 Week 7	Term 4 Week 9	Research	Aquatics	1.1, 1.3, 2.2, 3.6	35	20	15
2	Term 2 Week 3	Term 2 Week 5	Test	Outdoor recreation	1.4, 4.1, 4.2, 4.4	35	10	25
3	Term 3 Week 2	Term 3 Week 2	Examination-style task	All topics	All course outcomes	30	20	10
						100	50	50

Studies of Religion

2 Unit

Year 12 Course Outcomes

A student:

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

Year 12 Assessment Task Schedule Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings			
							Knowledge & understanding of course content	Source based skills	Inquiry & Research	Communication
1	Term 4 Week 8	Term 4 Week 9	Quiz	Religion and Belief Systems in Australia Post 1945	H1, H2, H3, H4, H5, H6, H7, H8, H9	20	10	5	–	5
2	Term 1 Week 5	Term 1 Week 7	Research Task	Depth Study: Islam	H1, H2, H3, H4, H5, H6, H7, H8, H9	25	10	–	10	5
3	Term 2 Week 4	Term 2 Week 6	Research Task	Depth Study	H2, H3, H4, H5, H6, H7, H8, H9	25	5	10	10	–
4	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	All topics	H1, H2, H3, H4, H5, H6, H7, H8, H9	30	15	5	–	10
						100	40	20	20	20

Studies of Religion

1 Unit

Year 12 Course Outcomes

A student:

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

Year 12 Assessment Task Schedule Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings			
							Knowledge & understanding of course content	Source based skills	Investigation & Research	Communication
1	Term 1 Week 4	Term 1 Week 7	Research Task	Depth Study: Islam	H1, H2, H3, H4, H5, H6, H7, H8, H9	30	10	–	10	10
2	Term 2 Week 4	Term 2 Week 7	Research Task	Depth Study	H2, H3, H4, H5, H6, H7, H8, H9	30	10	5	10	5
3	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	All topics	H1, H2, H3, H4, H5, H6, H7, H8, H9	40	20	15	–	5
						100	40	20	20	20

Textiles and Design

2 Unit

Year 12 Course Outcomes

A student:

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

Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge and understanding of course content	Skills and knowledge in the design, manufacture and management of a major textiles project
1	Term 4 Week 1	Term 4 Week 7	Digital Portfolio Task Duration: 7 weeks	Design + Major Textile Project Proposal	H1.1, H1.2, H2.1	30	5	25
2	Term 4 Week 10	Term 1 Week 6	Research and Experimentation Task Duration: 7 weeks	Properties & Performance of Textiles and Major Textile Project related task	H1.2, H2.2, H3.1, H4.1, H4.2	40	15	25
3	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	Design P&P ATCFAI	H1.1, H1.3, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1	30	30	–
						100	50	50

Visual Arts

2 Unit

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 art-making
- H5 demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
- H6 demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
- H7 applies their understanding of practice in art criticism and art history
- H8 applies their understanding of the relationships among the artist, artwork, world and audience
- H9 demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
- H10 constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings				
							Art Practice	Conceptual Framework	Frames	Representation	Resolution
1	Term 1 Week 5-6	Term 1 Week 5-6	Teacher Interview – BOW	Artmaking – development of Body of Work	H1, H2, H3, H4, H5, H6	30	5	5	5	10	5
2	Term 2 Week 2	Term 2 Week 2	Practice Test	Art Critical and Historical Study	H7, H8, H9, H10	20	10	5	5	–	–
3	Term 3 Week 2-3	Term 3 Week 2-3	Examination-style task	Art Critical and Historical Study	H7, H8, H9, H10	30	10	10	10	–	–
4	Term 3 Week 6	Term3 Week 6	Final Body of Work submission	Artmaking – Body of Work	H1, H2, H3, H4, H5, H6	20	–	–	–	10	10
						100	25	20	20	20	15

Visual Design 2 Unit

Year 12 Course Outcomes

A student:

- DM1 generates a characteristic style that is increasingly self-reflective in their design practice
- DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
- DM3 investigates different points of view in the making of designed works
- DM4 generates images and ideas as representations/simulations
- DM5 develops different techniques suited to artistic and design intentions in the making of a range of works
- DM6 takes into account issues of Work Health and Safety in the making of a range of works
- CH1 generates in their critical and historical practice ways to interpret and explain design
- CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
- CH3 distinguishes between different points of view, using the frames in their critical and historical investigations
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

Year 12 Assessment Task Schedule Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Designing and Making	Critical and Historical Studies
1	Term 4 Week 8	Term 4 Week 9	Designing and Making / Critical & Historical Studies	Illustration and Cartooning	DM1 – DM5 CH1 – CH4	30	20	10
2	Term 1 Week 8	Term 1 Week 9	Designing and Making / Critical & Historical Studies	Textiles	DM1 – DM6 CH1 – CH4	35	25	10
3	Term 2 Week 6	Term 2 Week 8	Designing and Making / Critical & Historical Studies	Stage, Sets and Props	DM1 – DM6 CH1 – CH4	35	25	10
						100	70	30

Visual Design 2 Unit Year 12 only

Year 12 Course Outcomes

A student:

- DM1 generates a characteristic style that is increasingly self-reflective in their design practice
- DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
- DM3 investigates different points of view in the making of designed works
- DM4 generates images and ideas as representations/simulations
- DM5 develops different techniques suited to artistic and design intentions in the making of a range of works
- DM6 takes into account issues of Work Health and Safety in the making of a range of works
- CH1 generates in their critical and historical practice ways to interpret and explain design
- CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
- CH3 distinguishes between different points of view, using the frames in their critical and historical investigations
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

Year 12 Assessment Task Schedule Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Designing and Making	Critical and Historical Studies
1	Term 4 Week 7	Term 4 Week 8	Designing and Making / Critical & Historical Studies	Work, Health and Safety & Jewellery	DM1 – DM6 CH1 – CH3	30	20	10
2	Term 1 Week 9	Term 1 Week 10	Designing and Making / Critical & Historical Studies	Signage and Technology	DM1 – DM5 CH1 – CH4	35	25	10
3	Term 2 Week 6	Term 2 Week 7	Designing and Making / Critical & Historical Studies	Pots and Pods	DM1 – DM6 CH1 – CH4	35	25	10
						100	70	30

Work Studies

2 Unit

Year 12 Course Outcomes

A student:

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding	Skills
1	Term 4 Week 6 18/11/2024	Term 4 Week 7 29/11/2024	Research Task	Teamwork and Enterprise Skills	3, 5, 6, 7, 8, 9	30	10	20
2	Term 1 Week 6 3/3/2025	Term 1 Week 7 14/3/2025	Research Task	Preparing Job Applications	4, 5, 7, 8, 9	30	10	20
3	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	All topics	1, 3, 4, 5, 6, 7, 8, 9	40	20	20
						100	40	60

Work Studies

2 Unit

Year 12 only

Year 12 Course Outcomes

A student:

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding	Skills
1	Term 4 Week 7 25/11/2024	Term 4 Week 8 6/12/2024	Research Task	My Working Life	1, 2, 3, 4, 5, 8, 9	30	10	20
2	Term 1 Week 8 17/3/2025	Term 1 Week 9 28/3/2025	Research Task	Preparing Job Applications	1, 2, 3, 4, 7, 8, 9	30	10	20
3	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	All topics	1, 2, 3, 4, 5, 6, 7, 8, 9	40	20	20
						100	40	60

Work Studies

1 Unit

Year 12 Course Outcomes

A student:

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding	Skills
1	Term 1 Week 5 24/2/2025	Term 1 Week 6 7/3/2025	Research Task	Managing Work and Life Commitments	1, 4, 5, 6, 7, 8, 9	15	5	10
2	Term 2 Week 9 23/6/2025	Term 2 Week 10 4/7/2025	Research Task	Workplace Communication	1, 2, 5, 6	15	5	10
3	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	All topics	1, 2, 3, 4, 5, 8, 9	20	10	10
						50	20	30

Work Studies

1 Unit

Year 12 only

Year 12 Course Outcomes

A student:

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

Year 12 Assessment Task Schedule

Specific start and submission dates are given in the task notification

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding	Skills
1	Term 1 Week 5 24/2/2025	Term 1 Week 6 7/3/2025	Research Task	My working life	1, 2, 3, 4, 5, 8, 9	15	5	10
2	Term 2 Week 8 16/6/2025	Term 2 Week 9 27/6/2025	Research Task	Preparing Job Applications	1, 2, 3, 4, 7, 8, 9	15	5	10
3	Term 3 Week 3-4	Term 3 Week 3-4	Examination-style task	All topics	1, 2, 3, 4, 5, 6, 7, 8, 9	20	10	10
						50	20	30

Calendar – Sydney Distance Education High School

Term 4 2024		Monday	Tuesday	Wednesday	Thursday	Friday
Oct	Week 1	14-Oct	15-Oct	16-Oct	17-Oct	18-Oct
		Start Term 4				
Oct	Week 2	21-Oct	22-Oct	23-Oct	24-Oct	25-Oct
Oct / Nov	Week 3	28-Oct	29-Oct	30-Oct	31-Oct	01-Nov
Nov	Week 4	04-Nov	05-Nov	06-Nov	07-Nov	08-Nov
Nov	Week 5	11-Nov	12-Nov	13-Nov	14-Nov	15-Nov
Nov	Week 6	18-Nov	19-Nov	20-Nov	21-Nov	22-Nov
Nov	Week 7	25-Nov	26-Nov	27-Nov	28-Nov	29-Nov
Dec	Week 8	02-Dec	03-Dec	04-Dec	05-Dec	06-Dec
Dec	Week 9	09-Dec	10-Dec	11-Dec	12-Dec	13-Dec
Dec	Week 10	16-Dec	17-Dec	18-Dec	19-Dec	20-Dec
				End Term 4 (Students)	SDD (Teachers)	End Term 4 SDD (Teachers)

Term 1 2025		Monday	Tuesday	Wednesday	Thursday	Friday
Jan	Week 1	27-Jan	28-Jan	29-Jan	30-Jan	31-Jan
						Start Term 1 SDD (Teachers)
Feb	Week 2	03-Feb	04-Feb	05-Feb	06-Feb	07-Feb
		SDD (Teachers)	SDD (Teachers)	SDD (Teachers)	Start Term 1 (Students)	
Feb	Week 3	10-Feb	11-Feb	12-Feb	13-Feb	14-Feb
Feb	Week 4	17-Feb	18-Feb	19-Feb	20-Feb	21-Feb
Feb	Week 5	24-Feb	25-Feb	26-Feb	27-Feb	28-Feb
Mar	Week 6	03-Mar	04-Mar	05-Mar	06-Mar	07-Mar
Mar	Week 7	10-Mar	11-Mar	12-Mar	13-Mar	14-Mar
Mar	Week 8	17-Mar	18-Mar	19-Mar	20-Mar	21-Mar
Mar	Week 9	24-Mar	25-Mar	26-Mar	27-Mar	28-Mar
Mar/Apr	Week 10	31-Mar	01-Apr	02-Apr	03-Apr	04-Apr
Apr	Week 11	07-Apr	08-Apr	09-Apr	10-Apr	11-Apr
						End Term 1

Term 2 2025		Monday	Tuesday	Wednesday	Thursday	Friday
Apr / May	Week 1	28-Apr	29-Apr	30-Apr	01-May	02-May
		Start Term 2 SDD (Teachers)	Start Term 2 SDD (Teachers)	Start Term 2 (Students)		
May	Week 2	05-May	06-May	07-May	08-May	09-May
May	Week 3	12-May	13-May	14-May	15-May	16-May
May	Week 4	19-May	20-May	21-May	22-May	23-May
May	Week 5	26-May	27-May	28-May	29-May	30-May
Jun	Week 6	02-Jun	03-Jun	04-Jun	05-Jun	06-Jun
Jun	Week 7	09-Jun	10-Jun	11-Jun	12-Jun	13-Jun
		King's Birthday Public Holiday				
Jun	Week 8	16-Jun	17-Jun	18-Jun	19-Jun	20-Jun
Jun	Week 9	23-Jun	24-Jun	25-Jun	26-Jun	27-Jun
Jun / Jul	Week 10	30-Jun	01-Jul	02-Jul	03-Jul	04-Jul
						End Term 2

Term 3 2025		Monday	Tuesday	Wednesday	Thursday	Friday
Jul	Week 1	21-Jul	22-Jul	23-Jul	24-Jul	25-Jul
		Start Term 3 SDD (Teachers)	Start Term 3 (Students)			
Jul / Aug	Week 2	28-Jul	29-Jul	30-Jul	31-Jul	01-Aug
Aug	Week 3	05-Aug	06-Aug	07-Aug	08-Aug	09-Aug
		Higher School Certificate Final Assessment Tasks				
Aug	Week 4	11-Aug	12-Aug	13-Aug	14-Aug	15-Aug
		Higher School Certificate Final Assessment Tasks				
Aug	Week 5	18-Aug	19-Aug	20-Aug	21-Aug	22-Aug
Aug	Week 6	25-Aug	26-Aug	27-Aug	28-Aug	29-Aug
Sep	Week 7	01-Sep	02-Sep	03-Sep	04-Sep	05-Sep
Sep	Week 8	08-Sep	09-Sep	10-Sep	11-Sep	12-Sep
Sep	Week 9	15-Sep	16-Sep	17-Sep	18-Sep	19-Sep
Sep	Week 10	22-Sep	23-Sep	24-Sep	25-Sep	26-Sep
						End Term 3

Personal Result Sheet

Student's Name: _____

Assessment Task	Subject and Units Studied						
	Use one column for each subject and one column for any additional extension courses. Show mark and rank as a fraction eg. 20/25, 5/23						
Number & Description	eg English Standard						
1							
2							
3							
4							
Final Ranking for the NESA							

NOTES:
