

Higher School Certificate Year 12 Assessment Booklet

MAITLAND GROSSMANN HIGH SCHOOL

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MGHS STAGE 6 ASSESSMENT



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HIGH SCHOOL

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Preliminary courses commence Term 1 and conclude at the end of Term 3. The HSC course and associated assessments commence in Term 4 and conclude at the end of Term 3. Students must read this document carefully and be aware of the timing and nature of all their assessment tasks.

This document and associated documents are available on the school website. A copy of the Assessment Policy will be emailed to each student's Department of Education email address. All forms are in PDF format.

Students are advised to print off all relevant assessment schedules and/or save them into a folder for future reference. Students should then create a personal calendar of assessment dates and develop a study timetable to help organise and manage their time effectively.

1. Staff and Student Responsibility

Staff responsibilities:

- Demonstrate an understanding of course content, objectives, and outcomes
- Develop tasks that meet syllabus requirements in the course
- Publish scope, sequence and timing details of all tasks at the beginning of the assessment year
- Ensure that students have copies of all relevant course documents
- Implement classroom assessment procedures according to school and NESA requirements
- Provide parents/students with information that gives a true reflection of student progress
- Provide quality teaching and learning for Year 11 and 12 students, establishing high expectations
- Ensure learning is based on current material and meets syllabus requirements & student needs
- Identify students causing concern and employ strategies to support them and communicate with parents
- Provide strategies to support gifted and talented students

Student responsibilities:

- Make a serious attempt at each task and act on constructive feedback
- Adhere to the HSC assessment guidelines
- Follow a pattern of study that meets their educational needs
- Communicate to their teacher any changes in their circumstances that may impact on their HSC performance

2. HSC Eligibility

To be eligible for the award of the Higher School Certificate students must have:

- Have gained the Record of School Achievement or such other qualifications as the NSW Education Standard Authority (NESA) considers satisfactory;
- Have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- Have completed HSC: All My Own Work (or its equivalent);
- Have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- Sit for and make a serious attempt at the requisite Higher School Certificate examinations.
- Demonstrate a minimum standard of literacy and numeracy.

If a student is ineligible for the award of the Higher School Certificate at the end of Stage 6, the student (in exceptional circumstances) may, with the approval of the Principal:

- Repeat some or all Stage 6 courses;
- Accumulate new Stage 6 courses to meet the eligibility requirements for the HSC;
- Or complete the requirements for the HSC within 5 years of the first HSC examination being sat.

3. Pattern of Study

To qualify for the Higher School Certificate students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- at least six units of Board Developed Courses at Preliminary and HSC level

- at least two units of a Board Developed Course in English*
- at least three courses of two-unit value or greater (either Board Developed or Board Endorsed Courses) at Preliminary and HSC level
- at least four subjects- at Preliminary and HSC level

* Satisfactory completion of English Studies fulfils English requirements for the HSC. The course will count towards the 6 units of Board Developed Courses required for the award of the HSC. Students must meet eligibility requirements if studying:

- English (ESL) course
- Continuers course in language
- Beginners course in language
- Heritage course in language

All Preliminary and HSC:

- Board Endorsed Courses have current endorsement
- students have completed the HSC: All My Own Work Program (except Life Skills students)

Eligibility for an Australian Tertiary Admission Rank (ATAR)

To be eligible for an ATAR students must complete at least 10 units of Board Developed Courses including:

- at least eight units from Category A subjects (no more than 2 units of Category B subjects)
- at least two units of English
- at least three Board Developed Courses of two units or greater
- at least four subjects

Board Endorsed Courses and Content Endorsed Courses, including Vocational Content Endorsed Courses and the English Studies Content Endorsed Course do not satisfy requirements for an ATAR.

Administrative Requirements

Students are required to confirm their pattern of study and sign the NESA Confirmation of Entry form.

4. HSC Minimum Standards

Everyone needs reading, writing and numeracy for everyday life. This is why the HSC minimum standard tests have been introduced.

The short online reading, writing and numeracy tests are designed to assess a student's skills for everyday life. To meet the HSC minimum standard student's need to achieve Level 3 or 4. Students will be allowed to undertake the tests two times each year from Year 10 to up to five years after starting their first HSC course.

Students do not need to meet the HSC minimum standard to:

- Study HSC courses
- Sit HSC exams
- Receive HSC assessment and exam results
- Receive an ATAR
- Receive a Records of School Achievement
- Only students who meet the HSC minimum standard will receive a HSC testamur.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/results- documentation>

5. Satisfactory Completion

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:

- **followed** the course developed or endorsed by NESA; and
- **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- **achieved** some or all of the course outcomes.

Where internal assessment marks are submitted, a student must complete tasks that contribute in excess of 50% of the available marks in the course.

Students who have not met the above requirements **cannot** be regarded as having satisfactorily completed a course. Courses deemed not to have been completed satisfactorily (meaning, an **N Determination** has been given by the Principal) **will not** appear on the Higher School Certificate. Students who fail to meet the requirements for the HSC will receive a Transcript of Study or Record of Achievement. They will not be eligible for a HSC.

6. School-Based Assessment: Board Developed Courses

In Year 12 students will complete school-based assessments as part of their HSC, which contribute 50% of their final HSC mark for a course (except VET and Life Skills courses).

Assessment in Year 12 will be based on **Mandatory Weightings and Components** as set out in the syllabuses for each HSC course being studied. Each task is linked to syllabus outcomes and students are given the opportunity to demonstrate their level of achievement of the outcomes. Values and attitudes are NOT measured.

Assessment may include research projects, portfolios, performances, oral presentations, viva voce, essays and extended responses, tests and examinations, practical investigations, experiments, and fieldwork to name a few. The nature of tasks varies from subject to subject.

Students must **follow the principles set out in HSC: All My Own Work** and make a **genuine and serious attempt in all tasks**. **Formal Assessment Tasks MUST be completed and submitted** by the published due dates. A **ZERO** result will be given for **ALL** late Assessment Tasks. Students will have access to an Illness and Misadventure process to cover genuine illness and misadventure which results in late submission.

At the end of each course, and based only on formal assessment tasks, the school will submit to NESA an overall school-based assessment mark for each student in each Board Developed Course (Except VET and Life Skills Courses, English Studies and Mathematics Standard 1). This mark equates to a **rank** (a student's position in relation to other students) in a course. This is a **mark out of 100 for 2 Unit courses** and a **mark out of 50 for 1 Unit** (and Extension 1) courses. The mark is moderated by NESA based on a student's performance in the HSC examination for that course. Moderation takes account of how an assessment mark given by one school compares with marks given to students doing the same course/s in a different school.

For English Studies and Mathematics Standard 1 students will be awarded a result based on their school assessment according to the Achievement Level Descriptions for each subject.

7. School-Based Assessment: Board Endorsed Courses

All requirements for the assessment of Board Developed courses apply to the assessment of Board Endorsed courses.

Schools are required to submit internal assessment marks, in accordance with the Performance Description for Reporting Achievement in Stage 6 Board Endorsed courses, for students undertaking these courses. These marks are reported on the Record of Achievement but are not moderated by NESA.

8. School-Based Assessment: VET

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. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

The student may be deemed Competent if performance in all required assessment activities is to industry standard or Not Yet Competent, if they are still developing skills and/or your performance is not to industry standard. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when students have developed the necessary skills, and underpinning knowledge to demonstrate competency.

The teacher (trainer) will keep a record of units of competency achieved. Students may request to see this record at any time to determine their progress. Students are entitled to seek advice about options for further training and assessment for competencies assessed as not yet competent. Students will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be made available by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment, prior to the commencement of the course.

Credit Transfer may be given for units of competency previously achieved with another RTO.

Work placement is a mandatory HSC component in some courses and must be completed during the course.

Note: Students will not be permitted to participate in a work placement if they are not deemed work ready by their trainer. An N determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards their HSC pattern of study. However, students will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.

HSC examination is only available in some VET courses.

The examination is optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only.

The HSC examination is independent of the competency-based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If a student intends to use their VET course towards the calculation of the ATAR, the school must submit an estimated mark of their likely performance in the HSC examination. This will only be used in the case of an illness/misadventure appeal. Students who are planning on sitting the HSC examinations for ATAR eligibility, must sit the trial exam.

Students need to be aware that all NESA requirements for satisfactory completion of courses, AMOW, applications for illness/misadventure, examination disability provision applications apply to VET courses.

9. Disability Provisions

For students with an identified or diagnosed long or short-term disability, the school provides, in line with procedures and provisions approved by NESA for the external HSC examinations, access to provisions. These provisions are designed to (as far as possible) remove a student's barrier or disadvantage when accessing course work and assessments. If assessed eligible, students may be given provisions such as:

- readers and/or writers;
- time to rest;
- time to take medication;
- increased font/work size;
- separate supervision;
- adjustments to the physical environment (e.g. special furniture or lightning).

Students must inform their course teacher if they believe they might be eligible for a Disability Provision. Appropriate documentation must be provided (e.g., medical certificates, medical reports etc. that are no older than 12 months in nature and must be specific e.g., relate clearly and specifically the impact the disability has on learning/performance in assessment tasks/exams).

The Faculty Head Teacher may approve a disability provision for a school-based assessment task.

Please be aware that, School Based Disability Provisions granted for school-based tasks, may not be approved by NESA for external HSC examinations.

10. Life Skills Courses

Life Skills courses have been developed by NESA for students with special education needs, in particular, those with an intellectual disability for whom the regular outcomes and content of Board Developed and/or Board Endorsed Courses are not appropriate. Students enrolling in any Stage 6 Life Skills courses will usually have completed Years 7–10 Life Skills outcomes and content in one or more courses.

Students undertaking a Stage 6 Life Skills course will be assessed on their achievement of the Life Skills outcomes identified in the planning process for the individual student. Students can demonstrate achievement of outcomes in a number of ways, and across a range of environments, including the school, community and workplace.

Evidence of achievement of outcomes can be gathered through ongoing assessment. There is no requirement for formal assessment of Life Skills outcomes. The Profile of Student Achievement lists all the Life Skills outcomes achieved by the student in each Life Skills course completed. Students need to be aware that NESA requirements for satisfactory completion of courses apply to Life Skills Courses.

Students entered for Life Skills courses may achieve the designated outcomes either independently or with support. Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of an ATAR.

11. Assessment tasks

Task Weight

An individual task should not normally be worth less than 10%, nor more than 40%, of the total assessment marks. One task may address several course outcomes. In general, there is no requirement that tasks occurring later in the course carry more weight than earlier tasks.

Task Type

- The syllabus provides guidance in relation to the types of tasks that are suitable. The assessment tasks used should be appropriate to the outcomes and component of the course being assessed. For example, tasks could include assignments, fieldwork studies and reports, model making, oral reports, research projects, practical tests and open-ended investigations, viva voce, improvisations, arrangements, original compositions, portfolios, and presentations of performance.
- The assessment tasks should allow for a range of marks to allow for discrimination between the performances of individual students and be set at an appropriate level of difficulty that allows the full range of marks to be available.
- Head Teachers are required to validate each task prior to distribution to students.
- All assessment tasks for a course should be completed by each candidate.
- Tasks should be personally or electronically submitted in the timetabled period for that subject, on or before the due date unless otherwise stated on the task notification.
- The students will sign the Assessment Task Register Sheet to acknowledge the receipt, submission and return of a task.
- Teachers should assess the students' actual performance, not potential performance. Assessment marks must not be modified to take into account the possible effects of illness or domestic situations.

Students who indicate they are sick on the day of an assessment task should contact the subject Head Teacher to discuss whether the student should sit the task and to discuss the required documentation for non-completion.

[\(See PROCEDURES FOR LATE SUBMISSION AND NON-COMPLETION OF TASKS\)](#)

Notification

- At least two weeks' notice of the details of a task should be given and, in addition to the Assessment Schedule and Scope and Sequence in this handbook, each task should notify students of the precise date, outcomes assessed, weighting for components and marking guidelines (where appropriate).
- Students are to sign that they have received the assessment task notification.
- If a student is absent on the day that a notification for an assessment task is given to students, the teacher will give student their notification the next day that they are present. Note, unless there are exceptional circumstances, an extension of time for the task will not be granted.

Scheduling

General Guidelines:

- Assessment in the Preliminary course should not begin before Week 5 of Term 1 for that cohort.
- Assessment for the HSC course may commence in Term 4 of the year prior to the HSC examination in that course.

Trial HSC Examination:

- Most courses will have a Trial HSC Examination (except English Extension 2 and some CEC and BEC courses);
- The Trial HSC should form a significant part of assessment.
- Examination papers should mirror the HSC as far as possible in skills, content, duration, and difficulty

Students:

- Are required to wear school uniform.
- Are not permitted to leave the examination earlier than the finish time.
- Need only attend school during the time of their scheduled examinations.

If a student is absent from the Trial HSC they are required to:

- Contact the school on the day of the examination.
- Catch-up the task within the scheduled examination period.

Submission of Assessment Tasks:

All hand in assessment tasks must be submitted as directed on the assessment notification. For electronically submitted tasks, students have a responsibility to ensure:

- The correct electronic file is attached.
- The file is not corrupt.

Note that technology fault is not grounds for appeal.

- HSC assessment takes precedence over all school and external activities, including excursions, work placement for VET, work experience, competitions, sporting events and family holidays. However, accommodations may be made where appropriate and alternate arrangements may be made with the Faculty Head Teacher prior to tasks, to arrange early or alternate submission.
- Change of dates for assessment tasks must be informed to students in writing and students must sign to acknowledge the change. Changes must be altered on the School Calendar and website.

12. Changes to course assessment schedules

In exceptionally rare circumstances, a change to a course assessment schedule may need to be made. The Head Teacher of the course, after consulting with the Deputy Principal, will inform all students affected in writing of the change. Sufficient time will be given to students to complete their work by the new due date/s. All care will be taken to minimise clashes and heavy workload periods, but this cannot always be guaranteed.

13. Procedures for the administration of tasks

For separate classes completing the same course, Head Teachers are required to ensure that:

- Students receive the same information to ensure consistency in the administration of the assessment task.
- Where possible, the task should be completed on the same day/period to protect the integrity of the task.
- All students have the same examination conditions and experiences.

Preliminary and HSC English speeches will generally be held over on the same day(s) to ensure fairness and the consistent implementation of the task.

During an assessment task, students must turn off their mobile phone and place it in their school bag or receptacle provided by the teacher. Students who breach this rule may have a penalty imposed, such as a zero for the task

14. Procedures for Illness/Misadventure

Explaining the Illness/Misadventure form

Tasks handed in late, or completed late, will receive a zero. A student has the right to appeal the zero mark by completing an ILLNESS/ MISADVENTURE APPEAL FORM.

What Is Illness and Misadventure?

NESA will only consider awarding special consideration in cases of illness and misadventure. These are defined as:

- Illness: Any sickness or injury that prevents a student from attending school.
- Misadventure: Any unforeseen circumstance or incident that prevents a student from attending school.

An Illness-Misadventure Form is used when an assessment task is:

- Not submitted on time.
- Submitted incomplete.
- During extra-ordinary circumstances.

Where a student experiences a misadventure, they should obtain an Illness-Misadventure Appeal Form. This must be done on the same day where possible or the next day of attendance including attendance at the next examination after the misadventure.

STUDENTS CANNOT SUBMIT AN APPEAL ON THE BASIS OF:

- Difficulties in preparation or loss of preparation time / technology fault
- Alleged deficiencies in teaching
- Long-term illness such as glandular fever unless they are suffering a flare-up of the condition during the examination or assessment period
- Misreading the examination timetable
- Misreading assessment task or examination instructions
- Other commitments such as holidays, participation in entertainment, work or sporting events, or attendance at examinations conducted by other institutions or organisations. Special consideration for changes to the scheduled date must be made in writing, addressed to the principal and well in advance of the event.
- Illness once the assessment paper is opened during the reading time, or after the examination commences.

Special consideration for reasons other than illness/misadventure requests must be made in writing, addressed to the Principal and well in advance of the event. The decision of the Principal is final.

15. Completing the Illness/Misadventure form

Student to complete

This section is to be completed by the student. Reasons for the Illness- Misadventure appeal must be documented in this section. Relevant documentation (e.g. doctor's certificate, statutory declaration, other) must be attached. This section is signed by the student and parent/carer.

It is the student's responsibility to complete the Illness-Misadventure Appeal and return it to the faulty head teacher, or deputy principal (or delegate) within five school days of the due date of the task. Late appeals may be considered but only in the event of exceptional circumstances.

Head Teacher

The Head Teacher makes recommendations.

Deputy Principal

The appeal is then completed by the Deputy Principal (within policy guidelines), who may:

- Uphold the appeal (marks may be awarded)
- Dismiss the appeal (mark of zero is maintained)
- Impose a penalty (marks are adjusted)

The result will be communicated to the student by the Deputy Principal or class teacher.

If the Deputy Principal dismisses the appeal, the student has the option of requesting an Appeals Committee review.

Appeals

The Appeals Committee shall be convened by the Principal and include MGHS Executive. This committee will make a recommendation.

The committee may:

- Uphold the appeal (marks may be awarded)
- Dismiss the appeal (mark of zero is maintained)
- Impose a penalty (marks are adjusted)

The committee will communicate the outcome of the appeal to the student. This may include an extension of time, a substitute task, or an estimated mark. All Documents related to the appeal will be placed in the student's file and the class teacher's HSC Compliance folder

[See Appendix A for Illness/Misadventure form](#)

16. Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

These issues are addressed directly by NESA in HSC: All My Own Work. In the case of suspected or proven malpractice, students will be required to provide evidence that all unacknowledged work is entirely their 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 diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas; and/or
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

A student's work may be checked for malpractice through plagiarism software such as 'turnitin'. Teachers and students will be able to receive reports outlining the percentage of work that is the students own work and the percentage of work that could be considered plagiarised.

Where cheating is detected a mark of zero will be given for the task to each student involved. It is NESA requirements that the students name be added to a Malpractice Register.

Where a student is present on the day of the task and truants in periods prior to undertaking the task, penalties may apply.

If malpractice is suspected, the Course Teacher must inform the Head Teacher of the course. The Course Teacher will provide to the Head Teacher evidence to support the malpractice (eg, the Internet page copied, other student work that is the same, the Turnitin report etc). The Head Teacher with the Course Teacher will determine the extent of the malpractice.

A student penalised for malpractice has access to the appeals process.

17. Malpractice Procedures

In cases where malpractice is suspected or has been proven the following procedures will be applied:

1. The student, parent/caregiver will be informed (verbally or in writing) by the Course Teacher or Head Teacher, of the suspected or proven malpractice and be presented with the evidence, in a timely manner.
2. An N Warning letter will be generated by the Course Teacher or Head Teacher to officially inform the student/supervisor of the malpractice and what the student needs to do to redeem the N Warning letter.
3. The student will be given the opportunity to present any evidence or information to support their position (drafts of work, witness statements, etc) to the Course Teacher and Head Teacher.
4. Notes/records of any discussions/interviews will be taken by the Course Teacher or Head Teacher and kept securely.
5. Confidentiality will be maintained at all times by all parties.
6. Head Teacher to inform Deputy Principal of malpractice for updating of NESA Malpractice register
7. The student will be informed of their right of appeal and the appeal process. Appeals must be lodged to the Deputy Principal within 2 school days of verbal/written notification of an incidence of malpractice.

Consequences of Malpractice

Proven malpractice will limit a student's marks, or result in a zero mark being given. It will impact their overall final assessment mark and rank. Proven malpractice MUST be registered with NESA in the Malpractice Register in Schools Online. This will be done by Deputy Principal with information supplied by the Head Teacher.

One or more of the following consequences may be applied to proven malpractice:

- reduced marks for all or part of the assessment task
- zero marks for part or all of the assessment task;
- an N Warning letter sent to the student/supervisor;
- withdrawal from course(s).

After being informed of the consequence of proven Malpractice, students have 2 school days to appeal a decision made by the Head Teacher of the course, to the Deputy Principal (Appendix 2 needs to be completed).

The Deputy Principal will review the evidence and inform the student and supervisor of their decision verbally or in writing. Notes of any discussion/interview will be made and retained.

If the student, parent/caregiver is not satisfied with the decision of their appeal to the Deputy Principal, a final appeal can be made to the Principal. This appeal **MUST** be made within 2 school days of being informed of the Deputy Principal's decision. The appeal must be made to the Principal in writing and any new evidence provided. The Principal's decision will be final. [See Appendix B for Malpractice appeals form](#)

18. Procedures For Awarding Marks

The HSC requires that a standard referenced approach be used for assessing and reporting student achievement. Assessment tasks allow measurements of student performance in relation to course outcomes, including those not readily measured by an examination. This serves to provide several types of measurements over a period of time. In a standards-referenced approach, the assessment mark submitted to the Board of Studies will reflect the rank order and relative difference between the achievements of students, based on the extent to which students have demonstrated the achievement of the outcomes.

Marks are calculated on the basis of the mandatory assessment components and weightings found in the syllabus for each course. Marks will be aggregated to the nearest whole number and ranked accordingly.

Assessment marks should show the relative differences between student performances. This is best achieved when a sufficiently wide mark range is used in allocating the marks for the individual tasks.

It is stressed that the final assessment mark should not be revealed to the students, but students must be informed that they can receive their final assessment rank and will be provided on their semester two report.

19. Procedures for late submission and non-completion of tasks

Tasks handed in late, or completed late, will receive a zero. A student has the right to appeal the zero mark by completing an ILLNESS/ MISADVENTURE APPEAL FORM.

Where the teacher of the class is absent on the due date

- Where a teacher is absent on the day for an in-class task, the Faculty Head Teacher or senior teacher will arrange alternative cover and/or collection of the task.

Where a student is absent on the due date

- Where a student is absent on the day an assessment task is due either for medical reasons or any other reason, a zero must be given initially and the student has the right to appeal via the submission of an Illness/Misadventure Form with the relevant documentation.
- When a student is absent on the day when a written task is to be handed in task or an in-class assessment performed, and the absence is known beforehand, the student must make arrangements for the task to be submitted, or completed, on or before time.
- Where a student is absent on the day of a hand-in task because of illness/misadventure, the student must arrange for the task to be handed in on time by an agent OR the task must be submitted electronically by the end of the school day 3:10pm.
- Where the student has been absent on the day the assessment task was due and the task was not handed in by arrangement due to misadventure, the student must hand in the task to their teacher on their first day of attendance.
- Relevant evidence (e.g. doctor's certificate, statutory declaration, other) covering all days of absence, together with an Assessment Illness/Misadventure Appeal form must be supplied within five school days.
- Where a student is absent on the day of an in-class assessment, it is the responsibility of the student to see their teacher/ Head Teacher of the relevant course on the first day of attendance after illness and to make alternative arrangements for completion of the assessment task. The student must be prepared to sit the task first day back at school. Relevant evidence (e.g. current doctor's certificate, statutory declaration, other) covering all days of absence must be submitted alongside an assessment illness/misadventure appeal form within five school days.
- Failure to follow the above procedures will result in an N Award Warning letter being sent to parents/caregivers of the student and a mark of zero.

- Under no circumstances does a suspension from school entitle a student to submit an assessment after the due date. If a student is on suspension from school at the time when an assessment item is due, it remains the student's responsibility to ensure the task is submitted on the due date. It is the student's responsibility to notify the Principal at the time of suspension that an assessment task is to be completed in class over the period of suspension. Where appropriate, the student may be asked to complete the task on return from suspension.

20. Invalidity of Assessment Tasks

Where invalid or unreliable results have been produced by an assessment task the faculty Head Teacher should be notified. This may be where a task does not function as required, or where there are problems in the administration.

The Head Teacher will ascertain the reasons for the unreliable or invalid results and implement one or more of the following processes as appropriate:

- negotiation with all students affected.
- implement an alternate task supplied for the whole or part of the original.
- mark adjustment to discount the invalid part of the test.
- other, as determined by the Head Teacher.

An investigation will be undertaken by the Deputy Principal and Head Teacher of the Faculty involved.

21. Maintaining Records

Procedures for providing assessment marks for students who transfer into the school after the commencement of the HSC course.

For students who transfer into the school before 30 June in the year of the Higher School Certificate examination, MGHS will request the former school forward information regarding:

- assessment marks, task weightings and rank
- N-Awards

The marks provided can be used as the basis of estimates for task that have been missed. Tasks attempted after enrolment can also be used to assist this estimate.

For students who transfer into the school after 30 June in the year of the Higher School Certificate examination, the previous school is to provide assessment marks.

In the case of VET courses for the Higher School Certificate, students who have achieved units of competency through study or experience are not required to be reassessed for recognition of those units of competency. However, a qualified assessor from an RTO must have assessed such competencies.

22. Assessment Feedback

Teachers provide feedback to students to assist their learning. The effectiveness of feedback to students on their performance on assessment tasks can result in significantly improvement in the standards-based system used for the HSC.

Feedback on tasks should be meaningful and provide students with an indication of their performance relative to the outcomes being assessed and their general progress. The wording of outcomes and the band descriptions can be used, where appropriate, for providing feedback to students. Teachers are encouraged to make available work samples to students as a standards reference. Appropriate marking guidelines are devised prior to applying the task and certified by the Head Teacher.

For each assessment task students should receive clear feedback on their performance. This should include what they are able to do and what they need to do in order to improve their performance. This advice should indicate:

- Students' attainments in the task relative to the outcomes
- Students' relative positions within the course group.

Students should sign the Assessment Task Register Sheet to acknowledge that feedback, rank & progressive rank are received.

In the case of VET courses, the assessment of competencies is on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either competent or not yet competent. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

23. Procedures for N-warning and Determination

If the Principal determines that a student is in danger of not completing a course satisfactorily, the student will be warned in writing in time for him/her to correct the problem and satisfactorily complete the course.

A minimum of two warning letters for each course is required for N-Determination. The Principal will use the following as a guide for N-Determination:

- 50% Rule: In addition to any other set tasks and experiences in any course, students must complete assessment tasks that contribute in excess of 50% of available marks.
- Set Tasks and Experiences: Principals must determine if there is sufficient evidence to progress with an N determination for a student's application of diligence and sustained effort to the set tasks and experiences provided in the course by the school.

If a decision is made to progress with an N-Determination:

- The Principal or delegate will notify the parent/carer that in the school's view, their student has not met the completion requirements for the award of the Preliminary HSC or HSC
- Offer an Appeal form (if required) and review the appeal.
- Form an Appeals panel (if required)
- If the appeal is upheld, award the marks for the course.
- If the Appeal is declined, forward all documentation to NESAC for determination.
- If an 'N' determination is given:
- the course will be listed as 'Not Completed' on the Record of Secondary Achievement.
- the student may be ineligible for the award of a Preliminary HSC or HSC.

24. Practical and submitted works

Students are required to be provided with written notice of:

- relevant guidelines for the project work so the work falls within NESAC and HSC guidelines for size, weight and duration.
- examination dates for practical, submitted works and performances.

Teachers should ensure that students understand what malpractice is, and how it relates to their projects. This includes students understanding the requirements regarding outside assistance, and that outside assistance is acknowledged in the project documentation.

Teachers must certify that the work is the students' own original work and that any material drawn from other sources or any outside assistance is acknowledged

Students must sign to acknowledge the receipt of NESAC guidelines.

25. Examination Procedures

Students:

- must be prompt to the examination. Students should assemble outside the Western side of the hall or other designated venue (minimum 15 minutes prior to the commencement the examination).
- are required to fill in an attendance slip for every examination. The slips will be collected and forwarded to the relevant faculty.
- are not permitted to leave the venue before the end of the examination.
- must not talk once they have entered the examination venue.
- will be directed where to sit. When there are multiple exams, subject groups will sit together.
- must be responsible to make sure that the correct examination paper has been provided for the course entered. When asked to do so by the supervisor, check the examination papers to make sure that there are no pages missing.

- during reading time, must not write, use any equipment including highlighters, or annotate examination paper in any way.
- may consult their dictionary during reading time in examinations where dictionaries are permitted.
- must read the instructions on the examination paper carefully as well as all questions. Supervisors are not permitted to interpret examination questions or instructions relating to questions.
- write clearly, preferably with black pen.
- write answers in the correct answer booklets.
- stop writing immediately when told to do so by the supervisor.
- must follow the supervisor's instructions at all times.
- must behave in a polite and courteous manner towards the supervisors and other students.
- must make a serious attempt at the examination.
- must not leave until dismissed by the supervising teacher.
- must not remove any examination papers from the examination room. If students want to see an examination paper after the examination is over, they will need to speak to their teacher.

If a student is absent on the day of a scheduled examination, they are to make contact with the faculty running that examination.

EQUIPMENT CHECKLIST FOR EXAMINATIONS

Students may only take equipment listed below into the examination room:

- black pens (blue is also acceptable but black is easier for markers to read) pencils, erasers, sharpener (use pencils where specifically directed).
- a ruler marked in millimetres and centimetres.
- highlighter pen
- a bottle of water in a clear bottle.
- watches- Students can wear their watch into the examinations, but once they sit down, they will have to take it off and place it in clear view on their desk. Programmable watches, including smartwatches, will not be allowed in the examination room.
- specific course equipment approved by NESA can be found at Equipment Checklist for the Higher School Certificate Examinations website.

All equipment brought in may be subject to inspection on entry. Students will be directed to place any unauthorised equipment or material in a designated area. Examination staff will not be responsible for these items.

- Students are not permitted to borrow equipment during examinations.
- Students may only use scientific calculators that appear on the NESA list of approved scientific calculators.
- Students are permitted to take dictionaries into certain Language examinations. However, they must be monolingual and/or bilingual print dictionaries relating to the language being examined. Dictionaries cannot be annotated or highlighted in any way, including using stickers to mark a particular place. Electronic dictionaries are not permitted.

Students must NOT bring any of the following into the examination room:

- a mobile phone or smartwatch
- any electronic device (except a calculator where permitted). This includes communication devices, organisers, tablets (e.g. iPads, etc.), music players or electronic dictionaries.
- paper or any printed or written material (including the examination timetable)
- correction fluid or correction tape.

Appendix A: Illness/Misadventure Appeal Form

ILLNESS & MISADVENTURE FORM

(Please complete the form and return to faculty head teacher or deputy principal for multiple tasks)

STUDENT TO COMPLETE	Student Name		Year	
	Subject / Course		Teacher	
	Today's Date		Due Date(s)	
	Nature of task (tick)	<input type="checkbox"/> In Class	<input type="checkbox"/> Hand in Task	<input type="checkbox"/> Formal Examination
	Task details:			
	Reason for appeal (tick)	<input type="checkbox"/> ILLNESS		<input type="checkbox"/> MISADVENTURE
	Explain how unforeseen illness or misadventure has prevented or will prevent you from submitting this task			
	Supporting evidence attached		<input type="checkbox"/> YES	<input type="checkbox"/> NO
Student Signature:		Date:		
Parent/Carer Signature:		Date:		

HEAD TEACHER	I have noted the above request and recommend the following action:	
Head Teacher Signature:		Date:

DEPUTY PRINCIPAL	Result of appeal	<input type="checkbox"/> Upheld	<input type="checkbox"/> Declined
	Comments:		
	Student advised (please sign):		Date:
	Deputy signature:		Date:
	Sentral entry created, and document uploaded. Incident Number:		

Office Use: HT to consult with CRT; HT to submit appeal to DP; DP consults with review committee; DP informs HT and student of response. Original form uploaded to Sentral and placed in student file. Copy provided to Faculty HT for monitoring folder and one copy for the student.

APPEALS	Details of appeal:		
	Scheduled Meeting Date:		
	Result of Appeal	<input type="checkbox"/> Upheld	<input type="checkbox"/> Dismissed
Signature:			

Appendix B: Malpractice Appeal Form

Please submit this appeal form (within 2 school days of HT decision) to the Deputy Principal

☐ Step One: Appeal to Deputy Principal

Student Name: _____ Course: _____ Task: _____

Reason/s for appeal: (Evidence provided to demonstrate student's own work. Please attach additional evidence to this form as required)

For Office Use Only: Deputy Principal Decision

☐ No change to HT decision: Reason/s:

☐ Change to decision: Reason/s and decision outcome: Malpractice Register updated

☐ HT Informed ☐ Student/Supervisor informed

Signed: _____ (Deputy Principal) Date: _____ (Deputy Principal)

☐ Step Two: Appeal to Principal

Please attach/provide only new evidence to the Principal in relation to your appeal and your reasons for the appeal below:

For Office Use Only: Principal Decision

☐ No change to DP decision: Reason/s:

☐ Change to DP decision: Reason/s and decision outcome: Malpractice Register updated

☐ DP and HT Informed ☐ Student/Supervisor informed

Principal Signature: _____ Date: _____

Scope and Sequence & Assessment Schedules

Ancient History - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	Core Study: Cities of Vesuvius – Pompeii and Herculaneum <i>AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9, AH12-10</i>
	2	
	3	
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	10	
	11	Staff Development Days Only
Term 1	1	12AH01 Historical Period: New Kingdom Egypt to the Death of Thutmose IV AND Personalities in their Times: Egypt – Hatshepsut Or 12AH02 Historical Period: New Kingdom Egypt Amenhotep III to the Death of Ramesses AND Personalities in their Times: Egypt – Akhenaten <i>AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9</i>
	2	
	3	
	4	
	5	
	6	
	7	
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	10	
	11	
Term 2	1	
	2	
	3	
	4	
	5	
	6	12AH01 Ancient Societies: New Kingdom Egypt society to the death of Amenhotep III Or 12AH02 Ancient Societies: New Kingdom Egypt society during the Ramesside period <i>AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9</i>
	7	
	8	
	9	
	10	
Term 3	1	Protected Learning Space (no assessments)
	2	
	3	Trial Examination Period
	4	
	5	12AH01 Ancient Societies: New Kingdom Egypt society to the death of Amenhotep III 12AH02 Ancient Societies: New Kingdom Egypt society during the Ramesside period
	6	
	7	Revision
	8	
	9	
	10	

Ancient History - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	Task 4	
Task Description	Source Analysis	Historical Analysis	Essay	Trial	
Task Type	Source Task	Research	Essay	Exam	
Timing	Term 4 Week 10	Term 1 Week 8	Term 2 Week 5	Term 3 Week 3/4	
Outcome(s)	AH12-6, AH12-7, AH12-10	AH12-3, AH12-4, AH12-5, AH12-8	AH12-1, AH12-2, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10	
	SCHOOL-BASED ASSESSMENT REQUIREMENTS				
	WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and understanding of course content	10	10	10	10	40%
Historical skills in the analysis and evaluation of sources and interpretations	10	-	-	10	20%
Historical inquiry and research	-	10	10	-	20%
Communication of historical understanding in appropriate forms	-	10	5	5	20%
TOTAL	20%	30%	25%	25%	100%

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

Biology - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	Module 5 – Heredity (Depth study: 4 hours) <i>BIO12-1, 2, 3, 4, 5, 6, 7, 12</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	Staff Development Days Only
Term 1	1	Module 7 – Infectious Disease (Depth study: 5 hours) <i>BIO12-1, 2, 3, 4, 5, 6, 7, 14</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	Module 6 – Genetic Change (Depth study: 4 hours) <i>BIO12-1, 2, 3, 4, 5, 6, 7, 13</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	Module 8 – Non-infectious Disease (Depth study: 2 hours)
	2	Protected Learning Space (no assessments)
	3	Trial Examination Period
	4	
	5	Module 8 – Non-infectious Disease cont. (Depth study: 2 hours) <i>BIO12-1, 2, 3, 4, 5, 6, 7, 15</i>
	6	
	7	
	8	
	9	
	10	

Biology - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	Task 4	
Task Description	Working Scientifically Skills Task	Infectious Disease: Depth Study	Genetic Knowledge Test	Trial Examination	
Task Type	Skills Task	Depth Study	Topic Test	Formal Exam	
Timing	Week 10 Term 4	Week 8 Term 1	Week 9 Term 2	Weeks 3-4 Term 3	
Outcome(s)	BIO12-1,2,3,4,5,6,7,12	BIO12-1,2,3,4,5,6,7,14	BIO12-4,5,6,7,13	BIO12-1,2,3,4,5,6,7,12,13,14,15	
	SCHOOL-BASED ASSESSMENT REQUIREMENTS				
	WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Skills in working scientifically	20	15	10	15	60%
Knowledge and understanding	5	10	10	15	40%
TOTAL %	25%	25%	20%	30%	100%

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

Business Studies - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	Operations <i>H1, H2, H3, H4, H5, H6, H7, H8, H9</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	Finance <i>H2, H3, H4, H5, H6, H7, H8, H9, H10</i>
	10	
	11	Staff Development Days Only
Term 1	1	Finance <i>H2, H3, H4, H5, H6, H7, H8, H9, H10</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	Marketing <i>H1, H2, H3, H4, H5, H6, H7, H8, H9, H10</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	Human Resources <i>H2, H3, H4, H5, H6, H7, H8, H9</i>
	10	
Term 3	1	Protected Learning Space (no assessments)
	2	
	3	Trial Examination Period
	4	
	5	Human Resources <i>H2, H3, H4, H5, H6, H7, H8, H9</i>
	6	
	7	
	8	
	9	
	10	

Business Studies - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	Task 4	
Task Description	Operations Research Business Report	Finance Topic Test	Marketing Research Essay	Trial Examination	
Task Type	Research Report	Topic Test	Research Essay	Examination	
Timing	Term 4, Week 9	Term 1, Week 8	Term 2, Week 7	Term 3, Week 3/4	
Outcome(s)	H3, H4, H5, H6, H7, H8, H9	H1, H2, H4, H5, H6, H8, H9, H10	H2, H3, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
SCHOOL-BASED ASSESSMENT REQUIREMENTS					
WEIGHTING(S)					
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and understanding	5	15	10	10	40%
Stimulus-based skills		10		10	20%
Inquiry and research	10		10		20%
Communication of business information, ideas and issues in appropriate forms	5		5	10	20%
TOTAL	20%	25%	25%	30%	100%

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

Chemistry - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	Year 11 Yearly Exam Feedback
	2	Module 5 Equilibrium and Acid Reactions (depth study 2 hours) <i>CH12-1, 2, 3, 4, 5, 6, 7, 12</i>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	Staff Development Days Only
Term 1	1	Module 6 Acid /Base Reactions (depth study 2 hours) <i>CH12-1, 2, 3, 4, 5, 6, 7, 13</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	Module 7 Organic Chemistry (depth study 8 hours) <i>CH12-1, 2, 3, 4, 5, 6, 7, 14</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Module 8 Applying Chemical Ideas (depth study 3 hours) <i>CH12-1, 2, 3, 4, 5, 6, 7, 15</i>
Term 3	1	Protected Learning Space (no assessments)
	2	
	3	Trial Examination Period
	4	
	5	Module 8 Applying Chemical Ideas (depth study 3 hours) <i>CH12-1, 2, 3, 4, 5, 6, 7, 15</i>
	6	
	7	
	8	
	9	
	10	

Chemistry - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	Task 4	
Task Description	Working Scientifically Skills Task	Module 6 Topic Test	Organic Chemistry Depth Study	Trial HSC Exam	
Task Type	Skills Task	Topic Test	Depth Study	Examination	
Timing	Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Week 3-4	
Outcome(s)	CH12 - 2, 3, 4, 5, 6, 7, 12	CH12- 4, 5, 6, 7, 13	CH12 - 1, 3, 5, 6, 7, 14	CH12 - 1, 2, 3, 4, 5, 6, 7, 12, 13, 14, 15	
	SCHOOL-BASED ASSESSMENT REQUIREMENTS				
	WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Skills in Working Scientifically	20	10	15	15	60%
Knowledge and Understanding	5	10	10	15	40%
TOTAL	25%	20%	25%	30%	100%

Outcomes – A student:	
CH12 - 1	Develops and evaluates questions and hypotheses for scientific investigation
CH12 - 2	Designs and evaluates investigations in order to obtain primary and secondary data and information
CH12 – 3	Conducts investigations to collect valid and reliable primary and secondary data and information
CH12 – 4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH12 – 5	Analyses and evaluates primary and secondary data and information
CH12 – 6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH12 - 7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH12 -12	Explains the characteristics of equilibrium systems, and the factors that affect these systems
CH12 -13	Describes, explains and quantitatively analyses acids and bases using contemporary models
CH12 -14	Analyses the structure of, and predicts reactions involving, carbon compounds
CH12 -15	Describes and evaluates chemical systems used to design and analyse chemical processes

Community and Family Studies - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	HSC Core: Research Methodology <i>H4.1, H4.2</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	HSC Core: Groups in Context
	10	<i>H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2</i>
	11	Staff Development Days Only
Term 1	1	HSC Core: Groups in Context <i>H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2</i>
	2	
	3	
	4	
	5	
	6	
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	11	
Term 2	1	HSC Core: Parenting and Caring <i>H1.1, H2.1, H2.2, H2.3, H3.2, H3.4, H5.1, H5.2, H6.1</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	HSC Option: Social Impact of Technology <i>H2.3, H3.4, H4.1, H4.2, H6.1</i>
	9	
	10	
Term 3	1	Protected Learning Space (no assessments)
	2	
	3	Trial Examination Period
	4	
	5	HSC Option: Social Impact of Technology <i>H2.3, H3.4, H4.1, H4.2, H6.1</i>
	6	
	7	
	8	
	9	
	10	

Community and Family Studies - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	Task 4	
Task Description	Independent Research Project	Case Study	Support Networks	Trial HSC	
Task Type	Research Project	Written Responses	Research	Examination	
Timing	Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 3 & 4	
Outcome(s)	4.1, 4.2	2.2, 3.3, 6.2	2.1, 3.2, 5.1	1.1, 2.3, 3.1, 3.4, 4.1, 5.2, 6.1, 6.2	
SCHOOL-BASED ASSESSMENT REQUIREMENTS					
WEIGHTING(S)					
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and understanding of course content	-	10	10	20	40%
Skills in critical thinking, research methodology, analysing and communicating	20	15	15	10	60%
TOTAL	20%	25%	25%	30%	100%

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

Earth and Environmental Science - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	Module 5: Earth's Processes (Depth study- 4 hours) <i>EES12 – 1, 2, 3, 4, 5, 6, 7, 12</i>
	2	
	3	
	4	
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	7	
	8	
	9	
	10	
	11	Staff Development Days Only
Term 1	1	Module 6: Hazards (Depth study- 6 hours) <i>EES12 – 1, 2, 3, 4, 5, 6, 7, 13</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	Module 7: Climate Science (Depth Study 3 Hours) <i>EES12 – 1, 2, 3, 4, 5, 6, 7, 14</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	Module 8: Resource Management (Depth Study 2 Hours) <i>EES12 – 1, 2, 3, 4, 5, 6, 7, 15</i>
	10	
Term 3	1	Protected Learning Space (no assessments)
	2	
	3	Trial Examination Period
	4	
	5	Module 8: Resource Management (Depth Study 2 Hours) <i>EES12 – 1, 2, 3, 4, 5, 6, 7, 15</i>
	6	
	7	
	8	
	9	
	10	

Earth and Environmental Science - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	Task 4	
Task Description	Working Scientifically Skills Task	Hazards: Depth Study	Module 7 Topic Test	Trial Exam	
Task Type	Skills Task	Depth Study	Knowledge Task	Formal Examination	
Timing	Week 9 Term 4	Week 9 Term 1	Week 8 Term 2	Week ¾ Term 3	
Outcome(s)	EES12 - 1,2,4,5,6,7,12	EES12-1,3,4 5,6,7,13	EES12- 4, 5,6,7,14	EES12 -1,2,4, 5,6,7,12,13,14,15	
	SCHOOL-BASED ASSESSMENT REQUIREMENTS				
	WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Skills in Working Scientifically	20	20	5	15	60%
Knowledge and understanding of the course content	5	5	15	15	40%
TOTAL	25%	25%	20%	30%	100%

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

Engineering Studies - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	Engineering Application: Civil Structures Module <i>H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	Staff Development Days Only
Term 1	1	Engineering Application: Personal and Public Transport Module <i>H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2</i>
	2	
	3	
	4	Eng. Report 1 Bridge/Tower
	5	Engineering Application: Personal and Public Transport Module <i>H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2</i>
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	Engineering Focus: Aeronautical Engineering Module <i>H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2</i>
	2	
	3	
	4	
	5	Eng. Report 2-Aero
	6	Engineering Focus: Aeronautical Engineering Module <i>H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2</i>
	7	
	8	
	9	Engineering focus: Telecommunications Module <i>H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2</i>
	10	
Term 3	1	Protected Learning Space (no assessments)
	2	
	3	Trial Examination Period - Task 3 Engineering Trial Exam
	4	
	5	Engineering focus: Telecommunications Module <i>H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2</i>
	6	
	7	
	8	
	9	HSC Revision
	10	

Engineering Studies - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	
Task Description	Civil Structures	Aeronautical	Trial HSC Exam	
Task Type	Engineering Report	Engineering Report	Term 3 Week 3/4	
Timing	Term 1 Week 4	Term 2 Week 5	Term 3 Week 3/4	
Outcome(s)	H2.1, H2.2, H3.1, H3.2, H3.3, H5.1, H5.2, H4.1, H4.2, H6.1, H6.2	H1.1, H1.2, H3.1, H3.3 H4.1, H4.2, H4.3, H5.1, H5.2	H1.2, H2.1, H3.1, H3.3, H4.1, H4.2	
	SCHOOL-BASED ASSESSMENT REQUIREMENTS			
	WEIGHTING(S)			
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and skills in research, problem solving, and communication related to Engineering practice	15	15	10	40%
Knowledge and Understanding of course content.	20	20	20	60%
TOTAL	35%	35%	30%	100%

Outcomes – A student:	
H1.1	Describes the scope of engineering and critically analyses current innovations
H1.2	Differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications
H2.1	Determines suitable properties, uses and applications of materials, components, and processes in engineering
H2.2	Analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
H3.1	Demonstrates proficiency in the use of mathematical, scientific, and graphical methods to analyse and solve problems of engineering practice
H3.2	Uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
H3.3	Develops and uses specialised techniques in the application of graphics as a communication tool
H4.1	Investigates the extent of technological change in engineering
H4.2	Applies knowledge of history and technological change to engineering based problems
H4.3	Applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems
H5.1	Works individually and in teams to solve specific engineering problems and prepare engineering reports
H5.2	Selects and uses appropriate management and planning skills related to engineering
H6.1	Demonstrates skills in research and problem-solving related to engineering
H6.2	Demonstrates skills in analysis, synthesis and experimentation related to engineering

English Advanced - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	Texts and Human Experience <i>EA12-1, EA12-2, EA12-3, EA12-4, EA12-6, EA12-7</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	Module C: Craft of Writing <i>EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-9</i>
	10	
	11	Staff Development Days Only
Term 1	1	Module C: Craft of Writing <i>EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-9</i>
	2	
	3	
	4	
	5	
	6	
	7	Module B: Critical Study of Literature <i>EA12-1, EA12-3, EA12-4, EA12-6, EA12-7, EA12-8</i>
	8	
	9	
	10	
	11	
Term 2	1	
	2	
	3	
	4	
	5	Module A: Textual Conversations <i>EA12-1, EA12-3, EA12-5, EA12-7, EA12-8</i>
	6	
	7	
	8	
	9	
	10	
Term 3	1	
	2	Protected Learning Space (no assessments)
	3	Trial Examination Period
	4	
	5	Module A: Textual Conversations <i>EA12-1, EA12-3, EA12-5, EA12-7, EA12-8</i>
	6	
	7	Revision – Common Module, Module A, B and CoW
	8	
	9	
	10	

English Advanced - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	Task 4	
Task Description	Texts and Human Experience	Module C: Craft of Writing	Module B: Critical Study of Literature	HSC Examination	
Task Type	Multimodal Presentation with related material	Imaginative response	Analytical Response	Common Module Module A Module B Module C	
Timing	Term 4 Week 9	Term 1 Week 7	Week 2 Week 4	Term 3 Week 3-4	
Outcome(s)	EA12-2, EA12-6	EA12-5, EA12-9	EA12-8	EA12-1, EA12-3, EA12-4, EA12-7	
	SCHOOL-BASED ASSESSMENT REQUIREMENTS				
	WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
TOTAL	25%	20%	25%	30%	100%

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

English Extension 1 - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	Literary Worlds <i>EE12-1, EE12-2, EE12-3, EE12-4, EE12-5</i>
	2	
	3	
	4	
	5	
	6	
	7	Elective 2 Worlds of Upheaval - Frankenstein <i>EE12-1, EE12-2, EE12-3, EE12-4, EE12-5</i>
	8	
	9	
	10	
	11	Staff Development Days Only
Term 1	1	Elective 2 Worlds of Upheaval - Frankenstein <i>EE12-1, EE12-2, EE12-3, EE12-4, EE12-5</i>
	2	
	3	
	4	
	5	Elective 2 Worlds of Upheaval - Metropolis <i>EE12-1, EE12-2, EE12-3, EE12-4, EE12-5</i>
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	
	2	
	3	
	4	
	5	Elective 2 Worlds of Upheaval - Waiting for Godot <i>EE12-1, EE12-2, EE12-3, EE12-4, EE12-5</i>
	6	
	7	
	8	
	9	
	10	
Term 3	1	Protected Learning Space (no assessments)
	2	
	3	Trial Examination Period
	4	
	5	Elective 2 Worlds of Upheaval Waiting for Godot cont. and Revision
	6	
	7	
	8	
	9	
	10	

English Extension 1 - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	
Task Description	Common Module – Literary worlds	Elective 2 – Worlds of Upheaval	Common Module and Elective	
Task Type	Imaginative response with reflection	Critical response with related text	Trial HSC Examination	
Timing	Term 1 Week 10	Term 3 Week 1	Term 3 Week 3-4	
Outcome(s)	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2 EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
	SCHOOL-BASED ASSESSMENT REQUIREMENTS			
	WEIGHTING(S)			
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of texts and why they are valued	15	20	15	50%
Skills in complex analysis composition and investigation	15	20	15	50%
TOTAL	30%	40%	30%	100%

Outcomes – A student:	
EE12-1	demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies
EE12-2	analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts
EE12-3	independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts
EE12-4	critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
EE12-5	reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

English Extension 2 - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	The Composition Process, Major Work, Reflection Statement, and Journal <i>EEX12-1, EEX12-3, EEX12-4</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	Staff Development Days Only
Term 1	1	The Composition Process, Major Work, Reflection Statement, and Journal <i>EEX12-1, EEX12-2, EEX12-3, EEX12-4</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	The Composition Process, Major Work, Reflection Statement, and Journal <i>EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 3	1	Protected Learning Space (no assessments)
	2	
	3	Trial Examination Period
	4	
	5	The Composition Process, Major Work, Reflection Statement, Journal, and Revision <i>EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5</i>
	6	
	7	
	8	
	9	
	10	

English Extension 2 - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	
Task Description	Viva Voce	Literature Review	Critique of the Creative Process	
Task Type	Viva Voce	Literature Review	Critique of the Creative Process	
Timing	Term 4 Week 10	Term 2 Week 3	Term 3 Week 1	
Outcome(s)	EEX12-1, EEX12-3, EEX12-4	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-1, EEX12-3, EEX12-5	
	SCHOOL-BASED ASSESSMENT REQUIREMENTS			
	WEIGHTING(S)			
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Skills in extensive independent research	15	20	15	50%
Skills in sustained composition	15	20	15	50%
TOTAL	30%	40%	30%	100%

Outcomes – A student:	
EEX12-1	demonstrates a deep understanding of the dynamic relationships between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
EEX12-2	strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
EEX12-3	applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
EEX12-4	undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant experience, event or idea
EEX12-5	reflects on and evaluates the composition process and the effectiveness of their own published composition

English Standard - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	<p>Texts and Human Experience</p> <p><i>EN12-1, EN12-2, EN12-3, EN12-4, EN12-6, EN12-7</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	<p>Module C – Craft of Writing</p> <p><i>EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9</i></p>
	10	
	11	Staff Development Days Only
Term 1	1	<p>Module C – Craft of Writing</p> <p><i>EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9</i></p>
	2	
	3	
	4	
	5	
	6	
	7	<p>Module A – Language, Identity and Culture</p> <p><i>EN12-1, EN12-3, EN12-5, EN12-7, EN2-8</i></p>
	8	
	9	
	10	
	11	
Term 2	1	
	2	
	3	
	4	
	5	<p>Module B: Close Study of Literature</p> <p><i>EN12-1, EN12-3, EN12-4, EN12-6, EN12-7, EN12-8</i></p>
	6	
	7	
	8	
	9	
	10	
Term 3	1	Protected Learning Space (no assessments)
	2	
	3	Trial Examination Period
	4	
	5	<p>Module B: Close Study of Literature</p> <p><i>EN12-1, EN12-3, EN12-4, EN12-6, EN12-7, EN12-8</i></p>
	6	
	7	<p>Revision: Common Module, Module A, Module B and CoW</p>
	8	
	9	
	10	

English Standard - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	Task 4	
Task Description	Texts and Human Experience	Module C: Craft of Writing	Module A: Language, Culture and identity	Trial HSC Examinations	
Task Type	Multimodal Presentation with related text	Imaginative text with Reflection	Analytical Response	Common Module Module A Module B Module C	
Timing	Term 4 Week 9	Term 1 Week 7	Term 2 Week 4	Term 3 Week 3-4	
Outcome(s)	EN12-2, EN12-6	EN12-5, EN12-9	EN12-8	EN12-1, EN12-3, EN12-4, EN12-7	
	SCHOOL-BASED ASSESSMENT REQUIREMENTS				
	WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and understanding of course content	10	10	15	15	50%
Skills in responding to ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50%
TOTAL	25%	20%	25%	30%	100%

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

English Studies - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	<p>Texts and Human Experience</p> <p><i>ES12-2, ES12-3, ES12-8, ES12-9, ES12-10</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Module L: Who do you think I am? <i>ES12-1, ES12-4, ES12-5, ES12-6, ES12-7, ES12-9</i>
	11	Staff Development Days Only
Term 1	1	<p>Module L: Who do you think I am?</p> <p><i>ES12-1, ES12-4, ES12-5, ES12-6, ES12-7, ES12-9</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	<p>Module A: We are Australians</p> <p><i>ES12-1, ES12-4, ES12-5, ES12-7, ES12-9</i></p>
	9	
	10	
	11	
Term 2	1	<p><i>ES12-1, ES12-4, ES12-5, ES12-7, ES12-9</i></p>
	2	
	3	
	4	
	5	
	6	
	7	<p>Module C: On the Road</p> <p><i>ES12-3, ES12-4, ES12-6, ES12-7, ES12-10</i></p>
	8	
	9	
	10	
Term 3	1	Protected Learning Space (no assessments)
	2	
	3	Trial Examination Period
	4	
	5	<p>Module C: On the Road</p> <p><i>ES12-3, ES12-4, ES12-6, ES12-7, ES12-10</i></p>
	6	
	7	
	8	
	9	
	10	

English Studies - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	Task 4	
Task Description	Texts and Human Experience	Module L: Who do you think I am?	Module A: We are Australians	Collection of Work	
Task Type	Multimodal Presentation with related text	Research Task	Creative Writing	Collection of work with Reflection	
Timing	Term 4 Week 9	Term 1 Week 7	Term 2 Week 6	Term 3 Week 4	
Outcome(s)	ES12-2, ES12-8	ES12-1, ES12-6, ES12-9	ES12-5, ES12-7	ES12-3, ES12-4, ES12-10	
	SCHOOL-BASED ASSESSMENT REQUIREMENTS				
	WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and understanding of course content	15	10	10	15	50%
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively.	10	15	10	15	50%
TOTAL	25%	25%	20%	30%	100%

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, community, workplace 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 been 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 relationships between texts
ES12-9	identifies 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

Exploring Early Childhood - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	Play and the Developing Child <i>1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.2, 6.2</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	Childhood Health and Safety <i>1.2, 1.3, 2.4, 2.5, 6.1</i>
	9	
	10	
	11	Staff Development Days Only
Term 1	1	Childhood Health and Safety <i>1.2, 1.3, 2.4, 2.5, 6.1</i>
	2	
	3	
	4	
	5	Young Children and Media <i>1.4, 2.1, 2.2, 2.4, 6.1.</i>
	6	
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	11	
Term 2	1	Children's Literature <i>1.2, 1.3, 1.4, 4.1.</i>
	2	
	3	
	4	
	5	
	6	Food and Nutrition <i>1.3, 1.4, 1.5, 6.1, 6.2</i>
	7	
	8	
	9	
	10	
Term 3	1	Protected Learning Space (no assessments)
	2	
	3	Trial Examination Period
	4	
	5	Starting School <i>1.3, 2.1, 2.2, 2.4, 6.1, 6.2</i>
	6	
	7	
	8	
	9	
	10	

Exploring Early Childhood - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	Task 4	
Task Description	Play and the Developing Child	Childhood Health and Safety	Food and Nutrition	Trial HSC	
Task Type	Portfolio	Presentation	Research	Examination	
Timing	Term 4 Week 7	Term 1 Week 4	Term 2 Week10	Term 3 Week 3 & 4	
Outcome(s)	1.3, 1.4, 2.2	1.2, 2.4, 2.5	1.4, 1.5, 6.1	1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5	
	SCHOOL-BASED ASSESSMENT REQUIREMENTS				
	WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and Understanding	10	10	10	20	50%
Skills	15	10	15	10	50%
TOTAL	25%	20%	25%	30%	100%

Outcomes – A student:	
1.2	examines major physical, social-emotional, behavioural, cognitive and language development of young children 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 children's growth and development
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
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
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

Food Technology - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	Contemporary Nutrition Issues <i>H2.1, H3.2, H5.1</i>
	2	
	3	
	4	
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	8	
	9	
	10	
	11	Staff Development Days Only
Term 1	1	Food Manufacturing <i>H1.1, H 4.2</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	Food Product Development <i>H1.3, H 4.1</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Australian Food Industry <i>H1.2, H1.4, H3.1</i>
Term 3	1	Australian Food Industry <i>H1.2, H1.4, H3.1</i>
	2	Protected Learning Space (no assessments)
	3	Trial Examination Period
	4	
	5	Australian Food Industry <i>H1.2, H1.4, H3.1</i>
	6	
	7	
	8	
	9	
	10	

Food Technology - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	Task 4	
Task Description	Contemporary Nutrition Issues	Food Manufacturing	Food Product Development	Trial HSC	
Task Type	Written Responses	Case Study	Portfolio	Examination	
Timing	Term 4 Week 9	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 3&4	
Outcome(s)	2.1, 3.2, 5.1	1.1, 4.2	1.3, 4.1	1.1, 1.2, 1.3, 1.4 2.1, 4.2	
SCHOOL-BASED ASSESSMENT REQUIREMENTS					
WEIGHTING(S)					
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and Understanding of course content	5	5	10	20	40%
Knowledge and skills in designing, researching, analysing and evaluating	10	5	10	5	30%
Skills in experimenting with and preparing food by applying theoretical concepts	-	15	15	-	30%
TOTAL	15%	25%	35%	25%	100%

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 situation

Geography - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	Urban Places – Urban Dynamics <i>H1, H3, H5, H6, H7, H8, H9, H10, H11, H12, H13</i>
	2	
	3	
	4	
	5	Urban Places – Sydney Case Study <i>H1, H3, H5, H6, H7, H8, H9, H10, H11, H12, H13</i>
	6	
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	10	
	11	Staff Development Days Only
Term 1	1	Urban Places – Megacities <i>H1, H3, H5, H6, H7, H8, H9, H10, H11, H12, H13</i>
	2	
	3	
	4	
	5	Urban Places – World Cities <i>H1, H3, H5, H6, H7, H8, H9, H10, H11, H12, H13</i>
	6	
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	10	
	11	
Term 2	1	Ecosystems At Risk <i>H1, H2, H5, H6, H7, H8, H9, H10, H11, H12, H13</i>
	2	
	3	
	4	
	5	
	6	
	7	People and Economic Activity <i>H1, H2, H4, H6, H7, H8, H9, H10, H11, H12, H13</i>
	8	
	9	
	10	
Term 3	1	
	2	Protected Learning Space (no assessments)
	3	Trial Examination Period
	4	
	5	People and Economic Activity <i>H1, H2, H4, H6, H7, H8, H9, H10, H11, H12, H13</i>
	6	
	7	
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	9	
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Geography - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	Task 4	
Task Description	Megacities Presentation	Urban Places Topic Test	Ecosystems at Risk In-class essay	Trial	
Task Type	Presentation	Topic Test	In-class essay	Exam	
Timing	Term 1 Week 2	Term 1 Week 6	Term 2 Week 7	Term 3 Week 2 or 3	
Outcome(s)	H1, H8, H9, H12, H13	H1, H3, H10, H11	H1, H2, H5, H6, H8	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13	
SCHOOL-BASED ASSESSMENT REQUIREMENTS					
WEIGHTING(S)					
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and understanding of course content	15	5	10	10	40%
Geographical tools and skills	-	10	-	10	20%
Geographical inquiry and research, including fieldwork	5	5	5	5	20%
Communication of geographical information, ideas and issues in appropriate forms	10	-	5	5	20%
TOTAL	30%	20%	20%	30%	100%

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

History Extension - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	Constructing History – Key Questions <i>HE12-1, HE12-3, HE12-4</i>
	2	
	3	
	4	
	5	
	6	History Project <i>HE12-1, HE12-2, HE12-3, HE12-4</i>
	7	
	8	
	9	
	10	
	11	Staff Development Days Only
Term 1	1	Constructing History – Key Questions <i>HE12-1, HE12-3, HE12-4</i>
	2	
	3	
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	10	
	11	
Term 2	1	Constructing History – Case Study <i>HE12-1, HE12-3, HE12-4</i>
	2	
	3	
	4	
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	7	
	8	
	9	
	10	
Term 3	1	Protected Learning Space (no assessments)
	2	
	3	Trial Examination Period
	4	
	5	Constructing History – Key Questions and Case Study <i>HE12-1, HE12-3, HE12-4</i>
	6	
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	9	
	10	

History Extension - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	
Task Description	History Project: Historical Process	History Project: Essay	Trial	
Task Type	proposal, process log, annotated sources	Essay	Exam	
Timing	Term 4 Week 10	Term 1 Week 10	Term 3 Week 3/4	
Outcome(s)	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4	
	SCHOOL-BASED ASSESSMENT REQUIREMENTS			
	WEIGHTING(S)			
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding about significant historiographical ideas and processes	10	10	20	40%
Skills in designing, undertaking and communicating historical inquiry and analysis	20	30	10	60%
TOTAL	30%	40%	30%	100%

Outcomes – A student:	
HE12-1	analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations
HE12-2	plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
HE12-3	communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
HE12-4	constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

Industrial Technology Multimedia - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	Course Overview - Past Projects
	2	
	3	Initial Project Planning and Management Folio S of I, Research, Gantt Chart, Idea Generation, Sketching Text Graphics Audio Internet (Oral Presentation Week 9) <i>H1.1, H1.2, H1.3, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2</i>
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	Staff Development Days Only
Term 1	1	Project Development and Management Folio Development of Ideas, WHS, Ongoing Evaluation, Finance Plan Video Animation New and Emerging Technologies (Industry Task Week 10) <i>H1.1, H1.2, H1.3, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2</i>
	2	
	3	
	4	
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	11	
Term 2	1	Project Development and Management Folio Development of Ideas, Ongoing Evaluation, Use of Appropriate materials, components, Resources <i>H1.1, H1.2, H1.3, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2</i>
	2	
	3	
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	7	
	8	
	9	
	10	
Term 3	1	Completion of Major Projects
	2	Protected Learning Space (no assessments)
	3	Trial Examination Period
	4	
	5	Extensive Multimedia and Industry Revision HSC Exam Preparation Marking of Major Projects (Project Showcase Week 7) <i>H1.1, H1.2, H1.3, H4.3, H6.1, H7.1, H7.2</i>
	6	
	7	
	8	
	9	
	10	

Industrial Technology Multimedia - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	Task 4	
Task Description	Oral Presentation and Project Plan	Industry Task	Trial Examination	Major Project Evaluation and Showcase	
Task Type	Oral presentation and Folio	HSC Style Questions	Examination	Presentation and Written Task	
Timing	Term 4 Week 9	Term 1 Week 10	Term 3 Weeks 3 & 4	Term 3 Week 7	
Outcome(s)	H3.1, H3.2, H3.3, H5.1	H1.1, H1.2, H1.3, H7.1, H7.2	H1.2, H1.3, H3.1, H4.3, H7.1, H7.2	H3.3, H4.1, H4.3, H5.1, H6.1, H6.2	
SCHOOL-BASED ASSESSMENT REQUIREMENTS					
WEIGHTING(S)					
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and Understanding of Course Content	-	20	20	-	40%
Knowledge and skills in the design, management, communication and production of a Major Project	20	-	10	30	60%
TOTAL	20%	20%	30%	30%	100%

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

Industrial Technology Timber - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	Course Introduction
	2	
	3	Design, Management and Communication - Major Project development <i>H3.1, H3.2, H3.3, H5.1</i> Industry Related Manufacturing Technology - Theory <i>H1.3, H4.3, H7.1, H7.2</i> Week 9 – Assessment Task 1 – Oral Presentation and Project Plan <i>H3.1, H3.2, H3.3, H5.1</i>
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	Staff Development Days Only
Term 1	1	Design, Management and Communication - Major Project Folio <i>H3.1, H3.2, H3.3, H4.3, H5.1, H5.2, H6.1</i> Production - Major Project Practical <i>H2.1, H4.1, H4.2, H6.2</i> Week 10 - Assessment Task 2 - Industry Study Questions <i>H1.1, H1.2, H1.3, H7.1, H7.2</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	Design, Management and Communication - Major Project Folio <i>H3.1, H3.2, H3.3, H4.3, H5.1, H5.2, H6.1</i> Production - Major Project Practical <i>H2.1, H4.1, H4.2, H6.2</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	Design, Management and Communication & Production – Finalising Major Project & Folio <i>H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2</i>
	2	Protected Learning Space (no assessments)
	3	Trial Examination Period
	4	Week 4 - Submission of HSC Major Projects
	5	Industry Related Manufacturing Technology – Preparation for the HSC <i>H1.2, H1.3, H4.3, H6.1, H7.1, H7.2</i> Week 7 – Assessment Task 4 – Major Project Evaluation and Showcase <i>H3.3, H4.1, H4.3, H5.1, H6.1, H6.2</i> Week 7 - Marking of HSC Major Projects
	6	
	7	
	8	
	9	
	10	

Industrial Technology Timber - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	Task 4	
Task Description	Oral Presentation and Project Plan	Industry Task	Trial Examination	Major Project Evaluation and Showcase	
Task Type	Oral presentation and Folio	HSC Style Questions	Examination	Presentation and Written Task	
Timing	Week 9 Term 4	Week 10 Term 1	Weeks 3 & 4 Term 3	Week 7 Term 3	
Outcome(s)	H3.1, H3.2, H3.3, H5.1	H1.1, H1.2, H1.3, H7.1, H7.2	H1.2, H1.3, H3.1, H4.3, H7.1, H7.2	H3.3, H4.1, H4.3, H5.1, H6.1, H6.2	
	SCHOOL-BASED ASSESSMENT REQUIREMENTS				
	WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and Understanding of Course Content	-	20	20	-	40%
Knowledge and skills in the design, management, communication, and production of a Major Project	20	-	10	30	60%
TOTAL	20%	20%	30%	30%	100%

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

Legal Studies - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	Crime <i>H1, H2, H3, H4, H5, H6, H7, H8, H9, H10</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	Staff Development Days Only
Term 1	1	Crime <i>H1, H2, H3, H4, H5, H6, H7, H8, H9, H10</i>
	2	
	3	
	4	
	5	Consumers <i>H1, H3, H4, H5, H6, H7, H8, H9, H10`</i>
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	
	2	
	3	
	4	
	5	Shelter <i>H1, H2, H3, H4, H5, H6, H7, H8, H9, H10</i>
	6	
	7	
	8	
	9	
	10	
Term 3	1	Human Rights
	2	Protected Learning Space (no assessments)
	3	Trial Examination Period
	4	
	5	Human Rights <i>H1, H2, H3, H4, H5, H6, H7, H8, H9, H10</i>
	6	
	7	
	8	
	9	
	10	

Legal Studies - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	Task 4	
Task Description	Human Rights Research Task	Crime Topic Test	Consumers Research Essay	Trial	
Task Type	Research Task	Topic Test	Research essay	Exam	
Timing	Term 4 Week 9	Term 1 Week 6	Term 2 Week 4	Term 3 Week 3/4	
Outcome(s)	H2, H3, H4, H8	H1, H6, 10	H5, H7, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
SCHOOL-BASED ASSESSMENT REQUIREMENTS					
WEIGHTING(S)					
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and understanding of course content	5	10	5	20	40%
Analysis and evaluation	5	5	5	5	20%
Inquiry and research	10	5	5		20%
Communication of legal information, ideas and issues in appropriate forms	5	5	5	5	20%
TOTAL	25%	25%	20%	30%	100%

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

Mathematics Advanced - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	E1.1/E1.2/E1.3/E1.4 Exponential & Logarithmic Functions <i>MA11-6, MA11-8, MA11-9</i>
	2	
	3	
	4	C2.1 Differentiation of Trig, Exponential & Log Functions <i>MA12-3, MA12-6, MA12-9, MA12-10</i>
	5	
	6	C2.2 Rules of Differentiation <i>MA12-3, MA12-6, MA12-9, MA12-10</i>
	7	
	8	C3.1 The First & Second Derivatives <i>MA12-3, MA12-6, MA12-9, MA12-10</i>
	9	
	10	F2 Graphing Techniques - <i>MA12-1, MA12-9, MA12-10</i>
	11	Staff Development Days Only
Term 1	1	C4.1 The Anti Derivative <i>MA12-3, MA12-7, MA12-9, MA12-10</i>
	2	
	3	
	4	
	5	
	6	T3 Trigonometric Functions & Graphs <i>MA12-1, MA12-5, MA12-9, MA12-10</i>
	7	
	8	C4.2 Areas & the Definite Integral <i>MA12-3, MA12-7, MA12-9, MA12-10</i>
	9	
	10	
Term 2	11	S2.1 Data Summary Statistics <i>MA12-8, MA12-9, MA12-10`</i>
	1	S2.2 Bivariate Data Analysis <i>MA12-8, MA12-9, MA12-10</i>
	2	
	3	C3.2 Applications of the Derivative <i>MA12-3, MA12-6, MA12-9, MA12-10</i>
	4	
	5	S3.1 Continuous Random Variables <i>MA12-8, MA12-9, MA12-10</i>
	6	
	7	S3.2 The Normal Distribution <i>MA12-8, MA12-9, MA12-10</i>
	8	
	9	M1.1 Modelling Investments & Loans - <i>MA12-2, MA12-4, MA12-9, MA12-10</i>
	10	
Term 3	1	M1.2 Arithmetic Sequences & Series - <i>MA12-2, MA12-4, MA12-9, MA12-10</i>
	2	Protected Learning Space (no assessments)
	3	Trial Examination Period
	4	
	5	M1.3 Geometric Sequences & Series <i>MA12-2, MA12-4, MA12-9, MA12-10</i>
	6	
	7	M1.4 Financial Applications of Sequences & Series <i>MA12-2, MA12-4, MA12-9, MA12-10</i>
	8	
	9	HSC Revision and Preparation
	10	

Mathematics Advanced - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	Task 4	
Task Description	Project	Class Test	Class Test	Exam	
Task Type	Assignment	Test	Test	Formal Exam	
Timing	Term 4 Week 9	Term 1 Week 8	Term 2 Week 6	Term 3 Week 3/4	
Outcome(s)	MA12-3, MA12-6, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-7	MA12-3, MA12-6, MA12-7, MA12-8	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6	
	SCHOOL-BASED ASSESSMENT REQUIREMENTS				
	WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Understanding, Fluency and Communication	5	15	15	15	50%
Problem Solving, Reasoning and Justification	10	10	15	15	50%
TOTAL	15%	25%	30%	30%	100%

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

Mathematics Extension 1 - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	P1 Proof by Mathematical Induction <i>ME12-1, ME12-6, ME12-7</i>
	2	
	3	
	4	V1.1 Introduction to Vectors <i>ME12-2, ME12-6, ME12-7</i>
	5	
	6	C1.2 (Yr 11) Exponential Growth & Decay <i>ME11-4, ME11-6, ME11-7</i>
	7	
	8	V1.2 Further Operations with Vectors <i>ME12-2, ME12-6, ME12-7</i>
	9	
	10	
	11	Staff Development Days Only
Term 1	1	S1.1 Bernoulli & Binomial Distributions <i>ME12-5, ME12-6, ME12-7</i>
	2	
	3	
	4	
	5	T3 Trigonometric Equations <i>ME12-3, ME12-6, ME12-7</i>
	6	
	7	
	8	
	9	C2 Further Calculus Skills <i>ME12-1, ME12-4, ME12-6, ME12-7</i>
	10	
	11	
Term 2	1	C3.1 Further Area & Volume of Solids of Revolution <i>ME12-1, ME12-4, ME12-6, ME12-7</i>
	2	
	3	
	4	
	5	C3.2 Differential Equations <i>ME12-1, ME12-4, ME12-6, ME12-7</i>
	6	
	7	
	8	
	9	V1.3 Projectile Motion <i>ME12-2, ME12-6, ME12-7</i>
	10	
Term 3	1	<i>ME12-2, ME12-6, ME12-7</i>
	2	Protected Learning Space (no assessments)
	3	Trial Examination Period
	4	
	5	S1.2 Normal Approximation for the Sample Proportion <i>ME12-5, ME12-6, ME12-7</i>
	6	
	7	Revision & HSC Preparation
	8	
	9	
	10	

Mathematics Extension 1 - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	Task 4	
Task Description	Class Test	Project	Class Test	Exam	
Task Type	Test	Assignment	Test	Formal Exam	
Timing	Term 4 Week 8	Term 1 Week 6	Term 2 Week 5	Term 3 Week 3/4	
Outcome(s)	ME12-1, ME12-2	ME12-5, ME12-6, ME12-7	ME12-1, ME12-4	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-7	
SCHOOL-BASED ASSESSMENT REQUIREMENTS					
WEIGHTING(S)					
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Understanding, Fluency and Communication	15	5	15	15	50%
Problem Solving, Reasoning and Justification	10	10	15	15	50%
TOTAL	25%	15%	30%	30%	100%

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

Mathematics Extension 2 - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	N1.1 Arithmetic of Complex Numbers
	2	<i>MEX12-1, MEX12-4, MEX12-7, MEX12-8</i>
	3	N1.2 Geometric Representation of a Complex Number
	4	
	5	
	6	N1.3 Other Representations of Complex Numbers
	7	<i>MEX12-1, MEX12-4, MEX12-7, MEX12-8</i>
	8	P1 The Nature of Proof
	9	
	10	
	11	Staff Development Days Only
Term 1	1	P2 Further Proof by Mathematical Induction
	2	
	3	
	4	N2.1 Solving Equations with Complex Numbers
	5	<i>MEX12-1, MEX12-4, MEX12-7, MEX12-8</i>
	6	N2.2 Geometrical Implications of Complex Numbers
	7	
	8	
	9	V1.1 Introduction to 3D Vectors
	10	<i>MEX12-3, MEX12-7, MEX12-8</i>
	11	V1.2 Further Operations with 3D Vectors
Term 2	1	<i>MEX12-3, MEX12-7, MEX12-8`</i>
	2	V1.3 Vectors & Vector Equations of Lines
	3	<i>MEX12-3, MEX12-7, MEX12-8</i>
	4	C1 Further Integration
	5	
	6	
	7	M1.1 Simple Harmonic Motion
	8	
	9	
	10	M1.2 Modelling Motion without Resistance
Term 3	1	<i>MEX12-6, MEX12-7, MEX12-8</i>
	2	Protected Learning Space (no assessments)
	3	Trial Examination Period
	4	
	5	
	6	M1.3 Resisted Motion
		<i>MEX12-6, MEX12-7, MES12-8</i>
	7	M1.4 Projectiles & Resisted Motion
	8	<i>MES12-6, MEX12-7, MEX12-8</i>
	9	HSC Preparation & Revision
	10	

Mathematics Extension 2 - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	Task 4	
Task Description	Class Test	Project	Class Test	Exam	
Task Type	Test	Assignment	Test	Formal Exam	
Timing	Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Week 3/4	
Outcome(s)	MEX12-1, MEX12-4	MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-3, MEX12-5	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	
	SCHOOL-BASED ASSESSMENT REQUIREMENTS				
	WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Understanding, Fluency and Communication	15	5	15	15	50%
Problem Solving, Reasoning and Justification	10	10	15	15	50%
TOTAL	25%	15%	30%	30%	100%

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

Mathematics Standard 1 - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	M4/M5 From Paper to Reality <i>MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10</i>
	2	
	3	
	4	F2 Investing Money <i>MS1-12-5, MS1-12-9, MS1-12-10</i>
	5	
	6	M5 What's my Share? <i>MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10</i>
	7	
	8	
	9	A3 Graphing Lines & Curves <i>MS1-12-1, MS1-12-9, MS1-12-6, MS1-12-10</i>
	10	
	11	Staff Development Days Only
Term 1	1	F3 Depreciation & Loans <i>MS1-12-5, MS1-12-9, MS1-12-10</i>
	2	
	3	
	4	
	5	S3 Fitting the Data <i>MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10</i>
	6	
	7	M4 Applying Rates <i>MS1-12-3, MS1-12-9, MS1-12-10</i>
	8	
	9	
	10	S3 Unbiased Data <i>MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10</i>
	11	
Term 2	1	N1 Finding the Right Path <i>MS1-12-8, MS1-12-9, MS1-12-10</i>
	2	
	3	
	4	
	5	M3 Right Angles <i>MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10</i>
	6	
	7	M4 Healthy Heart <i>MS1-12-3, MS1-12-9, MS1-12-10</i>
	8	
	9	M3 Trigonometry <i>MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10</i>
	10	
Term 3	1	Revision
	2	Protected Learning Space (no assessments)
	3	Trial Examination Period
	4	
	5	
	6	Post School Mathematics
	7	
	8	
	9	
	10	

Mathematics Standard 1 - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	Task 4	
Task Description	Open Book Test	Open Book Test	In Class Project	Open Book Test	
Task Type	Test	Test	Assignment	Test	
Timing	Term 4 Week 9	Term 1 Week 9	Term 2 Week 4	Term 3 Week 3/4	
Outcome(s)	MA1-12-3, MS1-12-4, MS1-12-5	MS1-12-2, MS1-12-3, MS1-12-5, MS1-12-7	MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-4	
SCHOOL-BASED ASSESSMENT REQUIREMENTS					
WEIGHTING(S)					
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Understanding, Fluency and Communication	15	10	15	10	50%
Problem Solving, Reasoning and Justification	10	15	10	15	50%
TOTAL	25%	25%	25%	25%	100%

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 and three-dimensional models to solve practical problems
MS1-12-5	makes informed decisions about financial situations likely to be encountered post-school
MS1-12-6	represents the relationships between changing quantities in algebraic and graphical forms
MS1-12-7	solves problems requiring statistical processes
MS1-12-8	applies network techniques to solve network problems
MS1-12-9	chooses and uses appropriate technology effectively and recognises appropriate times for such use
MS1-12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

Mathematics Standard 2 - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	A1/S1 Driving Safely
	2	<i>MS11-1, MS11-2, MS11-7, MS11-9, MS11-10</i>
	3	A4 Equations & Linear Functions
	4	<i>MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10</i>
	5	N2 Networks <i>MS2-12-8, MS2-12-9, MS2-12-10</i>
	6	
	7	
	8	
	9	F4 Interest & Depreciation
	10	<i>MS2-12-5, MS2-12-9, MS2-12-10</i>
	11	Staff Development Days Only
Term 1	1	S4 Correlation & Regression <i>MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10</i>
	2	
	3	
	4	F4/F5 Loans & Annuities <i>MS2-12-5, MS2-12-9, MS2-12-10</i>
	5	
	6	
	7	S5 Normal Distribution
	8	<i>MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10</i>
	9	N3 Critical Path Analysis <i>MS2-12-8, MS2-12-9, MS2-12-10`</i>
	10	
	11	
Term 2	1	M7 Energy & Sustainability
	2	<i>MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10</i>
	3	M6 Sine & Cosine Rules <i>MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10</i>
	4	
	5	
	6	M7 Ratio & Rates
	7	<i>MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10</i>
	8	A4 Non-Linear Functions <i>MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10</i>
	9	
	10	
Term 3	1	Revision
	2	Protected Learning Space (no assessments)
	3	Trial Examination Period
	4	
	5	
	6	M7 Scale Maps & Plans <i>MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10</i>
	7	HSC Revision
	8	
	9	
	10	

Mathematics Standard 2 - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	Task 4	
Task Description	Project	Class Test	Class Test	Exam	
Task Type	Assignment	Test	Test	Formal Exam	
Timing	Term 4 Week 10	Term 1 Week 8	Term 2 Week 6	Term 3 Week 3/4	
Outcome(s)	MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-2, MS2-12-5, MS2-12-7	MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-7, MS2-12-8	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-10	
	SCHOOL-BASED ASSESSMENT REQUIREMENTS				
	WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Understanding, Fluency and Communication	5	15	15	15	50%
Problem Solving, Reasoning and Justification	10	15	10	15	50%
TOTAL	15%	30%	25%	30%	100%

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

Modern History - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	Core Study: Power and Authority in the Modern World 1919–1946 <i>MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	Staff Development Days Only
Term 1	1	National Studies: USA 1919–1941(12MH01) OR Russia and the Soviet Union 1917-1941(12MH02) <i>MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	Peace and Conflict: Conflict in Europe 1935 – 1945 <i>MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9`</i>
	2	
	3	
	4	
	5	
	6	Change in the Modern World: Apartheid in South Africa 1960–1994 <i>MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9</i>
	7	
	8	
	9	
	10	
Term 3	1	Protected Learning Space (no assessments)
	2	
	3	Trial Examination Period
	4	
	5	Change in the Modern World: Apartheid in South Africa 1960–1994
	6	
	7	Revision
	8	
	9	
	10	

Modern History - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	Task 4	
Task Description	Source Analysis	Essay	Historical Analysis	Trial	
Task Type	Source Task	Essay	Research	Exam	
Timing	Term 4 Week 10	Term 1 Week 8	Term 2 Week 8	Term 3 Week 3/4	
Outcome(s)	MH12-6, MH12-7	MH12-1, MH12-2, MH12-9	MH12-3, MH12-4, MH12-5, MH12-8	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	
	SCHOOL-BASED ASSESSMENT REQUIREMENTS				
	WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and understanding of course content	10	10	10	10	40%
Historical skills in the analysis and evaluation of sources and interpretations	10	-		10	20%
Historical inquiry and research		10	10		20%
Communication of historical understanding in appropriate forms	-	5	10	5	20%
TOTAL	20%	25%	30%	25%	100%

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

Music - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	An Instrument and Its Repertoire <i>H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	Staff Development Days Only
Term 1	1	Music for Radio, Film, Television and Multimedia <i>H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	Student Choice Topic <i>H1, H2, H3, HM4, H5, H6, H7, H8, H9, H10, H11</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	Protected Learning Space (no assessments)
	2	
	3	Trial Examination Period
	4	
	5	Student Choice Topic HSC Preparation <i>H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11</i>
	6	
	7	
	8	
	9	
	10	

Music - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	Task 4	
Task Description	Performance Core Composition Core	Viva Voce Submitted Aural Analysis	Elective 1 Elective 2	Aural Elective 3	
Task Type	Performance Composition	Musicology/Aural	Performance Composition or Musicology	Aural Examination Elective 3	
Timing	Term 4 Week 8 2023	Term 1 Week 7-8 2024	Term 2 Week 8 2024	Term 3 Week 3/4 2024	
Outcome(s)	(p) H1, H7, H9 (c) H3, H5, H7	(m) H2, H6, H8 (a) H4, H6, H8	H1-8*	H1-8*	
	SCHOOL-BASED ASSESSMENT REQUIREMENTS				
	WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Performance Core	10	-	-	-	10%
Composition Core	10	-	-	-	10%
Musicology Core	-	10	-	-	10%
Aural	-	10	-	15	25%
Elective 1	-	-	15	-	15%
Elective 2	-	-	15	-	15%
Elective 3	-	-	-	15	15%
TOTAL	20%	20%	30%	30%	100%

Outcomes – A student:	
H1	performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
H2	reads, interprets, discusses, and analyses simple musical scores that are characteristic of the topics studied
H3	improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
H4	articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
H5	critically evaluates and discusses performances and compositions
H6	critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
H7	understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
H8	identifies, recognises, experiments with, and discusses the use and effects of technology in music
H9	performs as a means of self-expression and communication
H10	demonstrates a willingness to participate in performance, composition, musicology, and aural activities
H11	demonstrates a willingness to accept and use constructive criticism

PDHPE - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	Option – Sports Medicine <i>H8, H13, H16, H17</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	Core 2 – Factors Affecting Performance <i>H7, H8, H9, H10, H11, H16, H17</i>
	9	
	10	
	11	Staff Development Days Only
Term 1	1	Core 2 – Factors Affecting Performance <i>H7, H8, H9, H10, H11, H16, H17</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	Option – Improving Performance <i>H7, H8, H9, H10, H16, H17</i>
	9	
	10	
	11	
Term 2	1	
	2	
	3	
	4	
	5	Core 1 – Health Priorities in Australia <i>H1, H2, H3, H4, H5, H14, H15, H16</i>
	6	
	7	
	8	
	9	
	10	
Term 3	1	Revision / Trial HSC Examination Preparation
	2	Protected Learning Space (no assessments)
	3	Trial Examination Period
	4	
	5	Core 1 – Health Priorities in Australia <i>H1, H2, H3, H4, H5, H14, H15, H16</i>
	6	
	7	
	8	Trial HSC Examination Analysis / Revision / HSC Examination Preparation
	9	
	10	

PDHPE - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	Task 4	
Task Description	Option: Sports Medicine	Core 2: FAP	Core 1: HPIA / Option: IP	Trial HSC Exam	
Task Type	Research and Analyse	Dissertation	Composition	Formal Examination	
Timing	Term 4 Week 8	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 3-4	
Outcome(s)	H8, H13, H16, H17	H7, H8, H10, H16, H17	H7, H8, H9, H10, H16, H17	H1-H5, H7-H11, H13-H17	
	SCHOOL-BASED ASSESSMENT REQUIREMENTS				
	WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge & Understanding of course content	5	5	10	20	40%
Skills in critical thinking, research, analysis & communicating	25	15	15	5	60%
TOTAL	30%	20%	25%	25%	100%

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	N/A
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	N/A
H13	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
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

Photography (PVDI) - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	<p>What's the Big Idea? Module D12: Developing a Point of View <i>CH 1,2,3,4,5</i></p>
	2	
	3	
	4	
	5	
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	9	
	10	
	11	Staff Development Days Only
Term 1	1	<p>What's the Big Idea? Module D12: Developing a Point of View <i>M 1,2,3,4,5,6</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	<p>Australian Contemporary Photography General G1: Individual/Collaborative Project <i>CH 1,2,3,4,5</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	Protected Learning Space (no assessments)
	2	
	3	Trial Examination Period
	4	
	5	<p>Australian Contemporary Photography General G1: Individual/Collaborative Project <i>M 1,2,3,4,5,6</i></p>
	6	
	7	
	8	
	9	
	10	

Photography (PVDI) - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	Task 4	
Task Description	Examination	Portfolio	Research Task	Portfolio	
Task Type	Criticism & History	Making	Criticism & History	Making	
Timing	Term 4	Term 1	Term 2	Term 3	
	Week 9	Week 8	Week 10	Week 6	
	2023	2024	2024	2024	
Outcome(s)	CH 1,2,3,4,5	M 1,2,3,4,5,6	CH 1,2,3,4,5	M 1,2,3,4,5,6	
	SCHOOL-BASED ASSESSMENT REQUIREMENTS				
	WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Examination	15	-	-	-	15 %
Portfolio	-	35	-	-	35 %
Research Task	-	-	15	-	15 %
Portfolio	-	-	-	35	35%
TOTAL	15 %	35 %	15 %	35 %	100%

Outcomes – Making - 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
Outcomes – Critical and Historical studies	
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 studies
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

Physics - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	Module 5: Advanced Mechanics (Depth Study – 4 hours) <i>PH12 – 1,2,3,4,5,6,7,12</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	Staff Development Days Only
Term 1	1	Module 6: Electromagnetism (Depth Study – 3 hours) <i>PH12 – 1,2,3,4,5,6,7,13</i>
	2	
	3	
	4	
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	7	
	8	
	9	
	10	
	11	Module 7: The Nature of Light (Depth Study – 4 hours) <i>PH12 – 1,2,3,4,5,6,7,14`</i>
Term 2	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	Module 8: From the Universe to the Atom (Depth Study – 4 hours) <i>PH12 – 1,2,3,4,5,6,7,15</i>
	9	
	10	
	11	
Term 3	1	Protected Learning Space (no assessments)
	2	
	3	Trial Examination Period
	4	
	5	Module 8: From the Universe to the Atom (Depth Study – 4 hours) <i>PH12 – 1,2,3,4,5,6,7,15</i>
	6	
	7	
	8	
	9	
	10	

Physics - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	Task 4	
Task Description	Working Scientifically Skills Task	Module 6 Topic Examination	Depth Study	Trial HSC Examination	
Task Type	In-class task	In-class exam	Depth Study	Formal examination	
Timing	Term 4 Week 10	Term 1 Week 10	Term 2 Week 8	Term 3 Week 3-4	
Outcome(s)	PH12 – 1,2,3,4,5,6,7,12	PH12- 4,5,6,7,13	PH12 - 1,2,3,4,5,7,14	PH12 – 1,2,3,4,5,6,7,12,13,14,15	
	SCHOOL-BASED ASSESSMENT REQUIREMENTS				
	WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Skills in Working Scientifically	15	10	20	15	60%
Knowledge and Understanding	10	10	5	15	40%
TOTAL	25%	20%	25%	30%	100%

Outcomes – A student:	
PH12-1	develops and evaluates questions and hypotheses for scientific investigation
PH12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH12-5	analyses and evaluates primary and secondary data and information
PH12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH12-12	describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH12-13	explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PH12-14	describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
PH12-15	explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

Software Design & Development - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	UNIT 1: Development and Impact of Software Solutions 1a. Social and Ethical Issues <i>H3.1 H2.1 H2.2 H3.1</i>
	2	
	3	
	4	UNIT 1: Development and Impact of Software Solutions 1b. Application Software Development Approaches <i>H4.1 H2.1 H2.2</i>
	5	
	6	
	7	UNIT 2: Software Development Cycle 2a. Defining and Understanding the Problem <i>H4.1 H4.2 H4.3 H5.1 H5.2 H5.3 H6.1 H6.2 H6.3 H6.4</i>
	8	
	9	
	10	
		(Case Study and Presentations WEEK 8)
	11	Staff Development Days Only
Term 1	1	UNIT 2: Software Development Cycle 2b. Planning and Designing Software Solutions <i>H4.1 H4.2 H4.3 H5.1 H5.2 H5.3 H6.1 H6.2 H6.3 H6.4</i>
	2	
	3	
	4	UNIT 2: Software Development Cycle 2c. Implementing Software Solutions <i>H4.1 H4.2 H4.3 H5.1 H5.2 H5.3 H6.1 H6.2 H6.3 H6.4</i> (Topic Quiz WEEK 7)
	5	
	6	
	7	
	8	UNIT 2: Software Development Cycle 2d. Testing and Evaluating Software Solutions <i>H4.1 H4.2 H4.3 H5.1 H5.2 H5.3 H6.1 H6.2 H6.3 H6.4</i>
	9	
	10	
	11	
Term 2	1	UNIT 3: Developing A Solution Package <i>H3.2 H4.1 H4.2 H4.3 H5.1 H5.2 H5.3 H6.1 H6.2 H6.3 H6.4</i> (Programming Project WEEK 9)
	2	
	3	
	4	
	5	
	6	
	7	
	8	UNIT 4: OPTION TOPIC The Interrelationship between Software and Hardware <i>H1.1 H1.2 H1.3</i>
	9	
	10	
Term 3	1	REVISION
	2	Protected Learning Space (no assessments)
	3	Trial Examination Period
	4	
	5	UNIT 4: OPTION TOPIC The Interrelationship between Software and Hardware <i>H1.1 H1.2 H1.3</i>
	6	
	7	
	8	
	9	Revision and HSC Examination Preparation
	10	

Software Design & Development - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	Task 4	
Task Description	Case Study	Topic Quiz	Programming Project	Trial HSC	
Task Type	Research	Written Responses	Practical	Examination	
Timing	Term 4 Week 8	Term 1 Week 7	Term 2 Week 9	Term 3 Week 3/4	
Outcome(s)	H2.2 H4.1	H1.2 H1.3 H3.1 H4.1	H4.2 H5.1 H5.3 H6.4	H1.1 H1.2 H3.1 H5.2 H6.1	
	SCHOOL-BASED ASSESSMENT REQUIREMENTS				
	WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and Understanding of course content	5	15	10	20	50%
Knowledge and skills in the design and development of software solutions.	15	5	20	10	50%
TOTAL	20%	20%	30%	30%	100%

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

Sport, Lifestyle and Recreation - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	Outdoor Recreation <i>1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.4</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	Staff Development Days Only
Term 1	1	First Aid & Sports Injuries <i>1.3, 2.5, 3.6, 4.2, 4.4, 4.5</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	Sports Coaching <i>1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5</i>
Term 2	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Games & Sports Application I <i>1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4</i>
Term 3	1	
	2	Protected Learning Space (no assessments)
	3	Trial Examination Period
	4	
	5	Games & Sports Application I <i>1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4</i>
	6	
	7	
	8	
	9	
	10	

Sport, Lifestyle and Recreation - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	Task 4	
Task Description	Outdoor Recreation	First Aid & Sports Injuries	Sports Coaching	Games & Sports App I	
Task Type	Research Task	Topic Test	Coaching Lesson Plan + Implementation	Practical Skills Application	
Timing	Term 4 Week 10	Term 1 Week 8	Term 2 Week 8	Term 3 Week 6	
Outcome(s)	1.3, 2.3, 3.6, 4.1, 4.2	1.3, 2.5, 3.6, 4.5	1.1, 1.3, 2.1, 2.2, 3.2, 4.5	1.1, 1.3, 3.1, 4.1, 4.4	
SCHOOL-BASED ASSESSMENT REQUIREMENTS					
WEIGHTING(S)					
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge & Understanding	15	25	5	5	50%
Skills	10	-	20	20	50%
TOTAL	25%	25%	25%	25%	100%

Outcomes – A student:	
1.1	applies the rules and conventions that relate to participation in a range of physical activities
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
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
2.5	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
3.6	assesses and responds appropriately to emergency care situations
4.1	plans strategies to achieve performance goal
4.2	demonstrates leadership skills and a capacity to work cooperatively in movement context
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

Visual Arts - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	Artmaking – Developing a Body of Work (BoW) explorations + Case Study 1 <i>H1-5 / H7-10</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Artmaking – Developing a Body of Work (BoW) + Case Study 2 - <i>H1-5 / H7-10</i>
	11	Staff Development Days Only
Term 1	1	Artmaking – Developing a Body of Work (BoW) + Case Study 2 <i>H1-5 / H7-10</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	Artmaking – BoW Submission + Case Study 3 <i>H1-5 / H7-10</i>
	9	
	10	
	11	
Term 2	1	
	2	
	3	
	4	
	5	Artmaking – BoW Submission + Case Study 4 <i>H1-6 / H7-10</i>
	6	
	7	
	8	
	9	
	10	
Term 3	1	Protected Learning Space (no assessments)
	2	
	3	Trial Examination Period
	4	
	5	BoW NESA Submission + Case Study 5 <i>H1-6 / H7-10</i>
	6	
	7	NESA Submission
	8	
	9	
	10	

Visual Arts - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	Task 4	
Task Description	In-class written task	BoW progress +VAPD	In-class writing task + workshop style presentation- All day	BoW Final + Trial Exam	
Task Type	Art making + Historical/Critical Written task	Art making	Art making + Historical/Critical Written task	Art making + Historical/Critical Written task	
Timing	Wk 9 Term 4, 2023	Wk 8 Term 1 2024	Wk 9 Term 2 2024	Wk 3-4 Term 3 2024	
Outcome(s)	H1-H10	H1-H6	H1-H10	H1-H10	
	SCHOOL-BASED ASSESSMENT REQUIREMENTS				
	WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Art making	-	20	15	15	50%
Historical/Critical	15	-	20	15	50%
TOTAL	15%	20%	35%	30%	100%

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

Work Studies - Year 12 Scope & Sequence 23/24

	Week	Topic(s) Covered
Term 4	1	Personal Finance – Module 6 <i>4,5,6,7,8,9</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	Staff Development Days Only
Term 1	1	My Working Life – Core <i>1,2,3,4,5,6,7,8,9</i>
	2	
	3	
	4	
	5	
	6	
	7	Managing Work and Life Commitments – Module 5 <i>2,3,4,5,6,7,8,9</i>
	8	
	9	
	10	
	11	
Term 2	1	Managing Work and Life Commitments – Module 5 <i>2,3,4,5,6,7,8,9</i>
	2	
	3	
	4	
	5	
	6	Experiencing work – Module 10 <i>1,2,3,4,5,6,7,8,9</i>
	7	
	8	
	9	
	10	
Term 3	1	Protected Learning Space (no assessments)
	2	
	3	Trial Examination Period
	4	
	5	Issues in the Workplace – Module 7 <i>1,2,3,4,5,6,7,8,9</i>
	6	
	7	
	8	
	9	
	10	

Work Studies - Year 12 Assessment Schedule 23/24

	Task 1	Task 2	Task 3	
Task Description	Budget	Career and Transition	HSC Trial Examination	
Task Type	Research	Portfolio	Examination	
Timing	Term 4 Week 9	Term 1 Week 8	Term 3 Week 3/4	
Outcome(s)	1, 2, 5	1, 2, 5, 8, 9	3, 4, 7, 8	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding	10	10	10	30%
Thinking and Problem Solving	10	20	10	40%
Investigations	10	10	10	30%
TOTAL	30%	40%	30%	100%

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

VET SUBJECTS

VET Construction Pathways - Year 12 Scope & Sequence 23/24

	Week		Topic(s) Covered
Term 4	1	CLUSTER 4	CPPCCOM2001 Read and interpret plans and specifications CPCCOM1013 Plan and organise work
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
	11		
	COMPETENCY ASSESSMENT – CLUSTER 4 – PLANS / SPECS & ORGANISING WORK		
Staff Development Days Only			
Term 1	1	CLUSTER 5	CPCCWF2002 Use wall and floor tiling tools and equipment CPCCCM2013 Undertake basic installation of wall tiles
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
	11		
	COMPETENCY ASSESSMENT – CLUSTER 5 - TILING		
Term 2	1	CLUSTER 6 & 7	CPCCCA2002 Use carpentry tools and equipment CPCCCM2005 Use construction tools and equipment CPCCCA2011 Handle carpentry materials CPCCVE1011 Undertake a basic construction project CPCCOM1012 Work effectively and sustainably in the Construction Industry
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
	11		
	Protected Learning Space (no assessments)		
Term 3	1	Trial Examination Period	
	2		
	3		
	4		
	5	CLUSTER 6 & 7 (Cont)	Cluster 6, 7 Competencies continued
	6		
	7		
	8		
	9		
	10	COMPETENCY ASSESSMENT – CLUSTER 6 AND 7 - MAJOR PROJECT	

VET Construction Pathways - Year 12 Assessment Schedule 23/24

HSC ASSESSMENTS	Task 1	Task 2
Task Description	Work Placement 2	HSC Trial Examination
Task Type	Mandatory Work Placement	Examination
Timing	Week 2 Term 2	Week 3,4 Term 3
SCHOOL BASED ASSESSMENT REQUIREMENTS		
WEIGHTINGS		
COMPONENTS	HSC Task 1	HSC Task 2
TOTAL	NIL	100%

2023/2024 Student Competency Assessment Schedule

COURSE: CPC20220 Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate II in Construction			Cluster 4	Cluster 5	Cluster 6	Cluster 7	Work Placement 2	Trial Exam
			Week 11 Term 4 2023 Date: 15/12/23	Week 11 Term 1 2024 Date: 12/4/24	Week 9 Term 3 2024 Date: 20/9/24	Week 9 Term 3 2024 Date: 20/9/24	Week 2 Term 2 2024 Date: 6/5/24	Week 3 or 4 Term 3 2024 Date: 5/8/24
Cluster	Code	Unit of Competency						
Cluster 4	CPCCOM2001	Read and interpret plans and specifications	X					
	CPCCOM1013	Plan and organise work						
Cluster 5 (Option 2)	CPCCWF2002	Use wall and floor tiling tools and equipment		X				
	CPCCCM2013	Undertake basic installation of wall tiles						
Cluster 6	CPCCCA2002	Use carpentry tools and equipment						
	CPCCCM2005	Use construction tools and equipment			X			
	CPCCCA2011	Handle carpentry materials						
Cluster 7	CPCCVE1011	Undertake a basic construction project				X		
	CPCCOM1012	Work effectively and sustainably in the construction industry						

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

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

VET Hospitality - Year 12 Scope & Sequence 23/24

	Week		Topic(s) Covered
Term 4	1	TASK 2&3	SITHKOP009 Clean Kitchen Premises and Equipment
	2		SITHXINV006 Receive Store and Maintain Stock
	3		SITHCCC026 Package Prepared Food Stuffs
	4		SITHCCC023 Use Food Preparation Equipment
	5		SITHCCC024 Prepare and present Simple Dishes
	6		Work Placement
	7		SITHCCC027 Prepare Dishes using Basic Methods of Cookery
	8		SITHCCC034 Work effectively in a Commercial Kitchen
	9		
	10		COMPETENCY ASSESSMENT – TASK 2&3
	11		Staff Development Days Only
Term 1	1	TASK 4	SITHKOP009 Clean Kitchen Premises and Equipment
	2		SITHXINV006 Receive Store and Maintain Stock
	3		SITHCCC026 Package Prepared Food Stuffs
	4		SITHCCC023 Use Food Preparation Equipment
	5		SITHCCC024 Prepare and present Simple Dishes
	6		SITHCCC027 Prepare Dishes using Basic Methods of Cookery
	7		SITHCCC034 Work effectively in a Commercial Kitchen
	8		
	9		
	10		
	11		COMPETENCY ASSESSMENT – TASK 4
Term 2	1	TASK 5	SITHKOP009 Clean Kitchen Premises and Equipment
	2		SITHXINV006 Receive Store and Maintain Stock
	3		SITHCCC026 Package Prepared Food Stuffs
	4		SITHCCC023 Use Food Preparation Equipment
	5		SITHCCC024 Prepare and present Simple Dishes
	6		SITHCCC027 Prepare Dishes using Basic Methods of Cookery
	7		SITHCCC034 Work effectively in a Commercial Kitchen
	8		
	9		
	10		
Term 3	1		
	2		Protected Learning Space (no assessments)
	3	Trial Examination Period	
	4		
	5	TASK 5 (Cont.)	TASK 5 Competencies Continued
	6		
	7		
	8		
	9		COMPETENCY ASSESSMENT – TASK 5
	10		

VET Hospitality - Year 12 Assessment Schedule 23/24

HSC ASSESSMENTS	Task 1	Task 2
Task Description	Work Placement 2	HSC Trial Examination
Task Type	Mandatory Work Placement	Examination
Timing	Week 6 Term 4	Week 3, 4 Term 3
SCHOOL BASED ASSESSMENT REQUIREMENTS		
WEIGHTINGS		
COMPONENTS	HSC Task 1	HSC Task 2
TOTAL	NIL	100%

2023/2024 Student Competency Assessment Schedule

COURSE: SIT20421 Certificate II in Cookery & Statement of Attainment towards SIT20421 Certificate II in Cookery			Task 2	Task 3	Task 4	Work Placement 2	Trial Exam
			Week 5	Week 10	Week 10	Week 6	Week 3,4
			Term 4	Term 4	Term 1	Term 4	Term 3
			2023	2023	2024	2023	2024
			Date: 10/11/23	Date: 15/12/23	Date: 10/4/24	Date: 13/11/23	Date: 5/8/24
Cluster	Code	Unit of Competency					
Task 2	SITHXINV006	Receive Store and Maintain Stock	X				
	SITHKOP009	Clean Kitchen Premises and Equipment					
Task 3	SITHCCC026	Package Prepared Food Stuffs		X			
Task 4	SITHCCC024	Prepare and present Simple Dishes			X		
	SITHCCC023	Use Food Preparation Equipment					
Task 5	SITHCCC027	Prepare Dishes using Basic Methods of Cookery			X	X	
	SITHCCC034	Work effectively in a Commercial Kitchen					

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

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