

Higher School Certificate Year 12 Assessment Booklet

MAITLAND GROSSMANN HIGH SCHOOL

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MGHS STAGE 6 ASSESSMENT



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Maitland Grossmann High School

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:

Teachers have a critical role in ensuring that students are well-prepared and supported in their learning journey. Their responsibilities include:

- **Understanding Course Requirements:** Teachers must demonstrate a thorough understanding of the course content, objectives, and syllabus outcomes. They are responsible for developing and delivering lessons that align with current NESA and NSW curriculum requirements.
- **Task Development and Assessment:** Design and develop assessment tasks that meet syllabus requirements. Tasks should be valid, reliable, and free from bias, and provide a range of opportunities for students to demonstrate their knowledge and skills.
- **Publish and Communicate Task Details:** Ensure that students receive the scope, sequence, and timing details of all assessment tasks at the beginning of the year for Year 10 and 11, and at the beginning of Term 4 for Year 12. This helps students to prepare adequately and manage their time. At MGHS the Student Assessment booklets are emailed by the Head Teacher Teaching and Learning at the beginning of the year for Years 10 & 11, and at the beginning of Term 4 for Year 12.
- **Provide Course Documentation:** Make sure that students have access to all relevant course documents, including assessment rubrics and criteria.
- **Assessment Implementation:** Conduct assessments according to the school's assessment plan and NESA guidelines, ensuring fairness and consistency in marking.
- **Feedback and Reporting:** Provide timely and constructive feedback to students that gives a true reflection of their progress. Feedback should also inform future learning.
- **Quality Teaching and High Expectations:** Deliver high-quality teaching that sets high expectations for all students and ensure learning is based on current materials.
- **Support Students with Specific Needs:** Identify students who are at risk or struggling and implement strategies to support them. This includes communication with parents and carers, and addressing the needs of gifted and talented students.

Student Responsibilities:

Students are expected to actively engage in their learning and assessment process. Their responsibilities include:

- **Effort and Engagement:** Make a serious attempt at each assessment task, adhering to the assessment guidelines, and demonstrate commitment to all learning activities
- **Utilise Feedback:** Act on the feedback provided by teachers to improve understanding and performance. This is especially important for formative assessments that guide future learning
- **Follow a Study Pattern:** Choose and follow a study pattern that meets both their educational needs and NESA's mandatory curriculum requirements for HSC.
- **Meet Curriculum and Attendance Requirements:** Ensure they meet the mandatory curriculum hours for all subjects and maintain satisfactory attendance.
- **Communicate Issues:** Inform teachers of any circumstances, such as personal or health issues, that may impact their ability to meet assessment deadlines or affect their performance. This must take place before the assessment is due unless under emergency circumstances.
- **Self-Assessment and Reflection:** Take responsibility for their own learning by engaging in self-assessment and reflection, which are integral to the learning process.

- **Adhere to Academic Integrity:** Ensure that all submitted work is their own and uphold the integrity of the assessment process by avoiding malpractice such as plagiarism.

By fulfilling these responsibilities, both staff and students contribute to a fair, effective, and engaging learning environment that meets the standards set by NESA and the NSW Department of Education.

2. HSC Eligibility

To be eligible for the award of the Higher School Certificate (HSC), students must meet the following updated requirements:

- **Have gained the Record of School Achievement (RoSA)** or another qualification considered satisfactory by the NSW Education Standards Authority (NESA).
- **Attend an eligible institution:** This includes attending a government school, an accredited non-government school, a recognised school outside NSW, or a college of TAFE.
- **Complete the HSC: All My Own Work program** (or its equivalent), which promotes academic integrity and is a mandatory requirement before submitting any HSC assessments.
- **Satisfactorily complete a pattern of study:** The required pattern includes at least 12 units in Year 11 (Preliminary) and 10 units in Year 12 (HSC), including mandatory subjects like English. This must adhere to NESA's guidelines for approved courses.
- **Sit for and make a serious attempt at the HSC examinations** for all enrolled courses.
- **Meet the HSC minimum standard of literacy and numeracy:** Students must demonstrate competency in literacy and numeracy, through HSC minimum standard of literacy and numeracy.
- **Comply with updated attendance and coursework completion requirements:** Students must meet attendance and assessment requirements as per NESA and their school's policies to be deemed eligible for the HSC.

If a student is ineligible for the HSC at the end of Stage 6, they may, under exceptional circumstances and with the approval of the principal:

- **Repeat some or all Stage 6 courses** to meet the eligibility requirements.
- **Accumulate Stage 6 courses** over multiple years, as long as all HSC requirements are completed within five years of the first HSC examination attempt
- Or complete the requirements for the HSC within 5 years of the first HSC examination being sat.

For more detailed information, students and educators can refer to the [NSW Education Standards Authority \(NESA\)](#) and the [ACE Manual](#) for the most up-to-date guidelines.

3. Pattern of Study

For the HSC, students must meet NESA's **pattern of study requirements**, which include:

- Preliminary Course (Year 11):
 - Students must satisfactorily complete **at least 12 units** of study.
 - This includes at least six units of Board Developed Courses.
 - At least **two units of English** must be part of the pattern.
 - Students must complete at least three courses with a value of two units or greater.
 - Courses must cover a minimum of **four subjects**.
- HSC Course (Year 12):
 - Students must satisfactorily complete **at least 10 units** of study.
 - This also includes a minimum of six units of Board Developed Courses.
 - Students must complete **two units of English**.
 - At least **three courses** must be of **two units value or greater**, and the pattern must include at least **four different subjects**.
 - Students can count up to **seven units of science** in Year 12.

The HSC pattern of study may also include Vocational Education and Training (VET) courses that allow students to gain workplace qualifications alongside their HSC units.

- **Mandatory Units:** English is the only compulsory subject, but students are encouraged to choose subjects that match their interests and career aspirations, from sciences, humanities, vocational courses, and more.

Please note: English EAL/D addresses the needs of a specific group of students and shares the overall aim and rationale of English. When presented at the HSC, the English EAL/D course will satisfy NESA requirements for the study of English. The English EAL/D course sits beside English (Standard) and the English (Advanced) courses and shares the overall aim and rationale of English.

Students who have been using English as their primary language of instruction for **five years or less** at the **start of the Preliminary** course may be eligible to study the English EAL/D course.

Students may also **accumulate HSC units** over multiple years, as long as they complete all HSC requirements within five years.

Eligibility for an Australian Tertiary Admission Rank (ATAR)

To be eligible for the ATAR in New South Wales, students must meet the following requirements:

- Complete a pattern of study that includes ATAR courses:
- A minimum of **10 units** of ATAR courses must be completed for the HSC. This must include:
 - **2 units of English**, as English is mandatory.
 - At least **8 additional units** from ATAR-approved courses.
- At least four subjects:
 - The pattern of study must cover at least **four different subjects**. This ensures that students maintain a broad course of study.
- Board Developed Courses:
 - A minimum of **8 units** must be from **Board Developed Courses** that have an external exam and are eligible for the ATAR. Board Developed Courses are those that have been set and assessed by NESA.
- External exams:
 - Students must sit for the external exams for all ATAR courses, as the ATAR is calculated based on **scaled examination marks** combined with school-based assessment marks.

UAC Registration:

Students must ensure they are registered with the **Universities Admissions Centre (UAC)** to receive an ATAR. This is recorded on the student's HSC Confirmation of Entry.

The ATAR is calculated by UAC, not NESA, and is based on a student's position relative to other students in their age group.

For more detailed information, you can refer to the NESA ACE Manual and the [NSW Department of Education](#).

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, which is why the HSC minimum standard tests have been introduced. These tests assess a student's literacy and numeracy skills necessary for life after school, including work and further education.

- The **HSC minimum standard** requires students to achieve **Level 3** on the **Australian Core Skills Framework (ACSF)** in the domains of reading, writing, and numeracy
- The **minimum standard tests** are **short, online tests** designed to measure skills relevant to everyday life. Students can take the tests up to **four times per year in Years 10 and 11** and up to **six times in Year 12**

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

- Study HSC courses
- Sit for HSC exams
- Receive HSC assessment and exam results
- Receive an Australian Tertiary Admission Rank (ATAR)
- Receive a Record of School Achievement (RoSA)

Students must meet the HSC minimum standard to receive the HSC testamur (the formal certificate)

Additional Information:

- Exemptions: Students enrolled in **Stage 6 Life Skills courses** may be eligible for exemptions from the HSC minimum standard tests.
- **Alternative evidence** can be submitted in exceptional circumstances if a student cannot demonstrate their skills via the online tests. This requires approval from NESA.

For further information on the process and exemptions, consult the [NESA website](#) ([NESA ACE - HSC Minimum Standards](#))

At MGHS the **Numeracy Coordinator** organises the Numeracy Minimum Standards testing, and the **Teacher Librarian** organises the Literacy Minimum Standards testing.

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:

1. **Followed the NESA-endorsed course:** The student must have followed the course developed or endorsed by NESA.
2. **Applied themselves with diligence and sustained effort:** The student must demonstrate that they have applied themselves diligently to complete the tasks and experiences provided during the course.
3. **Achieved some or all of the course outcomes:** The student is expected to meet some or all of the course outcomes to the satisfaction of the school.

Attendance and Absences

While NESA does not specify minimum attendance requirements, principals may determine that due to excessive absences, the course completion criteria are not met. Principals are required to provide written warnings if attendance or performance puts the student at risk of not satisfactorily completing the course.

Assessment Marks

For HSC courses that include internal assessments, students must complete tasks that contribute to more than **50% of the available marks** for the course. Failure to meet this requirement will lead to a non-completion ('N') determination.

Please note: "It is emphasised that completion of assessment tasks worth exactly 50 percent is not sufficient" ([ACE – 8026](#))

Consequences of Non-Completion:

Students who do not meet these requirements will not be regarded as having satisfactorily completed the course. In such cases:

- The course will not appear on the student's Higher School Certificate (HSC).
- The course will not appear on the student's RoSA and they can instead receive a **Transcript of Study**, which records the courses they have completed
- The student will receive a **Transcript of Study** or **Record of Achievement** if they are ineligible for the HSC due to an 'N' determination.

For additional details, refer to the [NESA ACE Manual](#).

See MGHS N-Award Processes and Procedures for clarification of the school process.

6. School-Based Assessment: Board Developed Courses

In Year 12, students complete school-based assessments that contribute 50% of their final HSC mark, except for VET, Life Skills, English Studies, and Mathematics Standard 1 courses. Assessments must adhere to the mandatory weightings and syllabus outcomes. Students will complete various tasks, such as research projects, essays, and oral presentations.

Students must make a **genuine attempt** at all tasks. Any **late submissions** without valid reasons (such as illness or misadventure) will receive a **zero mark**. If a student does not complete over 50% of tasks, they risk receiving an **‘N’ determination** for non-completion.

The final school-based assessment mark for each course is submitted to **NESA** and moderated based on the student's performance in the HSC exam. For **English Studies** and **Mathematics Standard 1**, marks are based on **Achievement Level Descriptions** rather than external exams.

7. School-Based Assessment: Board Endorsed Courses

For **Board Endorsed Courses (BECs)**, the same general requirements for school-based assessment apply as for Board Developed Courses. However, there are a few key differences:

- **Submission of Marks:** Schools are required to submit **internal assessment marks** for students taking Board Endorsed Courses. These marks are reported on the student's **Record of Achievement**. Unlike Board Developed Courses, these marks are **not moderated by NESA**.
- **Assessment Requirements:** The assessment for these courses must reflect the extent to which students have achieved the **objectives and outcomes** set for the course. It is recommended that schools include between **three and five tasks**, including at least one **formal examination** task.
- **Performance Descriptions:** Marks are awarded in accordance with the **Performance Descriptions** for Stage 6 Board Endorsed Courses. These descriptions provide a framework for reporting student achievement.

8. School-Based Assessment: VET

Assessment in **VET courses** is **competency-based**, meaning students must demonstrate they have gained and can apply specific knowledge and skills for a unit of competency. Assessment tasks may include written tasks, practical demonstrations, portfolios, or assignments.

- **Competency Results:** Students are awarded either **Competent** (if they meet industry standards) or **Not Yet Competent** (if they are still developing skills or performance is below industry standard). There are no pass or fail marks, and no overall course mark is allocated. This is why VET course assessments follow a different format than other Board Developed Courses.
- **Assessment Scheduling:** Formal assessments may be scheduled when students have developed the necessary skills and knowledge. Teachers (trainers) maintain records of competencies achieved, and students can access these records to monitor their progress.
- **Certifications:** Completion of units of competency can lead to certificates at **AQF levels I, II, or III**, or a **Statement of Attainment (SOA)** toward a qualification. These achievements are recorded on a transcript provided by NESA. 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) and Credit Transfer:** Students can apply for RPL by submitting evidence of skills and knowledge relevant to the units of competency. Credit transfer is available for units previously achieved with another RTO.
- **Work Placement:** Work placement is mandatory in appropriate VET courses. If a student is not deemed work-ready, they may not participate. Failure to complete work placement will result in an **‘N’ determination**, meaning the course will not count towards the student's HSC pattern of study. However, students will still receive a Statement of Attainment.
- **Optional HSC Examination:** Some VET courses offer an optional HSC exam, which is intended for **ATAR purposes** only. This exam is independent of the competency-based assessments required for

the Australian Qualifications Framework (AQF). Even if students do not sit for the optional exam, satisfactory course completion will still appear on their HSC.

- **Estimated Marks:** If a student plans to use their VET course for ATAR calculation, the school must submit an **estimated mark** of their likely HSC exam performance. This mark is used only in cases of illness/misadventure appeals. This mark is determined from a school-based assessment that results in a percentage mark. This could be in the form of a Trial examination.

All NESA requirements, including **satisfactory course completion**, **HSC: All My Own Work (AMOW)**, **illness/misadventure applications**, and **examination disability provisions**, also apply to VET courses.

For more details, consult the NESA ACE Manual.

9. Disability Provisions

For students with an identified or diagnosed short- or long-term disability, the school provides access to **Disability Provisions**, which are approved by NESA. These provisions are designed to remove or reduce any disadvantage a student may face in accessing coursework and assessments due to their disability, ensuring that all students are able to demonstrate their true abilities in both school-based and external HSC assessments.

Available Provisions:

If a student is assessed as eligible, they may be granted provisions such as:

- Use of **readers** and/or **writers**.
- **Rest breaks** during exams or assessments.
- **Medication breaks** or time to manage other medical needs.
- **Increased font or work size** for students with visual impairments.
- **Separate supervision** or adjustments to the exam environment, such as specialized furniture or lighting.

Eligibility and Documentation

Students must inform their **course teacher or Learning and Support Staff** if they believe they may be eligible for Disability Provisions. They are required to provide appropriate **documentation**, such as medical certificates or reports, which should clearly specify the impact the disability has on their learning and performance in assessments. NESA mandates that this documentation must be current (generally no older than 12 months) and relate directly to the student's exam or assessment needs.

Application Process and School-Based Provisions

- The **Learning Support Team** may approve provisions for school-based assessments. However, students should be aware that provisions granted for school assessments may not necessarily be approved for the **HSC external examinations** by NESA.
- All applications for **HSC disability provisions** are submitted online by the school and must meet NESA's deadlines. Emergency applications can be made for unforeseen circumstances, such as sudden injuries, but these must be supported by evidence.

For further details on the process and the types of provisions available, visit the NESA Disability Provisions Guidelines.

10. Life Skills Courses

Life Skills courses are designed by NESA to support students with significant intellectual disabilities or other special education needs who are unable to access the outcomes and content of Board Developed or Board Endorsed Courses.

Eligibility for Stage 6 Life Skills Courses:

- Students typically enrol in Stage 6 Life Skills courses if they have completed Life Skills courses in Stage 5 (Years 7–10). However, in some special circumstances, students may access these courses even if they have not completed Years 7–10 Life Skills courses. This may apply to students with intellectual or

imputed intellectual disability who have experienced significant difficulty in mainstream courses, transferred from interstate or overseas, or have deteriorating medical conditions.

Assessment in Life Skills Courses:

- Students are not required to complete formal exams or assessments. Instead, they are assessed on their **achievement of outcomes**, which can be demonstrated in a variety of ways (e.g., in school, the community, or the workplace). Evidence of achievement is collected through **ongoing assessment**.
- There is no requirement for formal exams, and Life Skills courses do not contribute to the **ATAR**.

Credentialing and Reporting:

- Upon completion, students receive a **Profile of Student Achievement**, which lists the Life Skills outcomes they have achieved in each course. This information appears on their Higher School Certificate (HSC) if they meet the satisfactory completion criteria.

Special Considerations:

- Students studying only Life Skills courses are exempt from the **HSC: All My Own Work** program and the **HSC minimum literacy and numeracy standards**. However, they must still meet general course completion requirements.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/life-skills/assessment-and-reporting>

For more detailed guidelines on Life Skills courses, refer to the NESA ACE Manual.

11. Assessment tasks

The development and administration of **assessment tasks** follow guidelines set by NESA, ensuring consistency and fairness across courses. The key principles include the following:

Task Weighting

- **Individual task weighting:** Typically, an individual task should not be weighted less than **10%** nor more than **40%** of the total assessment marks. While multiple course outcomes may be addressed by a single task, later tasks may carry more weight as they assess cumulative learning.

Task Type

- Assessment tasks must align with the **outcomes and components** of the course as outlined in the syllabus. Tasks may include assignments, fieldwork, research projects, practical tests, viva voce, portfolios, performances, and more.
- Tasks must allow for a range of marks, enabling **discrimination** between different levels of student performance. The difficulty should be appropriate for the course, and tasks must allow students to demonstrate their abilities fully.
- Head Teachers are required to validate each task prior to distribution to students.

Administration and Submission

- Tasks should be submitted either personally or electronically, and students are responsible for ensuring the submission is completed in the timetabled period for that subject, before or on the due date unless otherwise stated. **Late submissions** without valid reasons may result in a **zero mark**.
- Students are required to sign an **Assessment Task Register Sheet** to acknowledge receipt, submission, and return of tasks.

Scheduling and Notification

- Students must be given **at least two weeks' notice** for assessment tasks, detailing the date, outcomes assessed, weightings, and marking guidelines (where appropriate).
- Tasks for the **Preliminary course** should not begin before Week 5 of Term 1, while HSC course assessments can begin in **Term 4 of Year 11**.
- 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 lesson that they are present. Note, unless there are exceptional circumstances, an extension of time for the task will not be granted.

Trial HSC Examination

- The **Trial HSC Exam** is a significant assessment for most courses (excluding English Extension 2 and some other courses). It should reflect the **structure, content, and difficulty** of the final HSC exam.

During the Trial HSC Examinations, **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.

Absence and Submission

- If students are absent from a scheduled task, they must
 - follow the school's procedures, including providing **valid documentation** for illness or misadventure.
 - Contact the school on the day of the examination or assessment due date
- For electronically submitted tasks, students have a responsibility to ensure:
 - the correct electronic file is attached.
 - the file is not corrupt.

Appeal Process for Marks and Rankings: Prior to Final Assessment Grades and Marks

NESA has specifically stated that a teacher's judgment of the worth of individual assessment tasks, as reflected in the mark or grade awarded will not be subject to review as part of this process.

If any questions arise regarding the assessable tasks including the marks awarded, then the students must first discuss the matter with their teacher. This must happen in a timely manner as appropriate for the task type submitted. They will have no more than 5 school days to report issues regarding individual tasks on the basis of marks. The assessment must not have any student alterations if the appeal is regarding the marks or marking criteria.

If, after consultation with their teacher, there is still a problem, students should consult the Head Teacher of the faculty concerned.

If, after consultation with their teacher and the Head Teacher, there is still a problem, students should consult the Deputy Principal.

Appeal Process for Marks and Rankings: Final Assessment Grades and Marks

Students may request a school review of their **final** grade awarded to them by their school in any NESA Stage 6 course. They cannot seek a review of results in a single or multiple individual assessment tasks. ([Curriculum - marks grades appeal](#))

- **No Appeal for Individual Task Marks:**
 - Students **cannot appeal the marks** given for individual assessment tasks once returned. Disputes must be resolved at the time the task is returned, not after final rankings have been calculated ([NESA ACE - 11011](#))([NESA ACE - 11014](#))
- **School Review of Assessment Rankings:**
 - Appeals focus on the **overall ranking**, not individual marks. If students believe their rank does not accurately reflect their performance, they may request a review from their school.
 - The review will examine whether:
 - The **weightings** for tasks align with the published assessment program.
 - The school followed the correct procedures for **calculating final marks** and rankings.
 - No computational or clerical errors were made during the ranking process.
- **Appeal to NESA:**

- If the student is unsatisfied with the school's review, they can escalate the appeal to **NESA**. NESA will only review whether the school's process was conducted correctly; it will not change marks or ranks directly. If NESA upholds the appeal, the school must conduct a further review
- NESA will not revise results awarded in individual assessment tasks. ([Curriculum - marks grades appeal](#))
- **Deadline for Submissions:**
 - Appeals must be submitted **within the timelines** provided in the HSC key dates. NESA will not consider appeals submitted after the release of results unless there are exceptional circumstances.

These procedures ensure that appeals are handled fairly and transparently.

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.

Please note: 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. Procedures for the administration of tasks

For consistency and fairness across all classes completing the same course, schools must adhere to the following guidelines when administering assessment tasks, as outlined by NESA:

Consistency in Information:

- **Head Teachers** are responsible for ensuring that all students, regardless of class, receive the **same information** regarding the assessment task. This ensures fairness and uniformity across classes.

Same-Day Task Completion:

- Where possible, assessment tasks should be completed by all students on the **same day** or during the same period to maintain the integrity of the task.

Examination Conditions:

- All students must have **equal conditions** during assessments, ensuring that everyone has the same opportunities and experiences during the task.

Specific to English Speeches:

- For **Preliminary and HSC English speeches**, these tasks should be scheduled over the same day(s) to ensure fairness and consistency.

Mobile Phone Policy:

- Students must turn off their **mobile phones** during the assessment and have them placed in their Yondr pouches in their school bags. Any violation of this rule may result in penalties, such as receiving **zero marks** for the task.

For more detailed procedures and specific cases regarding task administration, refer to the official NESA ACE Manual.

13. Procedures for Illness/Misadventure forms – School assessments

Task Submission and Appeals:

Late Submission Policy: Tasks handed in late, or completed late, will receive a **zero mark** unless valid reasons for the delay are submitted. Students have the right to appeal the zero mark by completing an **Illness/Misadventure Appeal Form**, provided they meet the criteria.

What Is Illness and Misadventure?

Illness: This is defined as any sickness or injury that prevents a student from attending school or completing an assessment task.

Misadventure: Refers to unforeseen circumstances that prevent a student from completing an assessment task, such as accidents, family emergencies, or other unexpected events.

Appropriate Use of the Illness/Misadventure Form:

Students should complete an **Illness/Misadventure Appeal Form** in cases where:

- An assessment task is **not submitted on time**.
- The task is **submitted incomplete** due to circumstances beyond the student's control.
- The student experiences **extraordinary circumstances** on or before the due date.

Timing of Form Submission:

The form should be submitted on the **same day** of the illness or misadventure, or at the latest, the next day the student attends school or their next exam.

Grounds Not Considered for Appeals:

Students **cannot appeal** on the following grounds, which align with the NESA ACE guidelines:

- **Preparation issues**, such as technology failure or insufficient study time.
- **Alleged deficiencies in teaching**.
- **Long-term illnesses**, unless there is an acute flare-up during the assessment or exam period.
- **Misreading the examination timetable** or **task instructions**.
- **Other commitments** such as holidays, work, or sporting events

Special Consideration:

Requests for changes to the scheduled date of an assessment for reasons other than illness/misadventure must be made **in writing** to the principal and **well in advance**. The principal's decision on these requests is final.

Final Clarifications:

The **principal's decision is final** for any special consideration outside of illness or misadventure, which is consistent with the **NESA guidelines**.

14. Completing the Illness/Misadventure appeal

PART A

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 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.

PART B

The Head Teacher make recommendations.

PART C

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 principal or class teacher.

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

PART D

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 could include an extension of time, a substitute task or an estimated mark. All Documents related to the appeal should be placed in the student's file and the class teacher's HSC Compliance folder

See Appendix A for Illness/Misadventure form

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 principals decision is final.

15. Procedures for Illness/Misadventure applications – HSC Examinations

When a student is affected by illness or misadventure immediately before or during a Higher School Certificate (HSC) examination, and this event impacts their performance, they may lodge an **Illness/Misadventure application** with NESA.

The steps are as follows:

- **Timing of the Application:**
 - Applications must be submitted **within one week** of the student's last HSC examination or, for practical or oral exams, within one week of the exam or submission date.
- **Application Forms:**
 - The form can be requested from the school's principal or accessed via **Schools Online** before exams begin. The principal will provide guidance on completing and submitting the form.
- **Supporting Evidence:**
 - The student must submit a **statement** explaining how they were affected during the exam session.
 - For illness, a **medical certificate** detailing the date of onset and its potential effect on performance is required. For misadventure (e.g., an accident), police statements or statutory declarations are needed, specifying the time and nature of the incident.
 - A report from the **exam supervisor** and a statement from the school's principal, outlining the student's preparation and any relevant information, are also necessary([ACE NSW - 11003](#))([ACE NSW - 11005](#)).
- **Submitting the Application:**
 - All completed applications and documentation must be submitted to NESA. Late submissions are only considered in exceptional circumstances.

16. Malpractice

Malpractice is any activity undertaken by a student that gives them an **unfair advantage** over others in assessment tasks or exams. Malpractice covers a range of dishonest behaviours, which can seriously impact a student's assessment results and standing with **NESA**.

Forms of Malpractice:

- **Copying:** Taking part or all of someone else's work and presenting it as their own.
- **Plagiarism:** Using material from books, journals, or the internet without proper citation.
- **Unacknowledged Collaboration:** Building on someone else's ideas or using contributions from others (e.g., a parent or tutor) without acknowledgment.
- **Purchased or Stolen Work:** Buying, stealing, or borrowing another person's work and submitting it as one's own.
- **Non-approved Assistance:** Using non-approved aides or assistance during exams or tasks.
- **False Explanations:** Fabricating reasons for missed or incomplete work, or assisting another student in committing malpractice.

Handling Suspected Malpractice:

- **Investigation:** When malpractice is suspected, the Course Teacher will inform the **Head Teacher** and provide evidence (such as a plagiarism report, Turnitin results, or comparisons to other students' work) to support the claim.
- **Student Response:** The student will be given the opportunity to **provide evidence** that their work is original. This may include showing drafts, notes, or answering questions to demonstrate their understanding of the material.
- **Plagiarism Detection:** The school may use tools like **Turnitin** to check for plagiarism, producing reports that detail the percentage of original work and flagged content.

Consequences of Proven Malpractice:

- **Zero Marks:** Students involved in proven malpractice will receive a **zero** for the affected task, which will impact their final mark and rank.
- **Registration with NESA:** The student's name will be added to the **NESA Malpractice Register**, as required for any proven malpractice cases.
- **Penalties for Truancy:** If a student is present at school but truant before an assessment task, penalties may apply in addition to any malpractice consequences.

Right to Appeal:

- Students penalised for malpractice have the right to **appeal** the decision. Appeals must be made through the standard school appeals process and escalated to NESA if necessary.

A student penalised for malpractice has access to the appeals process. [See Appendix B for Malpractice appeals form](#)

17. Malpractice Procedures

In cases of suspected or proven **malpractice**, the following procedures, in line with **NESA ACE guidelines**, will be followed to ensure fairness and due process:

Notification of Suspected Malpractice

- The student, along with their parent/caregiver, will be **informed verbally or in writing** by the Course Teacher or Head Teacher of the suspected or proven malpractice. The evidence will be presented in a **timely manner**.

Issuing an N Warning Letter

- An **N Warning letter** will be issued by the Course Teacher or Head Teacher to formally notify the student and their caregiver of the malpractice. The letter will outline what the student must do to **redeem** the N Warning.

Opportunity to Present Evidence

- The student will be provided an opportunity to present any evidence or information in their defense. This could include **drafts, witness statements**, or any supporting documents. This information will be reviewed by the Course Teacher and Head Teacher.

Documentation

- Records of all **discussions and interviews** related to the incident will be kept securely by the Course Teacher or Head Teacher. This ensures that all evidence and conversations are documented for transparency.

Confidentiality

- Confidentiality must be maintained at all times by all involved parties. No information related to the malpractice will be shared outside of those directly involved in the process.

Reporting to NESA

- The Head Teacher will notify the Deputy Principal to update the **NESA Malpractice Register** through **Schools Online**. All proven malpractice must be registered as per NESA guidelines

Right to Appeal

- The student will be informed of their **right to appeal** and the process for doing so. Appeals must be lodged to the Deputy Principal within **2 school days** of the notification of the malpractice.

Consequences of Malpractice

If malpractice is proven, one or more of the following consequences will apply:

- **Reduced marks** for part or all of the assessment task.
- **Zero marks** for part or all of the task.
- An **N Warning letter** issued to the student and supervisor.
- **Withdrawal from course(s)** in severe cases.

All proven malpractice cases will be officially recorded in the **NESA Malpractice Register**, as required by NESA regulations. This will be handled by the Deputy Principal with information provided by the Head Teacher.

Appeal Process

- After being informed of the consequence, the student has **2 school days** to appeal the decision to the Deputy Principal. The appeal must be in writing and include any relevant evidence (Appendix 2).
- The Deputy Principal will review the appeal, conduct any necessary discussions, and inform the student and their caregiver of the outcome, either verbally or in writing. Notes of these discussions will be kept securely.
- If the student or caregiver is unsatisfied with the Deputy Principal's decision, a **final appeal** can be made to the Principal within **2 school days** of being notified of the Deputy Principal's decision. This appeal must be made in writing, and any new evidence must be provided. The Principal's decision will be final.

[See Appendix B for Malpractice appeals form](#)

18. Procedures For Awarding Marks

Standards-Referenced Assessment:

- The **assessment tasks** are designed to measure student performance based on the **syllabus outcomes** for each course. These tasks assess a range of skills and knowledge that cannot always be captured through formal examinations.
- The marks awarded for assessment tasks reflect the **extent to which students have demonstrated achievement of these outcomes**, and they provide a range of measures over time.

Calculation of Marks:

- Marks are calculated based on the **mandatory assessment components and weightings** outlined in the syllabus for each subject. These weightings ensure that all students are assessed consistently across schools, with appropriate emphasis placed on different course components.
- Marks should be **aggregated to the nearest whole number** and used to determine the student's rank. The final assessment mark submitted to NESA reflects the **relative difference** in student achievement, ensuring that the marks show the differences between performances.

Use of Mark Range:

- A **wide range of marks** should be used when allocating marks for individual tasks to effectively demonstrate the variation in student performance. This ensures the relative differences between students are clear and fair.

Disclosure of Marks:

- The **final assessment mark** that is submitted to NESA **must not** be revealed to students. However, students are entitled to receive their **assessment rank** at the conclusion of the course. They will be provided with their final rank in their **Semester 2 report**.

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

In accordance with **NESA** guidelines, the following procedures apply for the **late submission** and **non-completion** of assessment tasks. These rules ensure that students are aware of their responsibilities and the potential consequences if deadlines are not met.

Late Submission of Tasks

- **Zero Mark for Late Submission:** Any task submitted late, or completed after the due date, will automatically receive a **zero**. Students, however, have the right to appeal this decision by submitting an **Illness/Misadventure Appeal Form** along with relevant supporting documentation, such as a doctor's certificate.

Teacher Absence on Due Date

- **Teacher's Absence:** If the assigned teacher is absent on the day an in-class task is due, the **Faculty Head Teacher** or a senior teacher will arrange for the task to be collected or supervised. Students are expected to submit their work regardless of the teacher's presence.

Student Absence on Due Date

- **Pre-arranged Absence:** If the student knows beforehand that they will be absent on the day a task is due, they must make arrangements to **submit the task in advance** or on the due date electronically or via an agent.
- **Illness/Misadventure on the Due Date:** If a student is absent on the due date due to illness or misadventure, the student must either:
 - Submit the task electronically by the **end of the school day (3:15 pm)**.
 - Have the task submitted on their behalf by an agent on the due date.
 - If none of the above arrangements are made, the student must hand in the task on the **first day of attendance** following the illness.

Evidence for Absence

- Students who are absent on the due date of a task must provide **relevant evidence** (e.g., a doctor's certificate, statutory declaration) covering all days of absence, alongside the **Illness/Misadventure Appeal Form** within **five school days** of their return.

Absence on Day of In-Class Task

- If a student is absent for an **in-class assessment** task, they must:
 - Contact their **teacher or Head Teacher** on the first day back to school and be prepared to complete the task immediately.
 - Provide relevant evidence (e.g., doctor's certificate) to support their absence, along with the Illness/Misadventure Appeal Form within **five school days**.

Failure to Comply with Procedures

- Failure to follow these procedures will result in an **N Award Warning letter** being sent to the student's parents or caregivers, and a **zero mark** will be assigned.

Suspension

- **Suspension from school** does not entitle a student to submit tasks late. If a student is suspended when an assessment is due, they are responsible for ensuring that the task is submitted by the deadline, or arrangements must be made with the **Principal**. In some cases, tasks may be completed after returning from suspension, depending on the nature of the task

20. Invalidity of Assessment Tasks

When assessment tasks produce **invalid or unreliable results**, due to issues with the task itself or its administration, the following procedures will apply:

Notifying the Faculty Head Teacher

- The **Head Teacher** should be notified as soon as it becomes apparent that the results of an assessment task are invalid or unreliable. This could occur when a task does not function as required or there are problems in its administration that impact the results.

Investigation by Head Teacher

- The Head Teacher will investigate the reasons for the invalidity of the task. Based on their findings, the following actions may be implemented:
 - **Negotiation:** The Head Teacher may enter into discussions with all students affected by the invalidity to agree on the most appropriate solution.
 - **Alternate Task:** An alternative assessment task may be supplied to replace the whole or part of the original task. This ensures that students are assessed fairly on the intended outcomes.
 - **Mark Adjustment:** The Head Teacher may decide to **adjust marks** to discount the invalid part of the task. This could involve excluding certain sections from the final result if the assessment task proved unreliable.

- **Other Measures:** Additional measures may be applied, depending on the situation, as determined by the Head Teacher.

Investigation by Deputy Principal

- In situations where the results of an assessment task are deemed invalid, an investigation will be carried out by both the **Deputy Principal** and the Head Teacher of the faculty involved. The investigation aims to understand the nature of the issue and ensure that the solution is fair and transparent for all affected students.

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.

21. Maintaining Records for Transferring students

When students transfer into the school after the commencement of the **HSC course**, it is essential to maintain accurate records of their **assessment marks**, **task weightings**, and **rank** to ensure fairness in their continued assessment. The following procedures are applied according to **NESA guidelines**:

Students Transferring Before 30 June

- **Request for Records:** For students who transfer into the school before 30 June in the year of the **HSC examination**, the school must request that the former school forwards the following information:
 - **Assessment marks**, task weightings, and ranks achieved up to the date of transfer.
 - Any **N-Awards** or records indicating failure to meet course requirements.
- **Use of Provided Marks:** The marks provided by the former school can be used as the basis for calculating estimates for any missed tasks. Tasks attempted after the student has enrolled at the new school can also be used to support the estimation of their performance.

Students Transferring After 30 June

- For students transferring **after 30 June** in the year of the **HSC examination**, the school must still request the previous school to provide the student's **assessment marks**. These marks will be used to calculate the student's rank and overall performance in alignment with **NESA's HSC assessment guidelines**.

VET Course Considerations

- In the case of **VET courses** for the Higher School Certificate, students who have already achieved units of competency through study or experience at their former school or another institution do not need to be reassessed for these competencies. However, it is essential that a qualified assessor from an RTO (Registered Training Organisation) has formally assessed these competencies for them to be recognized. The student's records should reflect these achievements as part of their HSC VET course requirements

22. Assessment Feedback

Providing effective feedback to students on their assessment tasks is essential for improving their performance in the **HSC standards-based system**. Feedback should be structured to give students a clear understanding of their strengths and areas for improvement in relation to the **syllabus outcomes**.

Importance of Meaningful Feedback

- Feedback should be **meaningful**, helping students understand their **performance relative to the outcomes** being assessed and their overall progress within the course. Feedback should not just be about the final mark but also about the specific skills or knowledge the student has demonstrated and what areas need further development.

Using Outcomes and Band Descriptions

- Teachers are encouraged to use the **wording of outcomes** and **band descriptions** as part of the feedback to help students understand where they fall within the standards framework. This ensures that feedback is aligned with the **HSC standards** and helps students track their progress more accurately.

- **Work samples** can also be provided as a **standards reference** to help students understand what is expected at different performance levels.

Marking Guidelines and Certification

- **Marking guidelines** must be devised prior to administering the task. These guidelines ensure consistency in marking and must be **certified by the Head Teacher** before being applied to student work.

Clear Feedback for Each Task

- For each assessment task, students should receive clear feedback that includes:
 - **What they are able to do:** This reflects the student's current understanding and skills.
 - **What they need to do to improve:** This provides actionable advice for the student on how they can enhance their performance in future tasks (Information-Sheet-Asses...).
 - Feedback should also indicate the **student's attainment relative to the outcomes** and their **relative position** within the course group.

Assessment Task Register

- After receiving feedback, students should sign the **Assessment Task Register Sheet** to acknowledge that they have received feedback.

VET Course Competency Feedback

- In **VET courses**, students are assessed based on their performance against the criteria set under each **element of competency**. Students are judged as either **Competent** or **Not Yet Competent** based on a range of evidence, which may come in various forms (e.g., practical demonstrations, written tasks). Feedback in VET courses is critical for helping students understand which competencies they have achieved and where further work is needed

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 NESA 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 NESA 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 NESA 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.

26. Websites and references for further information

For additional queries or clarifications, these resources offer extensive guidelines and support on Stage 6 assessment policies.

NESA (NSW Education Standards Authority) Official Website

- General information on **HSC requirements**, curriculum, and student policies.
- [Visit NESA](#)

NESA ACE (Assessment Certification Examination) Manual

- Provides detailed information on **HSC and RoSA assessment rules**, appeals processes, and procedures for students and schools.
- [Access the NESA ACE Manual](#)

NESA HSC Minimum Standard

- Guidelines on meeting the **minimum literacy and numeracy standards** for the HSC.
- [NESA HSC Minimum Standard](#)

NESA Assessment Certification Rules

- Outlines the processes for **Stage 6 assessment**, including rules around school-based assessments and exams.
- [NESA Assessment Certification](#)

NSW Department of Education – Stage 6 Policies

- Information on curriculum and assessment policies, including **VET courses** and **Life Skills**.
- [NSW Department of Education – Stage 6](#)

University Admissions Centre (UAC)

- Details on **ATAR calculation** and tertiary admissions.
- [UAC ATAR Information](#)

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)

ST UD EN T TO CO M PL ET E	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:			

HE A D TE AC HE R	I have noted the above request and recommend the following action:				
	Head Teacher Signature:		Date:		

DE PU TY PR IN CI PAL	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.

AP PE AL S	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 24/25

	Week	Topic(s) Covered
Term 4	1	<p>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></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 1	1	Staff Development Day Only
	2	<p>Historical Period: New Kingdom Egypt to the Death of Thutmose IV</p> <p>AND</p> <p>Personalities in their Times: Egypt – Hatshepsut <i>AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9</i></p>
	3	
	4	
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	7	
	8	
	9	
	10	
	11	
Term 2	1	
	2	
	3	
	4	
	5	
	6	<p>Ancient Societies: New Kingdom Egypt society to the death of Amenhotep III <i>AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9</i></p>
	7	
	8	
	9	
	10	
Term 3	1	Protected Learning Space (no assessments)
	2	
	3	Trial Examination Period
	4	
	5	<p>Ancient Societies: New Kingdom Egypt society to the death of Amenhotep III <i>AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9</i></p>
	6	
	7	Revision
	8	
	9	
	10	

Ancient History - Year 12 Assessment Schedule 24/25

	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 9	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 evidence from a range of sources
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
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 24/25

	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	
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	10	
Term 1	1	Staff Development Day Only
	2	Module 7 – Infectious Disease (Depth study: 5 hours) <i>BIO12-1, 2, 3, 4, 5, 6, 7, 14</i>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
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 24/25

	Task 1	Task 2	Task 3	Task 4
Task Description	Working Scientifically Skills Task	Disease: Depth Study	Genetic Change - Topic Test	Trial Examination
Task Type	Skills Task	Depth Study	Topic Test	Formal Exam
Timing	Week 10 Term 4	Week 10 Term 1	Week 9 Term 2	Weeks 3-4 Term 3
Outcome(s)	BIO12-1,2,3,4,5,6,7,12	BIO12-1,4,5,6,7,14	BIO12-4,5,6,7,13	BIO12-2,4,5,6,7,12,13,14,15

SCHOOL-BASED ASSESSMENT REQUIREMENTS

WEIGHTING(S)					
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Skills in working scientifically	20	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 24/25

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

Business Studies - Year 12 Assessment Schedule 24/25

	Task 1	Task 2	Task 3	Task 4	
Task Description	Operations Research Business Report	Finance Topic Test	Marketing Research Essay	Trial	
Task Type	Research Report	Topic Test	Research Essay	Examination	
Timing	Term 4, Week 8	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 24/25

	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	
Term 1	1	Staff Development Day Only
	2	Module 6 Acid /Base Reactions (depth study 2 hours) <i>CH12-1, 2, 3, 4, 5, 6, 7, 13</i>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	Module 7 Organic Chemistry (depth study 8 hours) <i>CH12-1, 2, 3, 4, 5, 6, 7, 14</i>
Term 2	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	Module 8 Applying Chemical Ideas (depth study 3 hours) <i>CH12-1, 2, 3, 4, 5, 6, 7, 15</i>
	10	
Term 3	1	Protected Learning Space (no assessments)
	2	
	3	
	4	Trial Examination Period
	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 24/25

	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 8	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 - 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 24/25

	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 <i>H1.1, H2.2, H2.3, H3.1, H4.1, H4.2, H5.1, H6.2</i>
	10	
Term 1	1	Staff Development Day Only
	2	HSC Core: Groups in Context <i>H1.1, H2.2, H2.3, H3.1, H4.1, H4.2, H5.1, H6.2</i>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	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	
	4	Trial Examination Period
	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 24/25

	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

Design and Technology – Year 12 Scope & Sequence 24/25

	Week	Topic(s) Covered
Term 4	1	Innovation Case Study <i>H2.1, H2.2, H3.1, H6.2</i>
	2	
	3	
	4	
	5	Project Proposal Project Management <i>H4.1, H4.3, H5.1, H5.2</i>
	6	
	7	
	8	
	9	
	10	
Term 1	1	Staff Development Day Only
	2	Major Project Development and Construction <i>H1.1, H4.2, H3.2, H6.1</i>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	Major Project Development and Construction <i>H1.1, H4.2, H3.2, H6.1</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	HSC Course Revision <i>H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2</i>
	6	
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Design and Technology – Year 12 Assessment Schedule 24/25

	Task 1	Task 2	Task 3	Task 4
Task Description	Innovation Study	Project Proposal	Project Development and Realisation	HSC Trial Exam
Task Type	Case Study	Presentation	Report	Formal Examination
Timing	Term 4 Week 6	Term 4 Week 10	Term 3 Week 1	Term 3 Weeks 3-4
Outcome(s)	H2.1, H2.2 H3.1, H6.2	H4.1, H4.3 H5.1, H5.2	H1.1, H4.2 H3.2, H6.1	H1.1, H1.2 H2.1, H2.2 H3.1, 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	-	25	35	-	60%
TOTAL	20%	25%	35%	20%	100%

Outcomes – A student:

H1.1	Critically analyses the factors affecting design and the development and success of design projects
H1.2	Relates the practices and processes of designers and produces to the major design project
H2.1	Explains the influence of trends in society on design and production
H2.2	Evaluates the impact of design and innovation on society and the environment
H3.1	Analyses the factors that influence innovation and the success of innovation
H3.2	Uses creative and innovative approaches in designing and producing
H4.1	Identifies a need or opportunity and researches and explores ideas for design development and production of the major design project.
H4.2	Selects and uses resources responsibly and safely to realise a quality major design project.
H4.3	Evaluates the processes undertaken and the impacts of the major design project
H5.1	Manages the development of a quality major design project
H5.2	Selects and uses appropriate research methods and communication techniques
H6.1	Justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
H6.2	Critically assess the emergence and impact of new technologies, and the factors affecting their development.

Engineering Studies - Year 12 Scope & Sequence 24/25

	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	Civil structures Engineering report – Assessment Task
	9	
	10	
Term 1	1	Staff Development Day Only
	2	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>
	3	
	4	
	5	
	6	
	7	Transport Topic Test– Assessment Task
	8	Engineering Application: Personal and Public Transport Module (Continued) <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>
	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-Aeronautical
	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	
	4	Trial Examination Period
	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 24/25

	Task 1	Task 2	Task 3	Task 4	
Task Description	Civil Structures	Transport	Aeronautical Engineering	Trial HSC	
Task Type	Engineering Report	Topic Test	Engineering Report	Exam	
Timing	Term 4 Week 8	Term 1 Week 7	Term 2 Week 5	Term 3 Week 3,4	
Outcome(s)	H1.2 H2.1, H3.1 H3.2 H5.1, H5.2 H6.1, H6.2	H1.1, H1.2, H2.1, H2.2 H3.1, H3.3 H4.2, H4.3,	H1.1, H1.2 H2.1 H3.2, H3.3 H4.1 H5.1, H6.1	H1.1, H1.2, H2.1 H.2.2 H3.1, H3.3, H4.2, H4.3	
SCHOOL-BASED ASSESSMENT REQUIREMENTS					
WEIGHTING(S)					
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and Understanding of course content	15	10	15	20	60%
Knowledge and skills in research, problem solving, and communication related to Engineering practice	15	5	10	10	40%
TOTAL	30%	15%	25%	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 too
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 24/25

	Week	Topic(s) Covered
Term 4	1	Texts and Human Experience Text: Prose Fiction - '1984' by George Orwell EA12-1, EA12-2, EA12-3, EA12-4, EA12-6, EA12-7
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Module C – Craft of Writing EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-9
Term 1	1	Staff Development Day Only
	2	Module C – Craft of Writing (Continued) Text: Range of prescribed texts – poetry, discursive and short stories EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-9
	3	
	4	
	5	
	6	
	7	Module B: Critical Study of Literature Text: Shakespearean Drama – King Henry IV Part I EA12-1, EA12-3, EA12-4, EA12-6, EA12-7, EA12-8
	8	
	9	
	10	
	11	
Term 2	1	
	2	
	3	
	4	
	5	Module A: Textual Conversations Text: Film – 'Brightstar' Jane Campion, Poetry by Keats EA12-1, EA12-3, EA12-5, EA12-7, EA12-8
	6	
	7	
	8	
	9	
	10	
Term 3	1	Protected Learning Space (no assessments)
	2	
	3	
	4	Trial Examination Period
	5	Module A: Textual Conversations (Continued) EA12-1, EA12-3, EA12-5, EA12-7, EA12-8
	6	
	7	Revision: Common Module, Module A, Module B and CoW
	8	
	9	
	10	

English Advanced - Year 12 Assessment Schedule 24/25

	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	Trial HSC Examinations
Task Type	Multimodal Presentation with related material	Imaginative response	Analytical Response	Common Module Module A Module B Module C – 5%
Timing	Term 4 Week 9	Term 1 Week 7	Term 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 One - Year 12 Scope & Sequence 24/25

	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 Text: Frankenstein <i>EE12-1, EE12-2, EE12-3, EE12-4, EE12-5</i>
	8	
	9	
	10	
Term 1	1	Staff Development Day Only
	2	Elective 2 Worlds of Upheaval - Frankenstein (Continued) <i>EE12-1, EE12-2, EE12-3, EE12-4, EE12-5</i>
	3	
	4	
	5	
	6	Elective 2 Worlds of Upheaval Text: Metropolis <i>EE12-1, EE12-2, EE12-3, EE12-4, EE12-5</i>
	7	
	8	
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	10	
	11	
Term 2	1	
	2	
	3	
	4	
	5	Elective 2 Worlds of Upheaval Text: Waiting for Godot <i>EE12-1, EE12-2, EE12-3, EE12-4, EE12-5</i>
	6	
	7	
	8	
	9	
	10	
Term 3	1	
	2	
	3	Protected Learning Space (no assessments)
	4	Trial Examination Period
	5	Elective 2 Worlds of Upheaval - Waiting for Godot (Continued) & Revision
	6	
	7	
	8	
	9	
	10	

English Extension One - Year 12 Assessment Schedule 24/25

	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 Two - Year 12 Scope & Sequence 24/25

	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	
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	8	
	9	
	10	
Term 1	1	Staff Development Day Only
	2	The Composition Process, Major Work, Reflection Statement, and Journal <i>EE12-1, EE12-2, EE12-3, EE12-4, EE12-5</i>
	3	
	4	
	5	
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	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	
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	9	
	10	
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>
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English Extension Two - Year 12 Assessment Schedule 24/25

	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:	
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 Standard - Year 12 Scope & Sequence 24/25

	Week	Topic(s) Covered
Term 4	1	Texts and Human Experience Text: Prose Fiction – ‘Past The Shallows’ by Favel Parrett <i>EN12-1, EN12-2, EN12-3, EN12-4, EN12-6, EN12-7</i>
	2	
	3	
	4	
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	8	
	9	
	10	Module C – Craft of Writing <i>EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9</i>
Term 1	1	Staff Development Day Only
	2	Module C – Craft of Writing (Continued) Text: Range of prescribed texts – Poetry, discursive, and short stories. <i>EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9</i>
	3	
	4	
	5	
	6	
	7	Module A – Language, Identity and Culture Text: Film – ‘The Castle’ by Rob Sitch <i>EN12-1, EN12-3, EN12-5, EN12-7, EN2-8</i>
	8	
	9	
	10	
	11	
Term 2	1	
	2	
	3	
	4	
	5	Module B: Close Study of Literature Text: Poetry by Robert Gray <i>EN12-1, EN12-3, EN12-4, EN12-6, EN12-7, EN12-8</i>
	6	
	7	
	8	
	9	
	10	
Term 3	1	Protected Learning Space (no assessments)
	2	
	3	Trial Examination Period
	4	
	5	Module B: Close Study of Literature (Continued) <i>EN12-1, EN12-3, EN12-4, EN12-6, EN12-7, EN12-8</i>
	6	
	7	Revision: Common Module, Module A, Module B and CoW
	8	
	9	
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English Standard - Year 12 Assessment Schedule 24/25

	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 – 5%
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 24/25

	Week	Topic(s) Covered
Term 4	1	Texts and Human Experience Text: Film 'Billy Elliot' by Stephen Daldry <i>ES12-2, ES12-3, ES12-8, ES12-9, ES12-10</i>
	2	
	3	
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	10	Module L: Who do you think I am? <i>ES12-1, ES12-4, ES12-5, ES12-6, ES12-7, ES12-9</i>
Term 1	1	Staff Development Day Only
	2	Module L: Who do you think I am? (Continued) Text: Varied visual literacy and poems <i>ES12-1, ES12-4, ES12-5, ES12-6, ES12-7, ES12-9</i>
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	11	
Term 2	1	Module A: We are Australians Text: Novel – 'Tom Brennan' by JC Burke <i>ES12-1, ES12-4, ES12-5, ES12-7, ES12-9</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	Module C: On the Road Text: Documentary <i>ES12-3, ES12-4, ES12-6, ES12-7, ES12-10</i>
	9	
	10	
Term 3	1	Protected Learning Space (no assessments)
	2	
	3	
	4	Trial Examination Period
	5	Module C: On the Road (Continued) & Revision <i>ES12-3, ES12-4, ES12-6, ES12-7, ES12-10</i>
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English Studies - Year 12 Assessment Schedule 24/25

	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 24/25

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

Exploring Early Childhood - Year 12 Assessment Schedule 24/25

	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, 2.4, 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
1.3	examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
1.4	analyses the ways in which family, community and culture influence the growth and development of young children
1.5	examines the implications for growth and development when a child has special needs
2.1	analyses issues relating to the appropriateness of a range of services for different families
2.2	critically examines factors that influence the social world of young children
2.3	explains the importance of diversity as a positive issue for children and their families
2.4	analyses the role of a range of environmental factors that have an impact on the lives of young children
2.5	examines strategies that promote safe environments
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 24/25

	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	
Term 1	1	Staff Development Day Only
	2	Food Manufacturing <i>H1.1, H4.2</i>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
Term 2	1	Food Product Development <i>H1.3, H4.1</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Australian Food Industry <i>H1.2, H1.4, H3.1</i>
Term 3	1	Protected Learning Space (no assessments)
	2	
	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 24/25

	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 24/25

	Week	Topic(s) Covered
Term 4	1	Global sustainability <i>GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-05, GE-12-07, GE-12-08, GE-12-09</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 1	1	Staff Development Day Only
	2	Ecosystems and global biodiversity <i>GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-05, GE-12-06, GE-12-07, GE-12-08, GE-12-09</i>
	3	
	4	
	5	
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	10	
	11	
Term 2	1	
	2	
	3	
	4	
	5	Rural and urban places <i>GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-05, GE-12-06, GE-12-07, GE-12-08, GE-12-09</i>
	6	
	7	
	8	
	9	
	10	
Term 3	1	Protected Learning Space (no assessments)
	2	
	3	Trial Examination Period
	4	
	5	Rural and urban places (cont.) <i>GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-05, GE-12-06, GE-12-07, GE-12-08, GE-12-09</i>
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Geography – Year 12 Assessment Schedule 24/25

	Task 1	Task 2	Task 3	Task 4
Task Description	Global Sustainability Essay	Ecosystems Topic Test	Geographical skills and Broadsheet interpretation Task	Trial HSC Exam
Task Type	In Class Essay	Topic Test	Stimulus Task	Formal Examination
Timing	Term 4 Week 7	Term 1 Week 10	Term 2 Week 8	Term 3 Week 2/3
Outcome(s)	GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-05, GE-12-09	GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-06, GE-12-05, GE-12-09	GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-05, GE-12-08, GE-12-09	GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-05, GE-12-06, GE-12-07, GE-12-08, GE-12-09

SCHOOL-BASED ASSESSMENT REQUIREMENTS

WEIGHTING(S)					
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and understanding of course content	10	15	5	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	5	10	-	5	20%
TOTAL	20%	30%	20%	30%	100%

Outcomes – A student:

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

History Extension - Year 12 Scope & Sequence 24/25

	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	
Term 1	1	Staff Development Day Only
	2	Constructing History – Key Questions <i>HE12-1, HE12-3, HE12-4</i>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	Constructing History – Case Study <i>HE12-1, HE12-3, HE12-4</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	Constructing History – Key Questions and Case Study <i>HE12-1, HE12-3, HE12-4</i>
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History Extension - Year 12 Assessment Schedule 24/25

	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 9	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	50%
Skills in designing, undertaking and communicating historical inquiry and analysis	20	30	10	50%
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 24/25

	Week	Topic(s) Covered
Term 4	1	Course Overview - Past Projects
	2	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>
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Term 1	1	Staff Development Day Only
	2	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>
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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>
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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>
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Industrial Technology Multimedia - Year 12 Assessment Schedule 24/25

	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 24/25

	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 8/9 – Assessment Task 1 – Oral Presentation and Project Plan <i>H3.1, H3.2, H3.3, H5.1</i>
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Term 1	1	Staff Development Day Only
	2	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>
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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>
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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	Week 3/4 - 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
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Industrial Technology Timber - Year 12 Assessment Schedule 24/25

	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 8/9	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

Legal Studies - Year 12 Scope & Sequence 24/25

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

Legal Studies - Year 12 Assessment Schedule 24/25

	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 10	Term 1 Week 6	Term 2 Week 4	Term 3 Week 3/4
Outcome(s)	H2, H3, H4, H8	H1, H6, H10	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 24/25

	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	C2.1 Differentiation of Trig, Exponential & Log Functions <i>MA12-3, MA12-6, MA12-9, MA12-10</i>
	3	
	4	C2.2 Rules of Differentiation <i>MA12-3, MA12-6, MA12-9, MA12-10</i>
	5	
	6	C3.1 The First & Second Derivatives <i>MA12-3, MA12-6, MA12-9, MA12-10</i>
	7	
	8	
	9	F2 Graphing Techniques <i>MA12-1, MA12-9, MA12-10</i>
	10	
Term 1	1	Staff Development Day Only
	2	C4.1 The Anti Derivative <i>MA12-3, MA12-7, MA12-9, MA12-10</i>
	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	
	11	S2.1 Data Summary Statistics <i>MA12-8, MA12-9, MA12-10</i>
Term 2	1	<i>MA12-8, MA12-9, MA12-10</i>
	2	S2.2 Bivariate Data Analysis <i>MA12-8, MA12-9, MA12-10</i>
	3	
	4	C3.2 Applications of the Derivative <i>MA12-3, MA12-6, MA12-9, MA12-10</i>
	5	
	6	S3.1 Continuous Random Variables <i>MA12-8, MA12-9, MA12-10</i>
	7	
	8	S3.2 The Normal Distribution <i>MA12-8, MA12-9, MA12-10</i>
	9	
	10	M1.1 Modelling Investments & Loans <i>MA12-2, MA12-4, MA12-9, MA12-10</i>
Term 3	1	M1.2 Arithmetic Sequences & Series <i>MA12-2, MA12-4, MA12-9, MA12-10</i>
	2	
	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 24/25

	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 7	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, MA12-7, MA12-8, MA12-10	
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	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 24/25

	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	
Term 1	1	Staff Development Day Only
	2	S1.1 Bernoulli & Binomial Distributions <i>ME12-5, ME12-6, ME12-7</i>
	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	
	10	V1.3 Projectile Motion <i>ME12-2, ME12-6, ME12-7</i>
Term 3	1	
	2	Trial Examination Period
	3	
	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 24/25

	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 6	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 24/25

	Week	Topic(s) Covered
Term 4	1	N1.1 Arithmetic of Complex Numbers <i>MEX12-1, MEX12-4, MEX12-7, MEX12-8</i>
	2	
	3	N1.2 Geometric Representation of a Complex Number <i>MEX12-1, MEX12-4, MEX12-7, MEX12-8</i>
	4	
	5	
	6	N1.3 Other Representations of Complex Numbers <i>MEX12-1, MEX12-4, MEX12-7, MEX12-8</i>
	7	
	8	
	9	P1 The Nature of Proof <i>MEX12-1, MEX12-2, MEX12-7, MEX12-8</i>
	10	
Term 1	1	Staff Development Day Only
	2	P2 Further Proof by Mathematical Induction <i>MEX12-1, MEX12-2, MEX12-7, MEX12-8</i>
	3	
	4	N2.1 Solving Equations with Complex Numbers <i>MEX12-1, MEX12-4, MEX12-7, MEX12-8</i>
	5	
	6	N2.2 Geometrical Implications of Complex Numbers <i>MEX12-1, MEX12-4, MEX12-7, MEX12-8</i>
	7	
	8	
	9	V1.1 Introduction to 3D Vectors <i>MEX12-3, MEX12-7, MEX12-8</i>
	10	
	11	V1.2 Further Operations with 3D Vectors <i>MEX12-3, MEX12-7, MEX12-8</i>
Term 2	1	
	2	V1.3 Vectors & Vector Equations of Lines <i>MEX12-3, MEX12-7, MEX12-8</i>
	3	
	4	
	5	C1 Further Integration <i>MEX12-1, MEX12-5, MEX12-7, MEX12-8</i>
	6	
	7	
	8	M1.1 Simple Harmonic Motion <i>MEX12-6, MEX12-7, MEX12-8</i>
	9	
	10	M1.2 Modelling Motion without Resistance <i>MEX12-6, MEX12-7, MEX12-8</i>
Term 3	1	
	2	
	3	Trial Examination Period
	4	
	5	M1.3 Resisted Motion <i>MEX12-6, MEX12-7, MEX12-8</i>
	6	
	7	M1.4 Projectiles & Resisted Motion <i>MEX12-6, MEX12-7, MEX12-8</i>
	8	
	9	HSC Preparation & Revision
	10	

Mathematics Extension 2 - Year 12 Assessment Schedule 24/25

	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 7	Term 1 Week 8	Term 2 Week 7	Term 3 Week 3/4	
Outcome(s)	MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-3, MEX12-5, MEX12-7, MEX12-8	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 24/25

	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	A3 Graphing Lines & Curves <i>MS1-12-1, MS1-12-9, MS1-12-6, MS1-12-10</i>
	9	
	10	
Term 1	1	Staff Development Day Only
	2	F3 Depreciation & Loans <i>MS1-12-5, MS1-12-9, MS1-12-10</i>
	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, MA1-12-10</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	
	3	Trial Examination Period
	4	
	5	Post School Mathematics
	6	
	7	
	8	
	9	
	10	

Mathematics Standard 1 – Year 12 Assessment Schedule 24/25

	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 8	Term 1 Week 9	Term 2 Week 4	Term 3 Week 3/4	
Outcome(s)	MS1-12-3, 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, MS1-12-10	
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 24/25

	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	F4 Interest & Depreciation <i>MS2-12-5, MS2-12-9, MS2-12-10</i>
	9	
	10	
Term 1	1	Staff Development Day Only
	2	S4 Correlation & Regression
	3	<i>MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10</i>
	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	
	3	Trial Examination Period
	4	
	5	M7 Scale Maps & Plans
	6	<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 24/25

	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)	MS2-12-1, MS2-12-5, MS2-12-6, MS2-12-9, MS2-12-10	MS2-12-2, MS2-12-5, MS2-12-7, MS2-12-8,	MS2-12-3, MS2-12-4, 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 24/25

	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	
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	10	
Term 1	1	Staff Development Day Only
	2	National Studies: Russia and the Soviet Union 1917-1941 <i>MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9</i>
	3	
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	9	
	10	
	11	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>
Term 2	1	
	2	
	3	
	4	
	5	
	6	
	7	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>
	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 <i>MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9</i>
	6	
	7	
	8	
	9	Revision
	10	

Modern History– Year 12 Assessment Schedule 24/25

	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 9	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 24/25

	Week	
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	
Term 1	1	Staff Development Day Only
	2	Music for Radio, Film, Television and Multimedia <i>H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11</i>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
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	Student Choice Topic HSC Preparation <i>H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11</i>
	2	
	3	
	4	
	5	
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	7	
	8	
	9	
	10	

Music – Year 12 Assessment Schedule 24/25

	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 2024	Term 1 Week 7-8 2025	Term 2 Week 8 2025	Term 3 Week 3/4 2025
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

PDHPE - Year 12 Scope & Sequence 24/25

	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, H10, H11, H16, H17</i>
	9	
	10	
Term 1	1	Staff Development Day Only
	2	Core 2 – Factors Affecting Performance <i>H7, H8, H9, H10, H11, H16, H17</i>
	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 24/25

	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 7	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 3-4	
Outcome(s)	H8, H13, H16, H17	H7, H8, H9, H10, H16, H17	H1, H2, H3, H5, 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	20	20	15	5	60%
TOTAL	25%	25%	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 24/25

	Week	
Term 4	1	What's the Big Idea? Module D12: Developing a Point of View <i>CH 1,2,3,4,5</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 1	1	Staff Development Day Only
	2	What's the Big Idea? Module D12: Developing a Point of View <i>M 1,2,3,4,5,6</i>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
Term 2	1	Australian Contemporary Photography General G1: Individual/Collaborative Project <i>CH 1,2,3,4,5</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	Australian Contemporary Photography General G1: Individual/Collaborative Project <i>M 1,2,3,4,5,6</i>
	6	
	7	
	8	
	9	
	10	

Photography PVDI – Year 12 Assessment Schedule 24/25

	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 Week 9 2024	Term 1 Week 8 2025	Term 2 Week 10 2025	Term 3 Week 6 2025	
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 24/25

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

Physics – Year 12 Assessment Schedule 24/25

	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

Sport, Lifestyle and Recreation - Year 12 Scope & Sequence 24/25

	Week	Topic(s) Covered
Term 4	1	Aquatics 1.1, 1.3, 2.2, 3.1, 3.6, 4.4, 4.5
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 1	1	Staff Development Day Only
	2	First Aid & Sports Injuries 1.3, 2.5, 3.6, 4.2, 4.4, 4.5
	3	
	4	
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	6	
	7	
	8	
	9	
	10	
	11	
	12	
Term 2	1	Sports Coaching 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Games & Sports Application I 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4
Term 3	1	Protected Learning Space (no assessments)
	2	
	3	
	4	Trial Examination Period
	5	
	6	Games & Sports Application I 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4
	7	
	8	
	9	
	10	

Sport, Lifestyle & Recreation – Year 12 Assessment Schedule 24/25

	Task 1	Task 2	Task 3	Task 4	
Task Description	Aquatics	First Aid & Sports Injuries	Sports Coaching	Games & Sports App I	
Task Type	Practical Skills Application	Research Task	Coaching Lesson Plan + Implementation	Yearly Examination	
Timing	Term 4 Week 9	Term 1 Week 8	Term 2 Week 8	Term 3 Week 6	
Outcome(s)	1.1, 1.3, 2.2, 3.1, 3.6, 4.4, 4.5	1.3, 2.5, 3.6, 4.5	1.1, 1.3, 2.1, 2.2, 3.2, 4.2, 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
2.1	explains the principles of skill development and training
2.2	analyses the fitness requirements of specific activities
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 24/25

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

Visual Arts – Year 12 Assessment Schedule 24/25

	Task 1	Task 2	Task 3	Task 4	
Task Description	In-class written task	BoW progress +VAPD	Body of Work and Interview	Trial Exam	
Task Type	Historical/ Critical Written	Art making BoW progress 50%	Art making BoW progress 95%	Historical/ Critical Written	
Timing	Wk 9 Term 4, 2024	Wk 8 Term 1 2025	Wk 10 Term 2 2025	Wk 3-4 T3 2025	
Outcome(s)					
SCHOOL-BASED ASSESSMENT REQUIREMENTS					
WEIGHTING(S)					
COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL
Historical/ Critical	20			30	50 %
Art making		20	30		50 %
TOTAL	%	%	%	%	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 24/25

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

Work Studies – Year 12 Assessment Schedule 24/25

	Task 1	Task 2	Task 3	
Task Description	Budget	Career and Transition	HSC Trial Examination	
Task Type	Research	Portfolio	Examination	
Timing	Term 4	Term 1	Term 3	
	Week 9	Week 8	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 24/25

	Week	Topic(s) Covered
Term 4	1	CLUSTER 4 PROJECT PLANNING CPPCCOM2001 Read and interpret plans and specifications CPCCOM1013 Plan and organise work
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	COMPETENCY ASSESSMENT – CLUSTER 4 – PROJECT PLANNING
Term 1	1	Staff Development Day Only
	2	CLUSTER 5 CPCCWF2002 Use wall and floor tiling tools and equipment CPCCCM2013 Undertake basic installation of wall tiles
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	COMPETENCY ASSESSMENT – CLUSTER 5 – TILING
	11	WORK PLACEMENT WEEK 11
Term 2	1	CLUSTER 6,7 – MAJOR PROJECT 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	
Term 3	1	Protected Learning Space (no assessments)
	2	
	3	Trial Examination Period
	4	
	5	CLUSTER 6,7 – MAJOR PROJECT CONTINUED
	6	
	7	COMPETENCY ASSESSMENT – CLUSTER 6,7 – MAJOR PROJECT
	8	
	9	HSC Revision
	10	

VET Construction Pathways – Year 12 HSC Assessment Schedule 24/25

	Task 1	Task 2
Task Description	Work Placement 2	HSC Trial Exam
Task Type	Mandatory Work Placement	Examination
Timing	Term1 Week 10	Term 3 Week 3-4
SCHOOL BASED ASSESSMENT REQUIREMENTS		
WEIGHTINGS		
HSC COMPONENTS	Task 1	Task 2
TOTAL	NIL	NIL

Competency Assessment Schedule Year 12 – 2025

Assessment Tasks for			Task 5	Task 6	Task 7	HSC TRIAL EXAM
CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)			Option Tiling	Tools and equipment	Group project	HSC TRIAL EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 11 Term 1 Date: 9/4/25	Week 8 Term 2 Date: 10/9/25	Week 8-9 Term 3 Date: 10/9/25	Week 3 Term 3 Date: 5/8/25
Code	Unit of Competency	HSC Examinable Unit				
CPCCBL2001	Handle and prepare bricklaying and block laying materials		X			
CPCCBL2002	Use bricklaying and block laying tools and equipment		X			
CPCCWF2002	Use wall and floor tiling tools and equipment		X			X
CPCCCM2013	Undertake basic installation of wall tiles		X			X
CPCCJN2001	Assemble components		X			
CPCCJN3004	Manufacture and assemble joinery components		X			
CPCCCA2002	Use carpentry tools and equipment			X		X
CPCCCM2005	Use construction tools and equipment	√		X		X
CPCCCA2011	Handle carpentry materials			X		X
CPCCVE1011	Undertake a basic construction project				X	X
CPCCOM1012	Work effectively and sustainability in the construction industry	√			X	X

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 NESA reporting requirements.

VET Hospitality - Year 12 Scope & Sequence 24/25

	Week	Topic(s) Covered
Term 4	1	SITXCOM007 Show Social and Cultural Sensitivity
	2	SITXCCS011 Interact with Customers
	3	SITHKOP009 Clean Kitchen Premises and Equipment
	4	SITHXINV006 Receive Store and Maintain Stock
	5	SITHCCC026 Package Prepared Food Stuffs
	6	Work Placement
	7	SITHCCC023 Use Food Preparation Equipment
	8	SITHCCC024 Prepare and present Simple Dishes
	9	SITHCCC027 Prepare Dishes using Basic Methods of Cookery
	10	SITHCCC034 Work effectively in a Commercial Kitchen
Term 1	1	COMPETENCY ASSESSMENT – TASK 2 & 3
	2	Staff Development Day Only
	3	
	4	SITHCCC026 Package Prepared Food Stuffs
	5	SITHCCC023 Use Food Preparation Equipment
	6	SITHCCC024 Prepare and present Simple Dishes
	7	SITHCCC027 Prepare Dishes using Basic Methods of Cookery
	8	SITHCCC034 Work effectively in a Commercial Kitchen
	9	
	10	
	11	COMPETENCY ASSESSMENT – TASK 4
Term 2	1	
	2	
	3	
	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	COMPETENCY ASSESSMENT – TASK 5
Term 3	1	
	2	Protected Learning Space (no assessments)
	3	
	4	Trial Examination Period
	5	SITHCCC023 Use Food Preparation Equipment
	6	SITHCCC024 Prepare and present Simple Dishes
	7	SITHCCC027 Prepare Dishes using Basic Methods of Cookery
	8	SITHCCC034 Work effectively in a Commercial Kitchen
	9	COMPETENCY ASSESSMENT – TASK 6
	10	

VET Hospitality – Year 12 Assessment Schedule 24/25

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

2024/2025 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	Task 5	Task 6	Trial Exam
			Week 5 Term 4 2024 Date: 15/11/24	Week 10 Term 4 2024 Date: 18/12/24	Week 11 Term 1 2025 Date: 9/04/25	Week 10 Term 2 2025 Date: 2/07/25	Week 8 Term 3 2025 Date: 10/09/25	Week 3/4 Term 3 2025 Date: 5/8/25
Task	Code	Unit of Competency						
Task 2 Service Please	SITXCOM007	Show social and cultural sensitivity	X					
	SITXCCS011	Interact with customers	X					
Task 3 Let's start cooking and cleaning	SITHXINV006	Receive Store and Maintain Stock		X				
	SITHKOP009	Clean Kitchen Premises and Equipment		X				
Task 4 Pack it Up	SITHCCC026	Package Prepared Food Stuffs			X			
Task 5 Plate it Up	SITHCCC024	Prepare and present Simple Dishes				X		
	SITHCCC023	Use food preparation equipment				X		
Task 6 There's no I in Team	SITHCCC027	Prepare Dishes using Basic Methods of Cookery					X	
	SITHCCC034	Work effectively in a commercial kitchen					X	

Depending on the achievement of units of competency, the possible qualification outcome is 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 NESA reporting requirements.