



HIGHER SCHOOL CERTIFICATE (HSC)

Assessment Booklet
2024 / 2025



Section 1

Eligibility requirements for the award of a Higher School Certificate

To be eligible for the award of the Higher School Certificate (HSC) you must have:

- gained the Record of School Achievement or such other qualifications as the NESA considers satisfactory.
- attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- completed *HSC: All My Own Work*;
- demonstrated a minimum standard of literacy and numeracy;
- satisfactorily completed courses that comprise the pattern of study required by the NESA for the Award of the Higher School Certificate;
- sat for and made a serious attempt at the required Higher School Certificate examinations

Pattern of Study

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and
- at least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate, a student may count up to six units of Science in Year 11 and seven units of Science in Year 12.

Satisfactory Completion of a Course/Course Completion Criteria

Students studying an HSC course must make a genuine attempt to complete the course requirements. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete the requirements.

For **courses where school-based assessment marks are submitted**, students must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 percent is not sufficient; tasks worth in excess of 50 percent must be attempted. Furthermore, the student must fulfil the **course completion criteria**. A course will not be listed on the RoSA unless both of these conditions are met.

In the case of **competency-based courses**, where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine.

Where students are studying **an HSC course that includes a requisite examination**, students must sit for and make a genuine attempt at the examination.

If it is determined that a student has not made a genuine attempt to complete the course requirements, the Principal must indicate on the appropriate documentation that the course has not been satisfactorily completed.

Students studying **VET Industry Curriculum Framework courses** must complete the mandatory work placement hours in order to be deemed satisfactory.

Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least **12 units of Preliminary courses** and **10 units of HSC** courses that satisfy NESA's pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate.

The following **course completion criteria** refer to both Preliminary and HSC courses.

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

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

Attendance

While NESA does not stipulate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

Change of Subjects/Courses

Year 11

Year 11 changes of subjects must be completed by Week 4 of Term 1. Under exceptional circumstances, changes of courses may occur with the Principal's support. This decision is at the Principal's discretion and must not be assumed as a right by students.

Year 12

Students wanting to drop a course and restrict themselves to 10 units for their HSC, cannot drop a course until after the final Year 11 reports have been received and the "Year 11 Dropping a Subject Form" (obtained from Head Teacher Administration) has been completed and returned. Until the students Sentral timetable has been adjusted and their name no longer appears on the proposed dropped subjects roll, the student must remain in that class and complete work to the best of their ability.

However, students looking to pick up **an extension course** which may be offered in: English, Mathematics, History, Music, Science, some languages and VET courses, will be able to do begin this extension course and drop another course at the beginning of Term 4.

Pathways

Students may change from a full-time pattern of study to a part-time (Pathways) pattern with the Principal's and Deputy Principal's approval. Other course changes will not be permitted.



Section 2

Assessment in Stage 6

For year 11, tasks may commence at any stage in Term 1 of the year they start their Year 11 courses. For Year 12, tasks may commence in Term 4 of the same year that students began their Year 11 courses. A breakdown of when these assessments will take place are further explained in this booklet.

The “HSC Assessment Schedule Overview” published in this Assessment Booklet

The “HSC Assessment Schedule Overview” indicates the approximate week that assessment tasks will take place for each subject. This will assist students to manage their time appropriately and provides students a warning well in advance of when tasks could be due.

Students should note that the assessment schedule overview is a guideline and may alter due to unforeseen circumstances. For these scenarios the time may differ by a single week. It may also be subject to alteration for a specific reason e.g. Pandemics, teacher absence, widespread student illness etc. Under such circumstances any change (date, weighting, style, etc) would be established as approved by the Deputy Principal/Principal, and students notified by a new “Assessment Notification”, treating the task as a new one with all the requirements attached.

Protected Learning Time

In order to help students achieve their personal best, the following conditions will be in place during the **two (2) weeks prior** to formal examination periods:

- No assessment task will be held or due.
- No Variation to Routine will be permitted to be undertaken by Stage 6 students, unless prior approval is sought from Senior Executive, who will assess the relevance of the variation to the senior students.

Assessment Notification, Submission and Feedback

Students will receive an Assessment Notification at least **two weeks** prior to the due date for a task. The notification will provide information on:

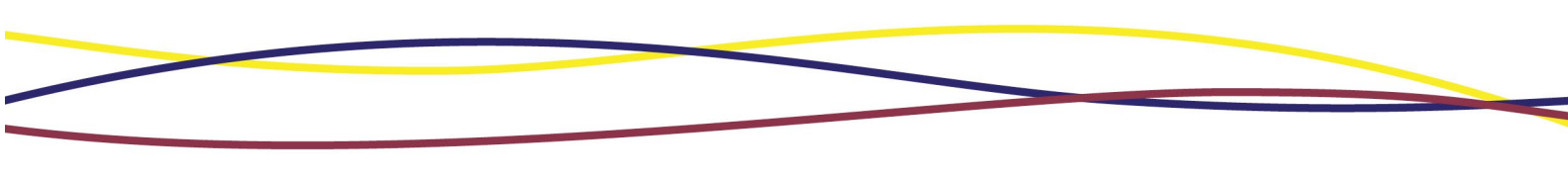
- task number;
- task weighting;
- timing;
- outcomes assessed;
- description of the nature of the task;
- marking criteria;
- feedback to be provided.
- Component Weighting – from Assessment Schedule

Students will be required to sign acknowledging the following (Excluding Trial exams which will replicate the HSC Exams process with a timetable given to the students at least **two weeks** prior) Note: If task submitted electronically, timestamp used and signing will be completed at next available opportunity:

- Assessment Notification – to be signed on the day the student receives the Assessment Notification
- Assessment Submission – to be signed on the day the student submits their task
- Assessment Returned – to be signed when the student receives their submitted task back

Assessment Tasks

Assessment Tasks, which include Formal Examinations, are an ongoing process which takes place in Year 12. Component marks for various tasks accumulate to provide a final mark (per subject). While assessment tasks provide a substantial element, there are many other aspects taken into account, which cannot be readily measured in either internal examinations or a single external examination. These vary from subject to subject and include:

- Aural (listening) skills;
 - Communication skills;
 - Understanding of concepts;
 - Research skills;
- 

- Practical skills etc.

The marks that are awarded for each assessment task provide the student with feedback for that assessment. This is used to generate a rank within the course for each task. As each task is attempted and marked, students will be able to see how they are going in comparison to the other students in the course via their cumulative assessment rankings. It should be noted that some tasks have different weightings and as such, alter the contribution that each task attributes to the overall result. Once all the tasks have been completed, each student will be able to receive a final ranking for the course; however, their final mark will not be disclosed. This final school assessment mark is sent to NESAs, where they [moderate](#) them and [align them to the achievement standards](#).

Non-Serious Attempt

When a student hands in a task that is deemed to be a non-serious attempt by their teacher, zero will be awarded for that task and parents notified. If the student would like to appeal this decision, they are able to follow the misadventure process.

The task needs to be resubmitted to satisfy the minimum requirements to clear the associated N Warning.

Assessment Task Hand in Time

When a hand-in assessment task has been set for a particular day, the time that assessment task is due is 9.00 am unless other arrangements have been made by the teacher and notified to all students.

Request for Extension of Time

These applications are to be submitted to the class teacher on a Misadventure/Illness appeal form **prior to the day of the assessment**. They will be judged by the Head Teacher in conjunction with the class teacher. Students must not assume that an application for an extension of time will be automatically accepted and therefore should submit such applications as early as possible. (NB Failure of computer hardware or software will not normally be considered as valid reason for extension of time to be granted).

Factors Influencing the Quality of Tasks Submitted

In the marking of Assessment Tasks, schools are not permitted to compensate for factors such as extended illness, misadventure or domestic problems etc, which may have affected a student's performance, unless a student has applied for consideration of illness or misadventure. Teachers will award a mark or grade for what is actually submitted.

Student Sick on Day of Assessment Task

If a student is sick on the day of an Assessment Task, they should:

- notify school via phone;
- obtain a medical certificate;
- provide a reason, if no medical certificate is provided. It is at the Principal's discretion whether this reason is acceptable and if the appeal will be considered.
- complete an Illness/Misadventure Appeal Form, available on the school website. The Appeal form must be presented to the Head Teacher with supporting material **within 48 hours** of return to school.

Late Assessment Task

Tasks submitted late will receive zero. Students are asked to follow the misadventure process if needed.

Collusion/Plagiarism

Where it is evident that students have colluded to prepare a submitted task i.e. two or more students have together prepared and shared a submission for an assessment task, or the student has copied the material presented as the assessment task from another source, a reduced award will be given as determined by the Head Teacher and Principal.

The Head Teacher, with approval from the Principal, may recommend either of the following options:

- a zero award for all students involved;
- a reduced mark penalty will be awarded or
- students re-submit the task with a mark penalty applied.

Special Provisions

Special provisions may be provided to assist students with assessment tasks and examinations if the student has a special need that would prevent him or her from:

- reading and interpreting school-based assessments including tests.
- communicating their responses.

Special provisions are granted so that specific syllabus outcomes may be assessed accurately without students with special needs being disadvantaged. Students who wish to apply for special provisions must contact the Head Teacher Welfare, LAST or the School Counsellor.

Invalid tasks/parts of tasks or non-discriminating tasks

If the class teacher has a concern that an assessment task has not functioned as required, or there are problems in the task's administration, they are to notify their Head Teacher immediately. The Head Teacher, with approval of the Principal, will determine a suitable resolution in consultation with all involved. In extreme cases, an invalid task may need to be discarded completely and a replacement task may be organised. Students will be notified of the decision and given two school days to appeal the decision in writing to the Principal, before it is implemented.

Assessment in VET courses (Competency Based)

In a competency-based course, assessment of competencies is standards-referenced. This means that a participant's performance is judged against a prescribed standard contained in each unit of competency, not against the performance of other participants.

The purpose of assessment is to judge competence on the basis of the performance criteria set out under each element of competency. A participant is judged either 'competent' or 'not yet competent'. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

Competency-based assessment focuses on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply knowledge and skills in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

It is not necessary, nor is it desirable, for individual performance criteria to be demonstrated separately for assessment purposes. Rather, assessors should adopt an integrated or holistic approach to assessment. This means that a number of elements of competency or even several units of competency are assessed together. This method of assessment is strongly recommended because the concept of competence involves the integration of a wide range of skills, knowledge and attitudes.



For students entered for the **HSC examination in a 240-hour VET Industry Curriculum Framework** course, the examination is reported as a separate entry on the HSC Record of Achievement.

The HSC Record of Achievement shows:

- an examination mark derived from the HSC external examination
- an HSC mark, equal to the examination mark
- a performance band, determined by the HSC mark.

The HSC examination is independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for AQF VET qualifications.

The **examinable outcomes and content**, including a list of the examinable units of competency that the examination is based on, are contained in the syllabus for the [VET Industry Curriculum Frameworks Course Information](#).

The **HSC examination specifications**, which describe the format of the external HSC examination, are contained in the assessment and reporting document for the Industry Curriculum Framework.

The VET Industry Curriculum Framework HSC examination is **reported** as a separate entry on the HSC Record of Achievement. The mark achieved by the student in the examination is reported on the HSC Record of Achievement. The mark may be used by the Universities Admissions Centre (UAC) to contribute to the student's **ATAR**.

Students who complete a VET Industry Curriculum Framework HSC examination and are leaving school without completing the Higher School Certificate will have their VET Industry Curriculum Framework examination reported on the Record of School Achievement (RoSA) or the Transcript of Study (for students ineligible for the RoSA). As with all HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the course completion criteria.

The HSC course requirements in a VET course are defined by:

- the HSC indicative hour requirements of the course
- the HSC course structure
- mandatory work placement requirements (where applicable)
- the HSC Requirements and Advice for examinable units of competency in Industry Curriculum Frameworks

The course requirements for HSC VET courses can be found in the syllabus for [Industry Curriculum Framework](#) courses or in the [course description](#) for VET Board Endorsed Courses.

The requirement to complete work placement in a VET framework course is also stated in **the student declaration** on the **Confirmation of Entry**. This is to be signed by the student and retained by the school. If a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with a **non-completion ('N') determination**.

Teachers with Family Members and/or Close Friends

Wherever practical, teachers will avoid teaching or being involved in educational decisions involving family members or close friends. Where it is not practical to avoid such situations completely, another member of staff will make any significant decisions relating to the student's assessments and have those endorsed by a supervisor. The management processes and systems in these circumstances will be approved by the Principal prior to the commencement of the course and monitored through existing line management support.

Section 3

Appeals Process (Misadventure/Illness)

As the examination marks are intended to be a measure of a student's actual examination performance, applications must relate to illness or misadventure suffered immediately before or during the examination(s) that has affected the student's examination performance. Applications may be in respect of:

- a. illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination(s) (e.g. influenza, an asthma attack, a cut hand);
- b. misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in the examination(s) (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

Unacceptable grounds for appeal

The application process does **NOT** cover:

- attendance at a sporting, cultural event, family holiday or extra curricula event that prevents the student sitting the task on the set/due date - **if Head Teacher or teacher is not informed beforehand and given approval**
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities. (There may be cases involving the interruption to the completion of an HSC submitted work or loss of materials prepared by the student which NESAs will consider, e.g. major works stolen or destroyed by vandals.)
- disabilities for which NESAs has already granted disability provisions, unless an unforeseen episode occurs during the examination (e.g. A hypoglycemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the presiding officer. *Note: A student who has suffered an injury, such as a broken writing arm immediately before the examinations will require careful consideration as the student generally will not have had sufficient time to practice with the provision(s) granted.*
- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition immediately before or during the examination(s) (Chronic sickness is not in itself an acceptable basis for appeal)
- long term family situations
- matters avoidable by the student (e.g. misreading of timetable; misinterpretation of examination paper).
- matters relating to the loss of time towards the end of tasks preparation period
- matters relating to failure to perform at usual standard in assessment tasks other than exams
- computer failure or malfunction generally will not be grounds for appeal.

Students need to refer to the flowchart for information on grounds for appeal, how to lodge an appeal and the appeals process. Students need to be aware what the provision of the appeals process does not cover.

Appeals Timeframe

Misadventure/Illness appeals must be submitted:

- prior to the due date for requests for extension of time
- prior or on the due date for "failure to submit task" or "failure to sit for school set exam"
- if appeal is based on illness, appeal must be presented within 48 hours of return to school.

Students are advised that appeals for late submission, misadventure or illness will be strengthened if they contact the school by phone, on or before the due date, and submit medical certificates, if applicable.

Misadventure/Illness Flow Chart

Phone Call

Student or your parent/caregiver should notify the school (Teacher or Head Teacher) on the day of the missed assessment task before 9am on (02)49923022
 Note: This step is only required if it is for illness on the day of the assessment

1

Complete Illness/Misadventure Form

Illness or Injury

Is something that directly affects the students performance in the assessment on the day

Misadventure

Any event beyond the student's control which affects the student's performance

Obtain a copy of the Illness/Misadventure form (Either from school website, photocopy from Assessment Booklet or from Deputy Principal) and complete. Evidence will need to be attached to this form including but not limited to things like Medical Certificates. The form must be handed in prior to the day of the assessment task for requests of extension and within 2 days of the student being back at school for Illness.

2

Head Teacher/Teacher Decision

After a decision is reached, the student will be informed of this decision and a copy of the original form will be given to the student.

3

Appealing Decision

This section will only need to be completed if the student would like to appeal the decision from the previous step. At this point the completed paperwork should be handed to the Deputy Principal and a Review Committee (Consisting of the Principal, Deputy Principal, and a Head Teacher **where possible**) will preside over the issue. When a decision is reached the student will be informed of this decision and a copy of this decision will be given to the student. **The final decision ultimately rests with the principal.**

4

NOTE: There are no grounds for an appeal regarding the mark awarded to a completed assessment task. If a candidate becomes ill during the course of an assessment and/or examination an Illness/Misadventure Appeal must be lodged as per this policy.

Appeals Process (VET Courses only)

Students have access to an appeals process if they feel in any way dissatisfied with the assessment process.

Difficulties over assessment should be approached informally at first with a view to resolving them through discussion between student and assessor(s). If not resolved by discussion, between teacher and student, the teacher's direct supervisor will convene and mediate a further informal meeting.

However, if the informal approach fails to resolve the concerns, a formal appeals process should be initiated. Formal appeals need to be based on identified problems with the assessment process rather than an unsuccessful assessment result. The student lodges a formal appeal in writing to the Principal clearly stating their grounds for appeal (see the Principal).

The school must record all appeal submissions. At the request of the school an appeals panel is convened to review the assessment process and to decide whether there are justifiable grounds for appeal. The panel may call for the student and the assessor to present their views in person before reaching a decision.

The panel will comprise of a qualified VET teacher from another school an RTO (registered Training Organisation) representative and a community representative.

If the student's appeal is upheld, the RTO arranges a re-assessment process with the student. The student should have the right to request that different assessor(s) be involved in the alternative assessment to avoid any fears of recrimination.

If the appeal is rejected, the student has the right to lodge a further appeal with DOE Maitland Office. When this next course of action is taken, all assessment records and details of the appeal process need to be made available to the training authority to assist their deliberations.



Section 4

Assessment and Examination Rules for Senior Students

As senior examinations are an important component of the final assessment mark, the importance of adhering to the examination rules cannot be stressed too highly.

These rules are:

- no student will leave the school grounds during the period of examination unless prior arrangements have been made with the Exam Co-ordinator. At the completion of the examination students may leave the school grounds.
- only authorised equipment or material shall be used by students during examinations or assessment tasks. The subject department responsible for the paper/task will specify authorised equipment etc.
- no borrowing of equipment from other students will be permitted during the examination.
- writing paper is issued by the school. No other paper is to be in a student's possession unless authorised by the faculty area conducting the exam.
- students' bags, folders etc. are to be left outside in area designated by exam supervisor.
- leaving the examination room early is not permitted.
- late arrivals will be treated in the same manner as in the HSC. That is, generally no additional time will be allowed except in major emergencies affecting several candidates, e.g. floods, transport strikes, etc.
- students will sit in places determined by the supervisor.
- **no eating** of foodstuffs in the examination room. An exception may be made for medicinal substances, such as throat lozenges, but permission must be obtained from the examination supervisors. Clear bottles of water are permitted.
- students will remain seated at the end of the examination until all examination material is collected and then will leave the room under the directions of the supervisors.
- students will only be allowed to visit the toilet after obtaining permission from the supervisor and will be accompanied by a supervisor to the toilet area.
- **no talking** is permitted in the examination room once the exam has commenced and until all papers are collected.
- students must **NOT** bring any of the following into the examination room:
 - Mobile phone or smartwatch (Can be left at front of exam centre for security reasons)
 - 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 your examination timetable)
 - Dictionaries, except where permitted in Languages examinations
 - Correction fluid or correction tape
- it is each student's responsibility to ensure:
 - their name is placed on each page.
 - that all pages are handed in at the conclusion of the examination. Any work inadvertently taken from the room will not be accepted for marking.
 - that all pages handed in are securely fastened together.

Students are required to wear school uniform as per Dungog High School uniform policy. Students who become sick during the examination and are unable to continue, are to notify the supervisor and then report to the front office. Students who leave the exam room sick cannot re-enter and recommence this exam.

Malpractice occurs if a student is in possession of unauthorised information or device during a test, examination, or assessment task. Malpractice can result in the award of zero for the examination or task. Students should note that the following factors are not relevant in instances of malpractice:

- the quantity or quality of the information
- the motives or intent of the student
- establishing that the information was used by the student

It is therefore extremely important that all students should check to see that they have not inadvertently taken information into the examination room e.g. notes used for study. Such notes would constitute malpractice unless given to the supervisor before the examination commences.

Web Addresses

NSW Department of Education

<https://education.nsw.gov.au/>

NSW Education Standards Authority (NESA)

<http://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>

NESA Students Online

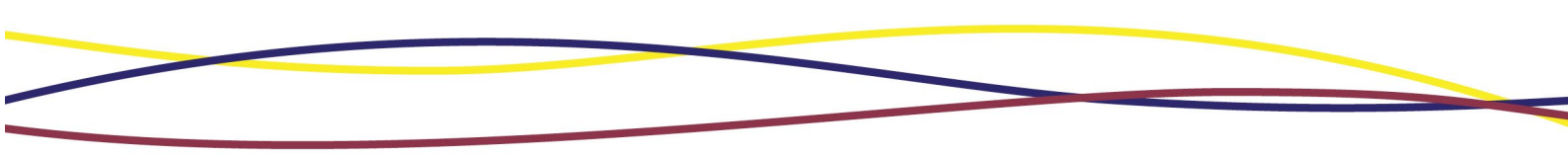
<https://studentsonline.nesa.nsw.edu.au/>

Universities Admission Centre

<https://www.uac.edu.au/>

TAFE New South Wales

<https://www.tafensw.edu.au/>



Appendix 1: Illness / Misadventure Form

STUDENT SECTION
Student Name: _____ Year: _____ Subject: _____ Task: _____ Date of Task: _____ Reason extension / estimate / new date (<i>please circle</i>) is required: (documentary evidence from parent/doctor must be provided if you are claiming illness – in line with NESAs requirements) _____ _____ _____ _____ I hereby request an extension of time / new date / forward date to complete the task Student signature: _____ Date: ____/____/____ Parent signature: _____ Date: ____/____/____
HEAD TEACHER SECTION
After consultation with the classroom teacher I have / have not granted the student: _____ _____ _____ _____ Classroom Teacher signature: _____ Date: ____/____/____ Head Teacher signature: _____ Date: ____/____/____
REVIEW COMMITTEE SECTION (only completed if Head Teacher decision is appealed)
Based on the above recommendation I have / have not granted the student: _____ _____ _____ Principal / Deputy signature: _____ Date: ____/____/____
DECISION NOTIFICATION (Parent only notified if students application denied)
Student Notified: Date: ____/____/____ Time: _____ Copy given: Y N Parent Notified (phone): Date: ____/____/____ Time: _____

HSC illness/misadventure applications – grounds for appeal

As the examination marks are intended to be a measure of a student's actual examination performance, applications must relate to illness or misadventure suffered immediately before or during the examination(s) that has affected the student's examination performance. Applications may be in respect of:

- a. illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination(s) (e.g. influenza, an asthma attack, a cut hand);
- b. misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in the examination(s) (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

Unacceptable grounds for appeal (Specifically for the HSC exams)

The application process does **not** cover:

- attendance at a sporting or cultural event, or family holiday
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities. (There may be cases involving the interruption to the completion of an HSC submitted work or loss of materials prepared by the student which NESAs will consider, e.g. major works stolen or destroyed by vandals.)
- disabilities for which NESAs has already granted disability provisions, unless an unforeseen episode occurs during the examination (e.g. a hypoglycemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the presiding officer.

Note: A student who has suffered an injury such as a broken writing arm immediately before the examinations will require careful consideration as the student generally will not have had sufficient time to practise with the provision(s) granted.

- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition immediately before or during the examination(s)
- matters avoidable by the student (e.g. misreading of timetable; misinterpretation of examination paper).



Appendix 2: Official Warning Letter: Non-completion of HSC course

DUNGOG HIGH SCHOOL
 Eloiza Street, Dungog 2420
 (PO Box 147)
 Tel: (02) 49 923022 Fax: (02) 49 923125

Date _____

Dear _____

Re: OFFICIAL WARNING - Non-completion of a Higher School Certificate Course

I am writing to advise that _____ is in danger of not meeting the Course
 Completion Criteria for the Higher School Certificate Course _____
 (Student Name) (Course)

The NESAs requires schools to issue students with official warnings to give them the opportunity to redeem themselves. Please regard this letter as the 1st, 2nd (*Circle*) **official warning** we have issued concerning

 (Course name)

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

Course Completion Criteria

In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, your child has not satisfactorily met section _____ of the Course Completion Criteria*.
 (Indicate a), b) or c)

*Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

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



The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for your child to satisfy the Course Completion Criteria, the following tasks, requirements, or outcomes need to be satisfactorily completed:

Task Name/Course Requirement/Course Outcome	Date Task Initially Due (if applicable)	Action Required by student	Date to be completed by (if applicable)

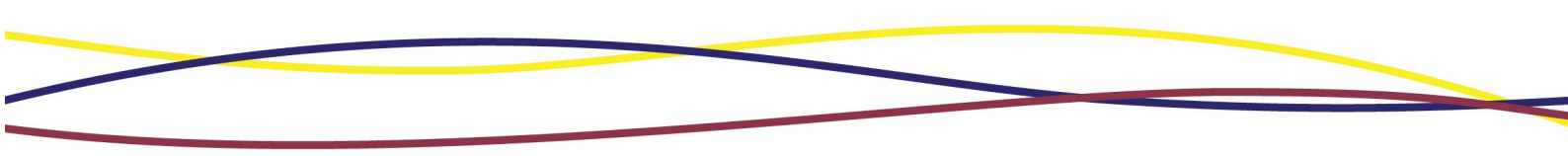
Please contact the school if further information or clarification is needed.

Yours sincerely

Class Teacher _____

Head Teacher _____

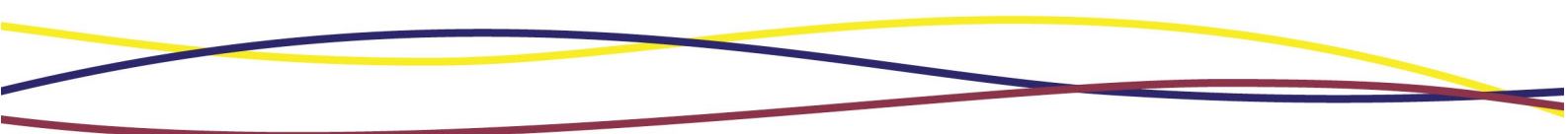
Principal _____



Appendix 3: Assessment Task template

COURSE	
TASK NUMBER	
TASK WEIGHT	%
DATE OF NOTIFICATION	
DUE DATE AND TIME	
COMPONENT WEIGHTING	
OUTCOMES ASSESSED	
TASK DESCRIPTION (NATURE)	
TASK INSTRUCTIONS	
MARKING CRITERIA	
FEEDBACK TO BE PROVIDED	

Teacher's signature: _____ Head Teacher's signature: _____



Stage 6 – HSC Subjects

Scopes & Sequences

Assessment Schedules

Subject List	
CAPA	Music 1
English	Advanced
	Standards
	Studies
HSIE	Ancient History
	Business Studies
	Geography
	Legal Studies
	Modern History
Mathematics	Advanced
	Standard 2
	Standard 1
	Numeracy
PDHPE	Community & Family
	PDHPE
	Sports Lifestyle Recreation
Science	Biology
	Earth & Environmental Science
	Investigating Science
	Physics
TAS	Agriculture
	IT - Timber

CAPA – Music 1

Scope & Sequence - 2024/25

	Week	Topics Covered
Term 4, 2024	1	Topic 1: Rock Music
	2	
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Term 1, 2025	1	This week has 2 days with students
	2	Topic 2: Music for Radio, Film, Television and Multimedia
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	11	
Term 2, 2025	1	Topic 3: Music for Small Ensembles
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	8	
	9	
	10	
Term 3, 2025	1	Trial HSC Examination period
	2	
	3	
	4	
	5	
	6	
	7	Topic 3: Music for Small Ensembles (cont)
	8	
	9	
	10	

Music 1 - Subject Assessment Schedule – 2023/2024					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Rock Music	Music for Radio, Film, Television and Multimedia	Music for Small Ensembles	Trial Examination	
	Performance Core Composition Core	Musicology Core Elective 1	Aural Core Elective 2	Formal Examination	
	Term 4 2024 Week 9	Term 1 2025 Week 9	Term 2 2025 Week 8	Term 3 2025 Trial Examination Timetable	
	H1, H2, H3, H5, H7, H8, H9, H10, H11	H1, H2, H3, H4, H5, H6, H7, H9, H10, H11	H1, H3, H4, H6, H9, H10, H11	H1 – H111	
Performance Core	10				10
Composition Core	10				10
Musicology Core		10			10
Aural Core			10	15	25
Electives		15	15	15	45
Weighting	20	25	25	30	100

Year 12 Outcomes: A student:	
H1	Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
H2	Reads, interprets, discusses, and analyses simple musical scores that are characteristic of the topics studied
H3	Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
H4	Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
H5	Critically evaluates and discusses performances and compositions
H6	Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
H7	Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
H8	Identifies, recognises, experiments with, and discusses the use and effects of technology in music
H9	Performs as a means of self-expression and communication
H10	Demonstrates a willingness to participate in performance, composition, musicology, and aural activities
H11	Demonstrates a willingness to accept and use constructive criticism

CAPA – Photography, Video and Digital Imaging

Scope & Sequence – 2024/2025

	Week	Topics Covered		
Term 4, 2024	1	The Arranged Image (Module D15) Digital Photography		
	2			
	3			
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	5			
	6			
	7			
	8			
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	10			
Term 1, 2025	1	Assessment Task 1: Portfolio		
	2			
Term 1, 2025	3	Manipulated Forms (Module WP4) Wet Photographs		
	4			
	5			
	6			
	7			
	8			
	9			
	10			
	Term 2, 2025		1	Assessment Task 2 Portfolio and Theory
			2	
3				
4				
5				
Term 2, 2025	6	Individual Project (General GI)		
	7			
	8			
	9			
	10			
	Term 3, 2025		1	Assessment Task 3 Portfolio Assessment Task 4 Trial Examination
			2	
			3	
			4	
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PVDI Assessment Schedule – 2024/2025					
	Task 1	Task 2	Task 3	Task 4	Weighing
Topic	The arranged image	Manipulated form	Individual Project	Trial Examination	
Type of Task	Portfolio	Portfolio and written task	Portfolio	Examination	
Due Date	Week 10 Term 4	Week 4 Term 2	Week 4 Term 3	Week 6	
Outcomes	M1-M6 CH1-CH5	M1-M6 CH1-CH5	M1-M6	CH1-CH5	
Making	25%	20%	25%		70%
Critical and Historical		10%		20%	30%
Total	25%	30%	25%	20%	100%

Year 12 Outcomes: A student:	
M1	generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
M2	explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
M3	investigates different points of view in the making of photographs and/or videos and/or digital images
M4	generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
M5	develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
M6	takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works
Outcomes – Critical and Historical	
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	recognise how photography and/or video and/or digital imaging are used in various fields of culture production

CAPA – Visual Arts HSC

Scope & Sequence – 2024/2025

	Week	Topics Covered
Term 4, 2024	1	<p>Critical and Historical Studies CONTEXT 1 - CHRONOLOGY/HISTORY Case Study 1 Case Study 2</p> <p>Syllabus Content: Frames: Structural, Cultural, Subjective, Post Modern Conceptual Framework: Artist-Artwork-World-Audience Practice: Art History, Artmaking Artmaking N.E.S.A Body of Work art making requirements B.O.W. - Beginning the Journey</p> <p>Assessment Task 1: Statement of Intent, BOW / Visual Arts Process Diary</p>
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Term 1, 2025	1	<p>Critical and Historical Studies CONTEXT 2 - WHAT IS CONTEMPORARY ART? Case Study 3 Case Study 4</p> <p>Syllabus Content: Frames: Structural, Cultural, Subjective, Post Modern Conceptual Framework: Artist-World-Audience Practice: Art History, Art Criticism, Artmaking Artmaking Documenting process of the B.O.W in VAPD BOW journey development</p> <p>Assessment Task 2: Essay</p>
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Term 2, 2025	1	<p>Critical and Historical Studies CONTEXT 3 - THE ARTWORLD Case Study 5</p> <p>Syllabus Content: Frames: Structural, Cultural, Subjective, Post Modern Conceptual Framework: Artist-Artwork-World-Audience Practice: Art History, Art Critics, Artmaking Artmaking BOW development / resolution. VAPD documentation</p> <p>Assessment Task 3: BOW Conceptual Strength and Meaning</p>
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Term 3, 2025	1	<p>Revision</p> <p>Trial HSC Examination period</p> <p>Critical and Historical Studies CONTEXT 3(continued) - THE ARTWORLD BOW final resolution. VAPD final documentation</p>
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Visual Arts Assessment Schedule – 2024/2025					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Development of the Body of Work	Essay	Body of Work and VAPD	Trial Examination	
	Submission of works in progress, VAPD with annotated research and critical evaluation of material and conceptual intention through the structural frame.	Extended written research response. Account for the critical and historical interpretation(s) of a selected artist's practice at a certain time and over time.	Resolving the Body of Work: submission of artworks under development. VAPD, written analysis of intention and artmaking practice through the conceptual framework	Formal Examination - Art Criticism and Art History Written Examination	
	Term 4, Week 10	Term 1, Week 9	Term 3, Week 2	Term 3 Week 5-6	
	H1, H2, H3, H4, H9	H8, H9, H10	H1, H2, H3, H4, H6, H8	All	
Artmaking	20		30		50
Critical & History		20		30	50
Weighting	20%	20%	30%	30%	100

Year 12 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

English – English Studies

Scope & Sequence – 2024/2025

	Week	Topic Covered
Term 4, 2024	1	<p align="center">Common Module</p> <p>Texts and Human Experiences “Rainbow’s End” Jane Harrison</p>
	2	
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Term 1, 2025	1	<p align="center">Module D</p> <p>Digital Worlds: English and the Web</p>
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Term 2, 2025	1	<p align="center">Module E</p> <p>Playing the Game: English and Sport</p>
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Term 3, 2025	1	<p align="center">Module L</p> <p>Who Do You Think I Am?: English and the Future Self</p>
	2	
	3	
	4	
	5	Trial HSC Examination period
	6	
	7	<p align="center">Module L cont.</p> <p>Who Do You Think I Am?: English and the Future Self</p>
	8	
	9	
	10	

English Studies Assessment Schedule – 2024/2025					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Multimodal Presentation	Research Presentation	Collection of Classwork	Trial Examination	
	Texts and Human Experiences (Common Module)	Digital Worlds: English and theWeb	Texts and Human Experiences, Digital Worlds and Playing The Game	Formal Examination	
	Term 4 Week 10	Term 1 Week 10	Term 2 Week 10	Term 3 Week 5/6	
	ES12-4, ES12-5, ES12-6, ES12-7, ES12-8	ES12-1, ES12-2, ES12-3, ES12-6	ES12-1, ES12-4, ES12-5, ES12-7, ES12-10	All	
Knowledge and understanding of coursecontent	10	15	15	10	50
Skills in comprehending texts, communicating ideas and using languageaccurately, appropriately and effectively	15	10	15	10	50
Weighting	25	25	30	20	100

Year 12 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

English – English Standard

Scope & Sequence – 2024/2025

	Week	Topics Covered
Term 4, 2024	1	<p>Common Module</p> <p>Texts and Human Experiences</p> <p>“Rainbow’s End” Jane Harrison</p>
	2	
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	8	
	9	<p>Module C</p> <p>The Craft of Writing: “Dear Mrs Dunkley” Helen Garner</p>
	10	
Term 1, 2025	1	<p>Module B</p> <p>Close Study</p> <p>“The Curious Incident of the Dog in the Night-time” Mark Haddon with Module C – The Craft of Writing</p> <p>“The Fringe Benefits of Failure and the Importance of the Imagination” JK Rowling</p>
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Term 2, 2025	1	<p>Module A</p> <p>Language, Identity and Culture</p> <p>“The Castle” Rob Sitch</p> <p>With Module C: “Dreamers” Melissa Lucashenko</p>
	2	
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	10	
Term 3, 2025	1	<p>Course Revision</p>
	2	
	3	
	4	
	5	<p>Trial HSC Examination period</p>
	6	
	7	<p>Course Revision</p>
	8	
	9	
	10	

English Standard Assessment Schedule – 2024/2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Texts and Human Experiences	Close Study of Literature	Language, Identity and Culture and The Craft of Writing (20% Craft of Writing)	Trial Examination (5% Craft of Writing)	
	Multimodal Presentation	Analytical Response	Prepared Responses	Formal Examination	
	Term 4 Week 10	Term 1 Week 10	Term 2 Week 10	Term 3 Week 5-6	
	EN12-2,EN12-6, EN12-8	EN12-3,EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-7	All	
Knowledge and understanding of course content	5	10	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	20	10	50
Weighting	15	20	40	25	100

Year 12 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 composes 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 of 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 in independent learner

English – English Advanced
Scope & Sequence – 2024/2025

	Week	Topics Covered
Term 4, 2024	1	<p>Common Module Texts and Human Experiences “Rainbow’s End” Jane Harrison</p>
	2	
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Term 1, 2025	1	<p>Module B Critical Study TS Eliot poetry With Module C “How to Marry Your Daughters” Helen Garner</p>
	2	
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	10	
Term 2, 2025	1	<p>Module A Textual Conversations “The Tempest” William Shakespeare And “Hag-seed” Margaret Atwood With Module C – The Craft of Writing</p>
	2	
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	7	
	8	
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Term 3, 2025	1	Course Revision
	2	
	3	
	4	
	5	Trial HSC Examination period
	6	
	7	Course Revision
	8	
	9	
	10	

English Advanced Assessment Schedule – 2024/2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Texts and Human Experiences	Critical Study of Literature	Textual Conversations and The Craft of Writing (20% The Craft of Writing)	Trial Examination (5% The Craft of Writing)	
	Multimodal Presentation	Critical Response	Prepared responses	Formal Examination	
	Term 4 Week 10	Term 1 Week 10	Term 3 Week 1	Term 3 Week 5-6	
	EA12-2, EA12-3, EA12-6,EA12-8	EA12-1, EA12-3, EA12-5, EA12-7	EA12-1, EA12-2, EA12-4, EA12-5, EA12-6, EA12-9	All	
Knowledge and understanding of course content	5	10	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	10	10	20	10	50
Weighting	15	20	40	25	100

Year 12 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 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 – English Extension 1
Scope & Sequence – 2024/2025

	Week	Topics Covered	
Term 4, 2024	1	Common Module: Literary Worlds	
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	7		Elective 5 Intersecting Worlds Poetry of William Wordsworth
	8		
	9		
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Term 1, 2025	1	Elective 5 Intersecting Worlds “The Shipping News” Annie Proulx	
	2		
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Term 2, 2025	1	Elective 5 Intersecting Worlds “Clay” Melissa Harrison	
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	9		
	10		
Term 3, 2025	1	Course Revision	
	2		
	3		
	4		
	5	Trial HSC Examination period	
	6	Course Revision	
	7		
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English Extension 1 Assessment Schedule – 2024/2025

Component	Task 1	Task 2	Task 3	Weighting
	Literary Worlds: Intersecting Worlds	Literary Worlds: Intersecting Worlds	Trial Examination	
	Imaginative Response and Reflection	Critical Response with Related Text	Formal Examination	
	Term 1 Week 4	Term 2 Week 10	Term 3 Week 5-6	
	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	All	
Knowledge and understanding of complex texts and of how and why they are valued	15	20	15	50
Skills in complex analysis, sustained composition and independent investigation	15	20	15	60
Weighting	30	40	30	100

Year 12 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

HSIE - Ancient History

Scope & Sequence – 2024/2025

	Week	Topic Covered
Term 4, 2024	1	<p style="text-align: center;">Part I: Core Topic</p> <p style="text-align: center;">Cities of Vesuvius – Pompeii and Herculaneum</p> <p style="text-align: center;">Assessment 1: Source based research task. (Week 8, Term 4)</p>
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Term 1, 2025	1	<p style="text-align: center;">Part II: Ancient Societies</p> <p style="text-align: center;">Option D: Persian society at the time of Darius and Xerxes</p> <p style="text-align: center;">Assessment 2: Historical Analysis (Week 8, Term 1)</p>
	2	
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Term 2, 2025	1	<p style="text-align: center;">Part III: Personalities in Their Times</p> <p style="text-align: center;">Option D: The Near East – Xerxes</p> <p style="text-align: center;">Assessment 3: Xerxes: In class essay (Week 7, Term 2)</p>
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Term 3, 2025	1	<p style="text-align: center;">Part IV: Historical Period</p> <p style="text-align: center;"><i>Option F: The Greek World 500–440 BC</i></p> <p style="text-align: center;">Assessment 4: <i>Cities of Vesuvius, Persian Society at the Time of Darius and Xerxes, Personality Study: Xerxes and The Greek World 500-440 BC - Trial Exam</i></p>
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Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Core - Cities of Vesuvius	Ancient Societies – Persian society at the time of Darius and Xerxes	Personalities in their times – The Near East: Xerxes	All Topics	
	Source based research	Historical Analysis - Essay	Extended Response	Trial Examination	
	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3 - TBC	
	AH12-5, AH12-6, AH12-7, AH12-8, AH12-10	AH12-1, AH12-4, AH12-6, AH12-7, AH12-9	AH12-1, AH12-2, AH12-3, AH12-5, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9, AH12.10	
Knowledge and understanding of course content	5	10	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
Historical inquiry and research	10	5			20
Communication of historical understanding in appropriate forms	5	5	5	10	20
Weighting	25	25	20	30	100

Year 12 Outcomes: A student:	
AH12-1	accounts for the nature of continuity and change in the ancient world
AH12-2	proposes arguments about the varying causes and effects of events and developments
AH12-3	evaluates the role of historical features, individuals, groups and ideas 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, ideas, movements, events and developments of the ancient world
AH12-6	analyses and interprets different types of sources for evidence to support an historical account or argument
AH12-7	discusses and evaluates differing interpretations and representations of the past
AH12-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH12-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH12.10	analyses issues relating to the ownership, custodianship and conservation of the ancient past

HSIE – Business Studies

Scope & Sequence – 2024/2025

	Week	Topics Covered
Term 4, 2024	1	<p>Topic 1 Operations</p>
	2	
	3	
	4	
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Term 1, 2025	1	<p>Topic 2 Marketing</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
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	11	
Term 2, 2025	1	<p>Topic 3 Human Resources</p>
	2	
	3	
	4	
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	7	
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Term 3, 2025	1	<p>Topic 4 Finance</p>
	2	
	3	
	4	
	5	Trial HSC Examination period
	6	
	7	
	8	Finance (cont.)
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	10	

Business Studies Assessment Schedule – 2024/2025					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Operations	Marketing	Human Resources	Trial Examination	
	Research Task	Extended Response	Case Study	Formal Examination	
	Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Week 5-6	
H1, H2, H4, H5, H9	H3, H5, H7, H9	H5, H7, H8, H9	All		
Knowledge and understanding of course content	5	10	10	15	40
Stimulus-based skills		5	10	5	20
Inquiry and research	10	10			20
Communication of business information, ideas and issues in appropriate forms		5	5	10	20
Weighting	15	30	25	30	100

Year 12 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

HSIE – Legal Studies

Scope & Sequence – 2024/2025

	Week	Topics Covered
Term 4, 2024	1	<p>Core: Part II Human Rights</p>
	2	
	3	
	4	
	5	
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	11	
Term 1, 2025	1	<p>Core: Part I Crime</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2, 2025	1	<p>Option Study 1 Option 3: Family</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3, 2025	1	<p>Option Study 2 Option 6: Shelter</p>
	2	
	3	
	4	
	5	Trial HSC Examination period
	6	
	7	<p>Option 6: Shelter (cont.)</p>
	8	
	9	
	10	

Legal Studies Assessment Schedule – 2024/2025					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Human Rights	Crime	Contemporary Issue- Consumers	Trial Examination	
	Research Report	In class Essay	Research	Formal Examination	
	Term 4 Week 10	Term 1 Week 11	Term 2 Week 10	Term 3 Examination Period	
	H1, H2, H4, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H9	H1 H2, H4, H5, H6, H7, H8, H9, H10	All	
Knowledge and understanding of course content	10	10	10	10	40
Analysis and Evaluation	10			10	20
Inquiry and research	10		10		20
Communication of legal information, ideas and issues in appropriate forms		10		10	20
Weighting	30	20	20	30	100

Year 12 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.

HSIE – Modern History

Scope & Sequence – 2024/2025

	Week	Topics Covered
Term 4, 2024	1	<p style="text-align: center;">Core Study Power and Authority in the Modern World 1919-1946</p>
	2	
	3	
	4	
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	10	
Term 1, 2025	1	<p style="text-align: center;">National Studies Japan 1904-1937</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2, 2025	1	<p style="text-align: center;">Peace and Conflict Conflict in Europe 1935 – 1945</p>
	2	
	3	
	4	
	5	
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	8	
	9	
	10	
Term 3, 2025	1	<p style="text-align: center;">Change in the Modern World Civil Rights in the USA 1945 – 1968</p>
	2	
	3	
	4	
	5	Trial HSC Examination period
	6	
	7	<p style="text-align: center;">Civil Rights in the USA 1945 – 1968 (cont.)</p>
	8	
	9	
	10	

Modern History Assessment Schedule – 2024/2025					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Power & Authority in the Modern World 1919-1946	National Studies Japan	Peace & Conflict Conflict in Europe 1935-1945	Trial Examination	
	Source Analysis	Historical Analysis Essay	Research and Written Response	Formal Examination	
	Term 4 Week 9	Term 1 Week 11	Term 2 Week 9	Term 3 Week 5-6	
MH12-2, MH12-5, MH12-6	MH12-2, MH 12-3, MH12-4, MH12-5, MH12-8, MH12-9	MH12-1, MH12-3 MH12-4, MH12-6, MH12-7, MH12-9	All		
Knowledge and understanding of course content	5	5	15	15	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5		5	20
Historical inquiry and research	5	10	5		20
Communication of historical understanding in appropriate forms			10	10	20
Weighting	20	20	30	30	100

Year 12 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

Mathematics – Numeracy CEC

Scope & Sequence – 2024/2025

	Week	Topics Covered
Term 4, 2024	1	<p style="text-align: center;">Module 3 3.1 Percentages 3.2 Operations with Numbers 3.3 Finance 3.4 Location, Time and Temperature 3.5 Space and Design</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 1, 2025	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2, 2025	1	<p style="text-align: center;">Module 4 4.1 Rates and Ratios 4.2 Statistics and Probability 4.3 Exploring with NRMT</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3, 2025	1	<p style="text-align: center;">Trial HSC Examination period</p>
	2	
	3	<p style="text-align: center;">Module 4 (continued)</p>
	4	
	5	
	6	
	7	
	8	
	9	
	10	

Numeracy CEC Assessment Schedule – 2024/2025					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Module 3 – New Job, New Adventure	Module 3 - Festival	Module 4 – Rule of Thirds	Module 4 – Parking Plan	
	Assignment	Assignment	Assignment	Assignment	
	Term 4 Week 9	Term 1 Week 10	Term 2 Week 7	Term 3 Week 4	
	N6-2.3, N6-2.4, N6-2.5, N6-3.1	N6-2.2, N6-2.3, N6-2.5, N6-3.2	N6-1.1, N6-2.3, N6-2.5, N6-3.1	N6-2.2, N6-2.3, N6-2.5, N6-3.1	
Knowledge and understanding	10	10	15	15	50
Skills	15	10	10	15	50
Weighting	25	20	25	30	100

Year 12 Outcomes: A student:	
N6-1.1	Recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
N6-1.2	Applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
N6-1.3	Determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
N6-2.1	Chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
N6-2.2	Chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
N6-2.3	Chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
N6-2.4	Chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
N6-2.5	Chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
N6-2.6	Chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations
N6-3.1	Chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
N6-3.2	Chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

Mathematics – Mathematics Standard 1

Scope & Sequence – 2024/2025

	Week	Topics Covered
Term 4, 2024	1	Algebra A3.1 Simultaneous Equations
	2	
	3	
	4	Measurement M5 Scale Drawings
	5	
	6	
	7	Financial Mathematics F2 Investments
	8	
	9	
	10	
Term 1, 2025	1	Short Student Week
	2	Financial Mathematics F3 Depreciation and Loans
	3	
	4	
	5	Measurement M3 Right Angled Triangles
	6	
	7	
	8	Networks N2.1 Networks N2.2 Shortest Path
	9	
	10	
	11	
Term 2, 2025	1	Statistical Analysis S3.1 Statistical Investigation Process for a survey
	2	
	3	
	4	Statistical Analysis S3.2 Exploring and Describing Data Arising from two Quantitative Variables
	5	
	6	
	7	Algebra A3.2 Graphs of Practical Situations
	8	
	9	
	10	
Term 3, 2025	1	Measurement M4 Rates
	2	
	3	
	4	
	5	Trial HSC Examination period
	6	
	7	Course Revision
	8	
	9	
	10	

Mathematics Standard 1 Assessment Schedule – 2024/2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Simultaneous Equations, Scale Drawings, Investment	Depreciation and Loans, Right Angled Triangles	Networks and Shortest Path, Statistical Investigation Process for a Survey, Exploring and Describing Data Arising for Two Quantitative Variables, Graphs of Practical Situations	Trial Examination	
	Class Test	Class Test	Class Test	Formal Examination	
	Term 4 Week 10	Term 1 Week 8	Term 2 Week 10	Term 3 Week 5-6	
MS1-12-1, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10	All		
Understanding, fluency and communication	13	9	18	10	50
Problem solving, reasoning and justification	14	9	18	9	50
Weighting	27	18	36	19	100

Year 12 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 – Mathematics Standard 2

Scope & Sequence – 2024/2025

	Week	Topics Covered
Term 4, 2024	1	Algebra A4.1 Simultaneous Linear Equations
	2	
	3	
	4	Measurement M7 Rates and Ratio
	5	
	6	
	7	Networks N2.1 Networks N2.2 Shortest Path
	8	
	9	
	10	
Term 1, 2025	1	Short Student Week
	2	Measurement M6 Non-Right Angled Trigonometry
	3	
	4	
	5	Financial Mathematics F4.1 Investments
	6	
	7	Financial Mathematics F4.2 Depreciation and Loans
	8	
	9	Networks N3 Critical Path Analysis
	10	
	11	
Term 2, 2025	1	Financial Mathematics F5 Annuities
	2	
	3	
	4	Algebra A4.2 Non-Linear Relationships
	5	
	6	
	7	Statistical Analysis S5 The Normal Distribution
	8	
	9	Statistical Analysis S4 Bivariate Data Analysis
	10	
Term 3, 2025	1	Course Revision
	2	
	3	
	4	
	5	Trial HSC Examination period
	6	
	7	Course Revision
	8	
	9	
	10	

Mathematics Standard 2 Assessment Schedule – 2024/2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Simultaneous Linear Equations, Rates and Ratio, Networks and Shortest Path	Non-Right Angled Trigonometry, Investments, Depreciation and Loans, Critical Path Analysis	Annuities, Non-Linear Relationships, The Normal Distribution, Bivariate Data Analysis	Trial Examination	
	Class Test	Class Test	Class Test	Formal Examination	
	Term 4 Week 10	Term 1 Week 11	Term 2 Week 10	Term 3 Week 5-6	
MS2-12-1, MS2-12-3, MS2-12-4, MS2-12-6, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8 MS2-12-9, MS2-12-10	All		
Understanding, fluency and communication	12	12	16	10	50
Problem solving, reasoning and justification	12	12	16	10	50
Weighting	24	24	32	20	100

Year 12 Outcomes: A student:

MS2-12-1	Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS2-12-2	Analyses representations of data in order to make inferences, predictions and draw conclusions
MS2-12-3	Interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
MS2-12-4	Analyses two-dimensional and three-dimensional models to solve practical problems
MS2-12-5	Makes informed decisions about financial situations, including annuities and loan repayments
MS2-12-6	Solves problems by representing the relationships between changing quantities in algebraic and graphical forms
MS2-12-7	Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
MS2-12-8	Solves problems using networks to model decision-making in practical problems
MS2-12-9	Chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
MS2-12-10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

Mathematics – Mathematics Advanced

Scope & Sequence – 2024/2025

	Week	Topics Covered
Term 4, 2024	1	Statistical Analysis S1.1 and S1.2 (Yr 11) Financial Mathematics M1.2 Arithmetic Sequences and Series M1.3 Geometric Sequences and Series
	2	
	3	
	4	Functions and Trigonometric Functions F2 Graphing Techniques T3 Trigonometric Functions and Graphs
	5	
	6	
	7	Calculus C3.1 The First and Second Derivatives C3.2 Applications of the Derivative C4.1 The Anti-Derivative
	8	
	9	
	10	
Term 1, 2025	1	Short Student Week
	2	Calculus C4.1 The Anti-derivative (More) C4.2 Areas and the Definite Integral
	3	
	4	
	5	
	6	Calculus C2.1 Differentiation of Trigonometry, Exponential and Logarithmic Functions C2.2 Rules of Differentiation
	7	
	8	
	9	subtopics T3, C2.1, C3.2, C4.1, C4.2 Completion of the Subtopics
	10	
	11	
Term 2, 2025	1	subtopics C3.1, C3.2, C4.1, C4.2 Completion of the Subtopics
	2	
	3	Financial Mathematics M1.1 Modelling Investments and Loans M1.4 Financial Applications of Sequences and Series
	4	
	5	Statistical Analysis S2.1 Data (Grouped and Ungrouped) and Summary Statistics S2.2 Bivariate Data Analysis
	6	
	7	
	8	Statistical Analysis S3.1 Continuous Random Variables S3.2 The Normal Distribution
	9	
	10	
Term 3, 2025	1	Course Revision
	2	
	3	
	4	
	5	Trial HSC Examination period
	6	
	7	Course Revision
	8	
	9	
	10	

Mathematics Advanced Assessment Schedule – 2024/2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Financial Mathematics, Functions/ Trigonometric Functions, Calculus	Calculus (Derivatives and Integration)	Financial Mathematics, Statistical Analysis	Trial Examination	
	Class Test	Class Test	Class Test	Formal Examination	
	Term 4 Week 10	Term 1 Week 11	Term 2 Week 10	Term 3 Week 5-6	
MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10	MA12-2, MA12-3, MA12-4, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	All		
Understanding, fluency and communication	14	13	14	9	50
Problem solving, reasoning and justification	13	14	13	10	50
Weighting	27	27	27	19	100

Year 12 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 – Mathematics Extension 1

Scope & Sequence – 2024/2025

	Week	Topics Covered
Term 4, 2024	1	Proof P1 Proof by Mathematical Induction
	2	
	3	
	4	Vectors V1.1 Introduction to Vectors
	5	
	6	
	7	Vectors V1.2 Further Operations with Vectors
	8	
	9	
	10	
Term 1, 2025	1	Short Student Week
	2	Statistical Analysis S1.1 Bernoulli and Binomial Distributions
	3	
	4	Statistical Analysis S1.2 Normal Approximation for the Sample Proportion
	5	
	6	
	7	Trigonometric Functions T3 Trigonometric Equations
	8	
	9	Calculus C3.2 Differential Equations
	10	
	11	
Term 2, 2025	1	Calculus C2 Further Calculus Skills
	2	
	3	
	4	
	5	Calculus C3.1 Further Area and Volumes of Solids of Revolution
	6	
	7	
	8	Vectors V1.3 Projectile Motion
	9	
	10	
Term 3, 2025	1	Course Revision
	2	
	3	
	4	
	5	Trial HSC Examination period
	6	
	7	Course Revision
	8	
	9	
	10	

Mathematics Extension 1 Assessment Schedule – 2024/2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Proof, Vectors	Statistics, Trigonometric Functions, Differential Equations	Calculus, Projectile Motion	Trial Examination	
	Class Test	Class Test	Class Test	Formal Examination	
	Term 4 Week 10	Term 1 Week 11	Term 2 Week 10	Term 3 Week 5-6	
	ME12-1, ME12-2, ME12-6, ME12-7	ME12-3, ME12-4, ME12-5, ME12-6, ME12-7	ME12-1, ME12-2, ME12-4, ME12-6, ME12-7	All	
Understanding, fluency and communication	10	15	15	10	50
Problem solving, reasoning and justification	10	15	15	10	50
Weighting	20	30	30	20	100

Year 12 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 – Mathematics Extension 2

Scope & Sequence – 2024/2025

	Week	Topics Covered
Term 4, 2024	1	Complex Number N1.1 Arithmetic of Complex Numbers N1.2 Geometric Representation of a Complex Number N2.1 Solving Equations with Complex Numbers N2.2 Geometrical Implications of Complex Numbers
	2	
	3	
	4	
	5	
	6	Complex Number N1.3 Other Representations of Complex Numbers N2.1 Solving Equations with Complex Numbers (More) N2.2 Geometrical Implications of Complex Numbers (More)
	7	
	8	
	9	
	10	
Term 1, 2025	1	Short Student Week
	2	Proof P1 The Nature of Proof P2 Further Proof by Mathematical Induction
	3	
	4	
	5	
	6	
	7	Calculus C1 Further Integration
	8	
	9	
	10	
	11	
Term 2, 2025	1	Vectors V1.1 Introduction to Three-Dimensional Vectors V1.2 Further Operations with Three-Dimensional Vectors V1.3 Vectors and Vector Equations of Lines
	2	
	3	
	4	
	5	
	6	Mechanics M1.1 Simple Harmonic Motion, M1.2 Modelling Motion Without Resistance, M1.3 Resisted Motion, M1.4 Projectiles and Resisted Motion
	7	
	8	
	9	
	10	
Term 3, 2025	1	Course Revision
	2	
	3	
	4	
	5	Trial HSC Examination period
	6	
	7	Course Revision
	8	
	9	
	10	

Mathematics Extension 2 Assessment Schedule – 2024/2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Complex Numbers	Proof, Integration	Vectors, Mechanics	Trial Examination	
	Class Test	Class Test	Class Test	Formal Examination	
	Term 4 Week 10	Term 1 Week 11	Term 2 Week 10	Term 3 Week 5-6	
	MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-5, MEX12-7, MEX12-8	MEX12-3, MEX12-6, MEX12-7, MEX12-8	All	
Understanding, fluency and communication	8	15	15	12	50
Problem solving, reasoning and justification	7	15	15	13	50
Weighting	15	30	30	25	100

Year 12 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

PDHPE – Community & Family Studies (CAFS)

Scope & Sequence – 2024/2025

	Week	Topic Covered
Term 4, 2024	1	<p>Research Methodology Core 1</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 1, 2025	1	This week has 2 days with students
	2	<p>Individuals and work (Cont.) Option</p>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2, 2025	1	<p>Parenting & Caring Core 3</p>
	2	
	3	
	4	
	5	
	6	<p>Trial HSC Examination Period</p>
	7	
	8	
	9	
	10	

CAFS (HSC) - Assessment Schedule – 2024/2025					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Research Methodology	Individuals and work	Groups in Context	Trail Examination	
	Independent Research Project	Written Response	Research & Respond	Formal Examination	
	Term 4 Week 10	Term 1 Week 7	Term 2 Week 6	Term 3 Week 5/6	
	H4.1, H4.2	H2.2, H2.3, H5.2	H.3.3, H5.1, H6.2	All	
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60
Weighting	20	25	25	30	100

Year 12 Outcomes: A student:	
H 1.1	Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
H 2.1	Analyses different approaches to parenting and caring relationships
H 2.2	Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
H 2.3	Critically examines how individual rights and responsibilities in various environments contribute to wellbeing
H 3.1	Analyses the sociocultural factors that lead to special needs of individuals in groups
H 3.2	Evaluates networks available to individuals, groups and families within communities
H 3.3	Critically analyses the role of policy and community structures in supporting diversity
H 3.4	Critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
H 4.1	Justifies and applies appropriate research methodologies
H 4.2	Communicates ideas, debates issues and justifies opinions
H 5.1	Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
H 5.2	Develops strategies for managing multiple roles and demands of family, work and other environments
H 6.1	Analyses how the empowerment of women and men influences the way they function within society
H 6.2	Formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

PDHPE – Personal Development, Health & Physical Education (PDHPE)

Scope & Sequence – 2024/2025

	Week	Topics Covered
Term 4, 2024	1	<p align="center">Factors Affecting Performance Core 2</p>
	2	
	3	
	4	
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	8	
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	10	
Term 1, 2025	1	This week has 2 days with students
	2	<p align="center">Health Priorities in Australia Core 1</p>
	3	
	4	
	5	
	6	
	7	
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	10	
	11	
Term 2, 2025	1	<p align="center">Sports Medicine Option</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	<p align="center">Improving Performance Option</p>
	9	
	10	
Term 2, 2025	1	<p align="center">Improving Performance Option</p>
	2	
	3	
	4	
	5	<p align="center">Trial HSC Examination Period</p>
	6	
	7	<p align="center">Course Revision</p>
	8	
	9	
	10	

PDHPE (HSC) - Assessment Schedule – 2024/2025					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Factors Affecting Performance	Health Priorities in Australia	Sport Medicine	Trial Examination	
	Training Plans & Analysis	Research & Response	Scenario & Response	Formal Examination	
	Term 4 Week 9	Term 1 Week 8	Term 2 Week 6	Term 3 Weeks 5-6	
	H7, H8, H10, H16, H17	H1, H2, H3, H4, H15, H16	H13, H16, H17	All	
Knowledge and understanding of course content	5	10	5	20	40
Skills in critical thinking, research, analysing and communicating	20	15	15	10	60
Weighting	25	25	20	30	100

Year 12 Outcomes: A student:	
H1	Describes the nature and justifies the choice of Australia's health priorities
H2	Analyses and explains the health status of Australians in terms of current trends and groups most at risk
H3	Analyses the determinants of health and health inequities
H4	Argues the case for health promotion based on the Ottawa Charter
H5	Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
H6	Demonstrates a range of personal health skills that enables them to promote and maintain health
H7	Explains the relationship between physiology and movement potential
H8	Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
H9	Explains how movement skill is acquired and appraised
H10	Designs and implements training plans to improve performance
H11	Designs psychological strategies and nutritional plans in response to individual performance needs
H12	Analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport
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

PDHPE – Sport, Lifestyle and Recreation (SLR)

Scope & Sequence – 2024/2025

	Week	Topics Covered
Term 4, 2024	1	<p align="center">Games & Sports Application II Module 8.7</p>
	2	
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Term 1, 2025	1	This week has 2 days with students
	2	<p align="center">Aquatics Module 8.1</p>
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	11	
Term 2, 2025	1	<p align="center">Individual Games and Sports Applications Module 8.10</p>
	2	
	3	
	4	
	5	
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Term 3, 2025	1	<p align="center">Resistance Training Module 8.12</p>
	2	
	3	
	4	
	5	Trial HSC Examination Period
	6	<p align="center">Resistance Training (Cont.) Module 8.12</p>
	7	
	8	
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12SLR Assessment Schedule – 2024/2025					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Module 8.7 Games and Sports Applications II	Module 8.1 Aquatics	Module 8.10 Individual Sports and Games Applications	Module 8.12 Resistance Training	
	Practical Application	Practical Application & Responding to a scenario	Individual Skills Implementation	Program Design	
	Term 4 Week 5 -10 (ongoing)	Term 1 Week 4 to Week 9 (ongoing)	Term 2 Week 4 to Term 2 Week 9 (ongoing)	Term 3 Week 7	
1.1, 1.3, 3.1, 4.4	3.1, 3.6, 4.4	1.1, 1.3, 3.1, 4.4	2.2, 2.3, 3.2		
Knowledge and understanding	10	15	10	15	50
Skills	15	10	15	10	50
Weighting	25	25	25	25	100

Year 12 Outcomes: A student	
1.1	Applies the rules and conventions that relate to participation in a range of physical activities
1.2	Explains the relationship between physical activity, fitness and healthy lifestyle
1.3	Demonstrates ways to enhance safety in physical activity
1.4	Investigates and interprets the patterns of participation in sport and physical activity in Australia
1.5	Critically analyses the factors affecting lifestyle balance and their impact on health status
1.6	Describes administrative procedures that support successful performance outcomes
2.1	Explains the principles of skill development and training
2.2	Analyses the fitness requirements of specific activities
2.3	Selects and participates in physical activities that meet individual needs, interests and abilities
2.4	Describes how societal influences impact on the nature of sport in Australia
2.5	Describes the relationship between anatomy, physiology and performance
3.1	Selects appropriate strategies and tactics for success in a range of movement contexts
3.2	Designs programs that respond to performance needs
3.3	Measures and evaluates physical performance capacity
3.4	Composes, performs and appraises movement
3.5	Analyses personal health practices
3.6	Assesses and responds appropriately to emergency care situations
3.7	Analyses the impact of professionalism in sport
4.1	Plans strategies to achieve performance goal
4.2	Demonstrates leadership skills and a capacity to work cooperatively in movement context
4.3	Makes strategic plans to overcome the barriers to personal and community health
4.4	Demonstrates competence and confidence in movement contexts
4.5	Recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Science – Biology

Scope & Sequence – 2024/2025

	Week	Topics Covered
Term 4, 2024	1	Topic 1- Genetics (Module 5 Heredity and Module 6 Genetics)
	2	
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Term 1, 2025	1	
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	11	
Term 2, 2025	1	Topic 2- Disease (Module 7 Infectious Disease and Module 8 Non-Infectious Disease)
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	Term 3, 2025	
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Biology Assessment Schedule – 2024/2025					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Genetics	Genetics	Disease	Trial Examination	
	Digital Model	Depth Study	Practical	Formal Examination	
	Term 4 Week 10	Term 1 Week 10	Term 2 Week 8 - 9	Term 3 Week 5-6	
	BIO 12-3 BIO 12-4 BIO 12-5 BIO 12-6 BIO 12-7 BIO 12-12	BIO 12-1 BIO 12-3 BIO 12-4 BIO 12-5 BIO 12-7 BIO 12-13	BIO 12-1 BIO 12-2 BIO 12-3 BIO 12-4 BIO 12-5 BIO 12-7 BIO 12-14	All	
Skills in working scientifically	15	20	15	10	60
Knowledge and understanding of course content	5	10	5	20	40
Weighting	20	30	20	30	100

Year 12 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

Science – Earth and Environmental Science

Scope & Sequence – 2024/2025

	Week	Topics Covered
Term 4, 2023	1	Module 5: Earth's Processes
	2	
	3	
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Term 1, 2024	1	Module 6: Hazards
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	Module 7: Climate Science
	10	
	11	
Term 2, 2024	1	
	2	
	3	
	4	
	5	
	6	Module 8: Resource Management
	7	
	8	
	9	
	10	
Term 3, 2024	1	
	2	
	3	
	4	
	5	
	6	Course Revision
	7	
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KLA - Subject Assessment Schedule – 2023/2024					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Earth's geological history	Identifying evidence of local hazards past and present	Resource management of a mine	Trial HSC	
	Field study/ Depth Study	Field Study Report	Case Study	Formal Exam	
	Term 4, Week 8-9	Term 1, Week 6 -7	Term 2, Week 4	Term 3, Week 5-6	
EES 12-3 EES 12-5 EES 12-6 EES 12-7 EES 12-12	EES 12-1 EES 12-2 EES 12-4 EES 12-6 EES 12-7 EES 12-12 EES 12-13	EES 12-1 EES 12-2 EES 12-3 EES 12-5 EES 12-7 EES 12-15	All		
Knowledge and understanding	5	10	5	20	40
Skills in working scientifically	20	20	10	10	60
Weighting	25	30	15	30	100

Year 12 Outcomes: A student:	
EES 12-1	Develops and evaluates and hypothesizes for scientific investigation
EES 12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
EES 12-3	Conducts investigations to collect valid data and reliable primary and secondary data and information
EES 12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES 12-5	Analyses and evaluates primary and secondary data and information
EES 12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES 12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
EES 12-12	Describes and evaluates the models that show the structure and development of the Earth over its history
EES 12-13	Describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems
EES 12-14	Analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
EES 12-15	Describes and assess renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect Earth's systems

Science – Investigating Science
 Scope & Sequence – 2024/2025

	Week	Topics Covered
Term 4, 2024	1	Module 5: Scientific Investigations
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 1, 2025	1	This week has 1 day with students
	2	Module 6: Technologies
	3	
	4	
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	6	
	7	
	8	
	9	
	10	
	11	
Term 2, 2025	1	Module 7: Fact or Fallacy
	2	
	3	
	4	
	5	
	6	
	7	
	8	Module 8: Science and Society
	9	
	10	
Term 3, 2025	1	
	2	
	3	
	4	
	5	Trial HSC Examination period
	6	Course Revision
	7	
	8	
	9	
	10	

KLA - Subject Assessment Schedule – 2023/2024					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Scientific Investigation	Technologies	Fact or Fallacy	All Topics	
	Practical Investigation	Depth Study	Research Task	Trial Exam	
	Term 4, Week 7	Term 1, Week 7	Term 2, Week 7	Term 3, Week 5-6	
	INS 12-1 INS 12-2 INS 12-3 INS 12-12	INS 12-1 INS 12-2 INS 12-4 INS 12-7 INS 12-13	INS 12-4 INS 12-5 INS 12-6 INS 12-7 INS 12-14	All	
Skills in working scientifically	15	25	15	5	60
Knowledge and understanding	10	5	5	20	40
Weighting	25	30	20	25	100

Year 12 Outcomes: A student:	
INS 12-1	Develops and evaluates questions and hypotheses for scientific investigation.
INS 12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information.
INS 12-3	Conducts an investigation in order to obtain primary and secondary data and information.
INS 12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
INS 12-5	Analyses and evaluates primary and secondary data and information.
INS 12-6	Develops and evaluates questions and hypotheses for scientific investigation.
INS 12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
INS 12-12	Develops and evaluates the process of undertaking scientific investigations
INS 12-13	Describes and explains how science drives the development of technologies.
INS 12-14	Uses evidence-based analysis in a scientific investigation to support or refute a hypothesis.
INS 12-15	Evaluates the implications of ethical, social, economic and political influences on science.

Science - Physics

Scope & Sequence – 2024/2025

	Week	Topics Covered
Term 4, 2023	1	Module 5: Advance Mechanics
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
		11
Term 1, 2024	1	This week has 2 days with students
	2	Module 6: Electromagnetism
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2, 2024	1	Module 7: The Nature of Light
	2	
	3	
	4	
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	6	
	7	
	8	
	9	
	10	
Term 3, 2024	1	Module 8: From the Universe to the Atom
	2	
	3	
	4	
	5	Trial HSC Examination period
	6	
	7	Course Revision
	8	
	9	
	10	

Science - Physics Assessment Schedule – 2023/2024

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Advanced Mechanics/ Modelling Appliances	Electromagnetis m	Nature of Light	Trial HSC	
	Practical Task	Depth Study	Critical Evaluation	Formal Exam	
	Term 4, Week 9	Term 1, Week 8	Term 2, Week 5	Term 3, Week5-6	
	PH12-12 PH12-1 PH12-2 PH12-3 PH12-4 PH12-5 PH12-7	PH12-13 PH12-1 PH12-2 PH12-3 PH12-5 PH12-7	PH12-14 PH12-4 PH12-5 PH12-6 PH12-7	All Outcomes	
Knowledge and Understanding	5	10	5	20	40%
Skills in Working Scientifically	20	15	15	10	60%
Weighting	25%	25%	20%	30%	100

Year 12 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

TAS – Industrial Technology Timber and Furniture

Scope & Sequence – 2024/2025

	Week	Topics Covered
Term 4, 2024	1	<p style="text-align: center;">Major Project Design, Management and Communication Industry Related Manufacturing Technology</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
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	10	
	11	
Term 1, 2025	1	<p style="text-align: center;">Major Project Design, Management and Communication Industry Related Manufacturing Technology Industry Study</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2, 2025	1	<p style="text-align: center;">Major Project Design, Management and Communication Industry Related Manufacturing Technology</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3, 2025	1	<p style="text-align: center;">Major Project Industry Related Manufacturing Technology Industry Study</p>
	2	
	3	
	4	
	5	Trial HSC Examination period
	6	
	7	
	8	<p style="text-align: center;">Industry Related Manufacturing Technology Industry Study (cont.)</p>
	9	
	10	

Industrial Technology Timber Assessment Schedule – 2024/2025					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Major Project	Industry Study	Practical Task	Trial Examination	
	Design and Planning Project Proposal	Report	Project and Folio	Formal Examination	
	Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Week 5-6	
	H3.1, H3.2, H5.2	H1.1, H5.1, H7.1	H2.1, H3.3, H4.1, H4.2, H6.2	All	
Knowledge and understanding of course content		15		25	40
Knowledge and skills in the design, management, communication and production of a major project	20		40		60
Weighting	20	15	40	25	100

Year 12 Outcomes: A student:	
H1.1	Investigates industry through the study of business 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 and safe working practices and workshop equipment maintenance techniques
H3.1	Demonstrates skills in sketching, producing and interpreting technical 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