



HIGHER SCHOOL CERTIFICATE COURSES

SCHOOL ASSESSMENT BOOKLET

2024 - 2025

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INTRODUCTION

This Higher School Certificate Course Handbook is issued to all students in Years 12 to:

- Ensure all students and their parents are fully informed about course requirements, particularly the school-based assessment components for each course;
- Ensure students have advanced warning about the nature of each assessable task, when each task will be held and the weighting in the school assessment total in each course;
- Enable students to plan time wisely and organise an appropriate assignment schedule and study program;
- Help students understand the importance of the work they will be doing in the HSC Course, and;
- Encourage students to maintain a high standard of work as most aspects of their work will ultimately contribute in some way to success at the HSC.

Assessment within the school is not only a NSW Education Standards Authority (NESA) requirement, but can also be an important tool for teachers and students to improve teaching and learning. It helps to diagnose learning difficulties or specific areas of weakness as well as quantifying levels of knowledge, skills and understanding of key concepts within each course. Methods of assessment may vary quite considerably from one subject to another. These may include pen and paper tests, checklists, essays, assignments, practical work, performances and field studies. The types of assessment tasks can be fairly diverse.

This booklet is a valuable resource. Students should keep it with them and review its contents regularly. The rules contained in this booklet are designed to be fair to all students and to prevent students from gaining unfair advantage over others. Lack of familiarity with these rules and procedures **IS NOT** grounds for an appeal.

It is important for students to understand that they should not leave their study to the end of the Higher School Certificate Course. Performance is judged throughout Preliminary and Higher School Certificate Courses. Students should remember that they are not just competing against the other students in this school but against the many thousands of students all over the state. Students cannot afford to treat their studies lightly if they expect to do well.

I trust all of our students will put their best efforts into study for the important credential gained through the Higher School Certificate. Determined effort, with support from family and teaching staff, is the key to success.

Extended Leave – Travel

From the beginning of 2015, family holidays and travel are no longer considered under the **Exemption from School – Procedures**. Travel outside of vacation periods is now counted as an absence from school. Travel is considered to be domestic or international travel for the purpose of a holiday, family business, bereavement or other reasons, which should be specified on the application.

For the purposes of responding in a timely manner to extended leave requests, forms must be completed at least 2 weeks before the start date of the leave. This form is available only on School Bytes.

Please note:

- The Principal will determine if the leave requested is in the best educational interests of the student.
- If the *Application for Extended Leave – Travel* is approved, the student will need to complete and submit an *Illness/Misadventure* form. Present to the Deputy Principal of Year 12 and submit this to the Assessment Committee.
- If the *Application for Extended Leave – Travel* is declined and the student is absent for an assessment task or examination, the student will be awarded a **mark of zero**.

COVID-19

The Department of Education issues guidelines to ensure that schools, and their students and staff, can manage the transmission of COVID-19. It is important that all students are familiar with, and follow, the Department's guidelines regarding COVID-19.

Students who display cold or flu symptoms must not attend school. Any student who is absent on the day of an assessment task due to cold or flu symptoms should follow the *Illness/Misadventure* procedures set out in this Handbook. Students will not be disadvantaged or penalised as a result of absences from school due to compliance with the Department's COVID-19 guidelines and policies, although they must ensure that they provide documentation with an *Illness/Misadventure* form in an appropriate time frame.

Ms K.O'Brien
Principal

What is the Record of School Achievement? (RoSA)

In 2011, the NSW Government announced the abolition of the School Certificate, a credential that has existed since 1965. It also announced that, for students choosing to leave school before the completion of their HSC, the School Certificate would be replaced by a broader, cumulative & more comprehensive credential, to record the achievements of students from the end of Year 10 up to the Higher School Certificate.

The most significant change is that the external tests have been replaced by an enhanced system of school based assessment, moderated to ensure that state wide comparability is maintained.

The **Record of School Achievement (RoSA)** is the new credential.

It will:

- be a record of achievement for students who leave school prior to receiving their HSC
- report results of moderated, school based assessment, not external tests
- be available when a student leaves school any time after they complete Year 10
- be cumulative and recognise a student's achievements until the point they leave school
- show a result for all courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW
- give students the option to take online literacy and numeracy tests
- be comprehensive and offer the ability to record a student's extracurricular achievements.

The RoSA is awarded by the NESA to eligible students. To receive a RoSA, students are required to study mandatory courses in each of Years 7-10 English, Mathematics, Science, Human Society and its Environment and Personal Development, Health and Physical Education. During Years 7-10, other courses in Creative Arts, Technology and Applied Studies and Languages Other Than English must also be studied.

For a student to qualify for the award of a RoSA, a student must have:

- attended a government school, an accredited nongovernment school or a recognised school outside NSW
- undertaken and completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or NESA
- satisfactorily completed Year 10

How will the RoSA report on student achievement?

- Students will be awarded A to E (or equivalent) grades for Stage 6 Preliminary (Year 11) courses.
- The (Common Grade Scale for Preliminary courses) will be used to report on student achievement.
- If a student completes Preliminary courses, a result in the form of an A to E grade (or equivalent) will be recorded on the RoSA.
- If a student partially completes a Preliminary or HSC course the RoSA will record the courses that the student has undertaken up until the point of departure from school, with the date of leaving shown.
- If a student takes HSC courses but is not entitled to an HSC, those HSC results would be recorded on their RoSA

Issue of credentials

- The RoSA will be awarded to students upon leaving school prior to completing their HSC and will be a cumulative record of achievements until that date. In this respect it will include a record of Year 10 grades and could include a **record of courses studied at Preliminary level** and those commenced at HSC level
- When a student has completed HSC courses and has met eligibility requirements they receive the HSC testamur. Their Preliminary and HSC results are recorded on the HSC Record of Achievement. This credential supersedes the RoSA
- Students not entitled to receive the proposed Record of School Achievement or an HSC Record of Achievement, or students who need a statement of their most up-to-date courses/results for other reasons (for instance, for use in applying for casual work) may obtain a transcript of their results held at that time by NESA.

RECORD OF SCHOOL ACHIEVEMENT

This is to certify that
Sample Student Name
of
Sample High School

has met the requirements for the Record of School Achievement
and has received the results shown below.

STAGE 6 PRELIMINARY COURSES

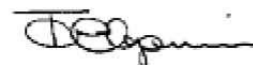
Year	Course	Result
Board Developed Courses		
2013	English (Standard) (2 Unit)	A
	Mathematics (2 Unit)	B
	Biology (2 Unit)	C
	Industrial Technology (2 Unit)	C
	Personal Development, Health and P.E. (2 Unit)	A
	Metal and Engineering (2 Unit)	Refer to Vocational documentation

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Student Number: 230299553



Issued without alteration or erasure on 10th December 2012
by the Board of Studies at Sydney, NSW, Australia.



President

The HSC Minimum Standards

To help ensure New South Wales students leave school ready for success in future learning and life a **minimum standard of literacy and numeracy** is being introduced for the Higher School Certificate from 2020.

Getting the basics right also means that students have the foundation for doing well in all of their subjects. Students will show that they meet the standard by passing short minimum standard test in:

- Reading;
- Writing; and
- Numeracy tests.

The HSC Minimum Standards tests are facilitated by the school, and are completed online during allocated class times. Students will first attempt the minimum standards tests in year 10. Any student who does not meet the minimum standard in year 10 will be given two additional opportunities in year 11 or year 12 to successfully complete the tests. Students who are not able to demonstrate the minimum standard whilst at school will have up to three years after the completion of Year 12 to demonstrate that they have met the minimum standard, and so be eligible to receive their HSC.

The HSC Minimum Standards tests are designed to improve students' post-school options. They are proof to employers, TAFE and universities that students can read write and to do basic maths. The HSC Minimum Standards tests aim to ensure students are ready for life after school.

Further information, and sample questions, on the HSC Minimum Standards tests is available via the NESA website: <http://educationstandards.nsw.edu.au/>

2024 HSC

Students need to meet the HSC minimum standard to receive the HSC.

To show they meet the standard students need to achieve Level 3 or 4 in the online tests:

- Reading;
- Writing; and
- Numeracy

What happens if you don't meet the HSC minimum standard?

From 2020, only students who meet the HSC minimum standard will receive a Higher School Certificate testamur.

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

- study HSC courses
- sit HSC exams
- receive HSC assessment and exam results
- receive an ATAR
- receive a Record of School Achievement."

Source: NESA Website: <http://educationstandards.nsw.edu.au>

Life Skills Courses

Description

Students can, at any time, access one or more Years 7–10 courses based on Life Skills outcomes and content or Years 11–12 Life Skills courses. The appropriate timing of the decision to access Life Skills outcomes and content is guided by the needs of the student and the collaborative curriculum planning process.

Collaborative curriculum planning should take place within the broader context of personalised planning that includes interventions and other supports to address identified student learning and support needs. This involves a team who has significant knowledge and understanding of the student. The team comprises parents/carers, teachers and other significant individuals in the student's life. It also includes the student themselves.

There are no external examinations for Life Skills courses. They cannot be used in the calculation of a student's Australian Tertiary Admission Rank (ATAR).

Life Skills courses satisfactorily completed in Year 12 are reported on the HSC Record of Achievement with the notation 'Refer to Profile of Student Achievement'. An assessment mark is not reported for these courses. Students studying one or more Life Skills courses may accumulate courses towards Year 11 or Year 12. There is no time restriction on the accumulation of courses towards Year 11. Students may take up to five years to accumulate courses towards Year 12.

For more information, including sample credentials, go to Higher School Certificate and the ACE website.

Courses Available

In Stage 6, there is at least one Life Skills course for each key learning area. Each Stage 6 Life Skills course comprises a: 2-unit Year 11 course (120 hours) and 2-unit Year 12 course (120 hours) with the exception of Studies of Religion I Life Skills, which is a 1-unit course (60 hours).

Stage 6 Life Skills courses available include: English Life Skills; Mathematics Life Skills; Investigating Science Life Skills; Physical World Science Life Skills; Earth and Space Science Life Skills; Living World Science Life Skills; Chemical World Science Life Skills; Agriculture Life Skills; Design and Technology Life Skills; Food Technology Life Skills; Industrial Technology Life Skills; Information Processes and Technology Life Skills; Technology Life Skills; Textiles and Design Life Skills; Aboriginal Studies Life Skills; Ancient History Life Skills; Business and Economics Life Skills; Citizenship and Legal Studies Life Skills; Geography Life Skills; Human Society and its Environment Life Skills; Modern History Life Skills; Society and Culture Life Skills; Studies of Religion I Life Skills; Studies of Religion II Life Skills; Work and the Community Life Skills; Creative Arts Life Skills; Dance Life Skills; Drama Life Skills; Music Life Skills; Visual Arts Life Skills; Community and Family Studies Life Skills; PDHPE Life Skills

Assessment of Life Skills Courses

Each student accessing Life Skills outcomes and content will be assessed on their achievement of the selected outcomes identified through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community. Evidence of achievement can be based on: assessment as learning (where students monitor and reflect on their own learning), assessment for learning (such as observation during teaching and learning or work samples) and assessment of learning (assessment activities specifically designed to assess achievement at particular points).

There is no requirement for formal assessment of Life Skills outcomes. Stage 6 Life Skills courses do not have external examinations.

The guide Developing Integrated Teaching, Learning and Assessment Activities illustrates an approach to programming. This incorporates ongoing assessment. **Students may achieve Life Skills outcomes either independently(I) or with support (S).** Students can demonstrate independent achievement of outcomes either: without adjustments or with adjustments. These adjustments should enable the student to demonstrate achievement during assessment opportunities on the same basis as their peers. The collaborative curriculum planning process will have determined these adjustments. The type of adjustments will vary according to the needs of the student and the requirements of the activity. Examples of adjustments include: the positioning of a student in a classroom, more time to communicate, use of assistive technology, provision of alternative formats, eg large print or Braille and /or provision of a reader or writer. Some students will only be able to demonstrate achievement if they are given additional support. Support is provided when a student needs help to demonstrate the achievement of an outcome. Examples of additional support include: verbal prompts, visual prompts, physical assistance or provision

of partial responses. Teachers may record the support necessary for the student to demonstrate achievement of the outcomes.

Reporting on Life Skills Courses

Each student accessing a Years 7–10 course based on Life Skills outcomes and content and a Years 11–12 Life Skills course needs to demonstrate achievement of one or more outcomes for Life Skills course to be credentialed for the RoSA or HSC. Students can achieve this outcome independently or with support. Schools are not required to use the Common Grade Scale (A–E) or equivalent to report achievement for Years 7–10 courses based on Life Skills outcomes and content or Years 11–12 Life Skills courses. Schools should decide the most appropriate way to report student achievement and consult with their sector. Schools should collect information on the Life Skills outcomes that a student has achieved. Life Skills outcomes worksheets have been developed for this purpose. The worksheets can be found with each syllabus on the NSW Education Standards Authority website. Download personalised worksheets from Schools Online (Administration) for students entered into Life Skills courses in Stage 5 or Stage 6. Students can meet all Years 7–10 mandatory curriculum requirements for a Record of School Achievement (RoSA) by satisfactorily completing courses based on Life Skills outcomes and content. Students who study Stage 6 Life Skills courses are eligible for the HSC award if they meet eligibility requirements.

Students studying English Life Skills, Mathematics Life Skills, or four or more Life Skills courses in Year 12 are exempt from the HSC minimum standard for literacy and numeracy.

All satisfactorily completed courses including those based on Life Skills outcomes and content are listed on the RoSA and HSC credentials. Courses not satisfactorily completed will be reported as 'Not completed'. Students will also receive a Profile of Student Achievement with their credential. It lists the Life Skills outcomes achieved in each course studied.

Higher School Certificate - Stage 6 Life Skills courses are Board Developed courses. Students can study them to meet the requirements for the HSC award. Schools enter the student in the appropriate course(s) via Schools Online (Administration). They do this when HSC entries are made.

Source: NESA Website: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/life-skills> (23 September 2020)

SECTION 1 COURSE COMPLETION

Eligibility for the award of an HSC	<p>To be eligible for the award of the Higher School Certificate you must have:</p> <ul style="list-style-type: none"> gained the Record of School Achievement or such other qualifications as NESA considers satisfactory; attended a government school, an accredited non-government school, an institute of TAFE or a school outside NSW recognised by NESA; have completed HSC: All My Own Work satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; sat for and made a serious attempt at the required Higher School Certificate examination(s)
Pattern of Study	<p>To qualify for the Higher School Certificate you must have satisfactorily completed a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:</p> <ul style="list-style-type: none"> at least six units of NESA Courses; at least two units of a NESA Developed Course in English; at least three courses of two unit value or greater (either NESA Developed or NESA Endorsed Courses); at least four subjects <p>From 2019, English Studies will have an external HSC examination and be categorised as a Category B course. Therefore it will be able to be included in the ATAR calculation.</p> <p>To satisfy pattern of study requirements for the Higher School Certificate, you may count a maximum of six Preliminary units and seven HSC units from courses in Science. You may accumulate HSC courses towards the HSC over a period of up to five years.</p> <p>You must have also completed the NESA HSC: All My Own Work Course.</p>

SATISFACTORY COMPLETION OF A COURSE

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 the Board;
- 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.

The school recognises a minimum of **85% attendance** for satisfactory completion of course work. Principals may determine that, as a result of absence, the course completion criteria may not be met. The Principal will regard absences seriously and will give students early warning of the consequences of such absences.

Students who do not comply with the above requirements cannot be regarded as having satisfactorily completed the course. If at any time a student is at risk of an '**N**' **determination (unsatisfactory)** they will be warned as soon as possible and parents or guardians advised in writing (if the student is under 18 years of age). This duty is delegated to Head Teachers and class teachers. This warning will be given in time for the problem to be corrected.

The Assessment Committee and interviews students at risk of receiving an N determination in any course they are studying. Students who are unable to fulfil course and assessment requirements within a set time period are then referred to the Principal.

What is an N Determination? Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the 'N' determination.

Students who have received an 'N' Determination have the right to appeal.

HSC Course Completion Requirements	<p>If a student makes a non-serious attempt for a task a zero may be awarded. For example only attempting the multiple choice section of an Assessment Task. An N award warning determination letter must be issued by the classroom teacher for any non – serious attempt.</p> <p>If a student scores zero for a particular task, it is a matter for the teacher's professional judgement whether the attempt is a genuine one. If it is deemed that the student has failed to make a genuine attempt, the assessment should be redone.</p> <p>Some courses will have additional requirements that relate to their syllabus. For example, students in Science courses must complete 35 indicative hours of practical experience.</p> <p>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 then the student will not be eligible to receive the award of a Higher School Certificate.</p>
Assessment Guide	<p>The range of marks to be used for the assessments in each course is detailed in the relevant subject guide in the Assessment Certification Examination Manual available to all students on the NESA website.</p>
Assessment Period	<p>Assessment tasks may be set from the commencement of the HSC Course and will generally conclude with the last paper of the Trial Higher School Certificate (HSC). Exceptions include TAS projects and Visual Art major works and process diaries, which are due just after the Trial HSC examination period.</p>

SECTION 2 SCHOOL BASED ASSESSMENT

Why assessments are used	<p>Assessments:</p> <ul style="list-style-type: none"> ▪ give consideration to aspects of the course which can best be demonstrated over time, eg. practical skills; ▪ cater for elements such as fieldwork which occur as part of the course, and; ▪ increase the accuracy of the final assessment of student achievement by using multiple measures.
How to maximise your chance for success	<ul style="list-style-type: none"> ▪ Attend all timetabled lessons and participate in the provided learning experiences ▪ Plan for all set assessment tasks by creating your own schedule ▪ Develop appropriate time management skills ▪ Read all assessment task instructions carefully and thoroughly. ▪ Ask questions where possible ▪ Be familiar with the glossary of terms ▪ Pace in-class tasks and exam style tasks carefully ▪ Work consistently over the year for major works ▪ Complete all the learning experiences of the course to the best of your ability

School assessment results will not be increased to compensate for factors such as extended illness, misadventure or domestic problems that may have affected a student's performance throughout the course. Teachers will assess the student's actual performance, not potential performance.

SECTION 3 STUDENT RESPONSIBILITIES

<p>What is expected of students?</p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> ▪ Perform all of the tasks of their assessment program to the best of their ability. ▪ Make a serious attempt at all tasks. Tasks deemed, as a non-serious attempt by the Head Teacher in consultation with the Assessment Committee may be awarded a mark of zero. ▪ Submit assessment work which is entirely their own. If malpractice is proven then a zero mark should be awarded. ▪ Fulfil any special submission requirements specific to each assessment. ▪ Attend all timetabled lessons or scheduled school activities on the day of an in-class assessment task. Students who do not attend these activities may be awarded a zero. Students who are observed not to be participating in a timetabled lesson may be awarded a zero. In addition to this, students are not permitted to prepare for an assessment task in other subject lessons. ▪ Absence on the school day before an assessment without documentation could also constitute malpractice. Students who are away on a school day before an assessment task should provide medical documentation.
<p>What must students do if they are away for an assessment task or do not submit a task on time?</p>	<p>Failure to complete/submit an Assessment Task on the due date should result in a zero mark, unless the student can demonstrate illness/misadventure.</p> <p>Absence due to illness/misadventure</p> <p>Any student who:</p> <ul style="list-style-type: none"> ▪ Fails to complete/submit an Assessment Task; or ▪ Is absent on the day of an 'in class' task, <p>due to illness or misadventure, will be awarded a <i>mark of zero</i> unless:</p> <p>an <i>Illness/Misadventure</i> form (see Schedule A) has been:</p> <ul style="list-style-type: none"> ▪ completed; and ▪ submitted, <p>to the Deputy Principal for Year 12 <u>within one week</u> of the illness/misadventure.</p> <p>Absence due to overseas travel</p> <p>Any student who:</p> <ul style="list-style-type: none"> ▪ Fails to complete/submit an Assessment Task; or ▪ Is absent on the day of an 'in class' task, <p>due to overseas travel, will be awarded a <i>mark of zero</i> unless:</p> <ul style="list-style-type: none"> ▪ an <i>Application for Extended Leave – Travel</i> (see Schedule E) has been submitted, and approved, by the Principal; and ▪ the student has completed an <i>Illness/Misadventure</i> form (see Schedule A), and submitted this form to the Deputy Principal for Year 12 <p>In considering whether to approve a student's application for leave, the Principal has discretion to approve or deny an application by considering whether the leave is in the best educational interests of the student.</p>

	<p>Completion of substitute task</p> <p>Any student who is absent from an 'in class' task due to illness/misadventure should be required to sit a substitute task. An estimate should only be used in extenuating circumstances, as deemed by the Principal and MFHS Executive.</p> <p>The awarding of a zero mark will result in written N Determination warning notification to parents/ guardians.</p>
<p>What do students do if they are involved in an extracurricular activity?</p>	<ul style="list-style-type: none"> ▪ Students unable to complete an <u>"in class" task</u> due to their involvement in an extracurricular activity must discuss this with their course teacher <u>before the due date</u>. The student will be given an opportunity to sit a substitute task. ▪ Students who are involved in extra-curricular activities on the due date of a <u>"take home" task</u> must ensure that the task is <u>handed in on time or ahead of time</u>.
<p>What must students do when they are away sick from school?</p>	<ul style="list-style-type: none"> ▪ Students should call the school on (02) 9605 3111 if they are absent on the day of an assessment or examination. ▪ Students who are absent from school for any reason are expected to check with staff and other students to determine if any information regarding assessments has been conveyed to the class. ▪ A student's absence from class on the day of notification regarding an assessment task is not considered an excuse for lack of awareness of that task, or the nature of that task.
<p>In what ways can students hand in their assessment task?</p>	<p>Assessment task submission methods must be specified on the assessment task notification. The assessment task notification may specify that an assessment task must be submitted in digital and/or hard copy form.</p> <p>If the assessment task notification specifies that a task be submitted in digital form, the notification will specify whether the digital submission must be made via:</p> <ul style="list-style-type: none"> ▪ Google Classroom; ▪ Email, from the student's DoE email to the teacher's DoE email; ▪ Submission of a USB ▪ Other online submission forum, as described in the assessment task notification. <p>Students who are required to submit in hard copy must not rely on the school printers in the library for printing <u>on the day that the task is due</u>.</p> <p>It is the students responsibility to be organised and to have the task completed and:</p> <ul style="list-style-type: none"> ▪ Printed; or ▪ Submitted in digital form, <p>prior to the due date. Notes from home indicating problems with a printer for example will not be accepted.</p>
<p>What are students responsibilities regarding Disability Provisions</p>	<p>The <i>Disability Standards for Education 2005</i> require schools to ensure that students with disability are provided with reasonable adjustments to support their ability to access and participate in their learning on the same basis as students who do not have a disability "or" their peers.</p> <p>Some students with a disability may require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. Providing adjustment does not restrict a student's access to the full range of grades or marks.</p> <p>If a student requires disability provisions, or thinks they might be able to seek disability provisions, students must see the HT Learning and Wellbeing ASAP to discuss this.</p> <p>Students must:</p> <ul style="list-style-type: none"> ▪ Fill out all paperwork required by the HT Learning and Wellbeing and return this paperwork to the HT ASAP;

- Know their adjustments before the assessment task;
- Discuss with their teacher which disability provisions will be possible or suitable prior to the assessment.
- Know that they do not have to accept the disability provisions provided but they must accept any consequences that result from this decision.
- Students who do not access disability provisions cannot then appeal / apply for misadventure on the basis of a disability for which they should take provisions.

A student's eligibility for disability provisions for school based assessment is determined by the Year 12 Teaching and Wellbeing team, in consultation with the Principal.

A student's eligibility for disability provisions for HSC Examinations is determined by NESAs.

Students who are absent for a prolonged period should have their cases reviewed by the Assessment Committee. The Committee will treat each case on its merits.

Non-assessable tasks play a major role in covering syllabus content, preparation for assessment tasks and preparation for HSC examinations. These tasks assist in the development of understanding and skills and are an opportunity to experiment and learn from mistakes. The Principal will consider student involvement in all tasks when certifying satisfactory progress and completion of course work.

EXAMINATIONS & THE EXAMINATION PERIOD

**All examinations are SCHOOL BASED ASSESSMENT TASKS.
Therefore all normal assessment procedures, rules and requirements apply**

What must students do if they are sick during their examinations?

Examinations are school based assessment tasks. Therefore failure to complete the examination on the assigned day should result in a zero mark, unless the illness/misadventure is explained with documentation.

Absence on the day of an examination

Students who are absent during the examination period should:

- Ring the Head Teacher Administration/Deputy Principal of Year 12 on (02) 9605 3111 **on the day of the missed examination**. The Head Teacher Administration/Deputy Principal of Year 12 will advise on the best appropriate action. Students are expected to follow this advice; and
- Immediately on the first day of their return to school, see the Deputy Principal of Year 12 to provide an **Illness/Misadventure Appeal Form** (see **Schedule A**) with supporting documentation.

Do not assume the appeal will be successful.

Students missing any formal examinations (Trial Examinations) due to illness/misadventure will be required to complete a written examination substitute task after completion of appropriate paperwork within the time frame.

Sickness during an examination

Students who are sick DURING an examination MUST notify the examination supervisor who will offer the appropriate assistance and will immediately notify the Deputy Principal of Year 12 or Head Teacher Learning and Wellbeing.

If the student is unwell and unable to proceed with the examination they will be signed out via the school clinic and allowed to go home. The student will be advised to see a doctor immediately.

If the student chooses they can continue with the examination. **No extra time will be given.** They are still advised to obtain a medical certificate.

Please note the provisions for **Extended Leave – Travel** which are outlined on pages 2 (Introduction) and 8 (Absence due to overseas travel).

MACQUARIE FIELDS HIGH SCHOOL ESTIMATION POLICY: HIGHER SCHOOL CERTIFICATE

An estimated result needs to be a Principal decision and needs to be due to exceptional circumstance/s. In some cases of Illness/Misadventure an estimation result may be the recommendation of the Senior Assessment Committee. The determination must be approved by the Principal or their delegate.

THE ESTIMATION PROCESS FOR HSC COURSES AT MACQUARIE FIELDS HIGH SCHOOL

Estimated results at MFHS are:

- Calculated at the completion of the HSC Assessment Schedule for each course.
- Based on being fair and equitable.
- Conducted in the spirit of clarity, collaboration and where possible consistency.
- Based on advice provided by NSW Education Standards Authority (NESA) and Assessment Certification Examination (ACE) Manual.
- Designed to have some consistent principles whilst also allowing for a nuanced (flexible) approach as there are a number of HSC Courses that differ in syllabus design and nature of assessment.
- Based on the fundamental philosophy that the formulated results are generated using reliable information that represents actual performance as opposed to potential performance.
- Calculated electronically using reliable data with a rationale statement to support the calculation process.

THE APPEAL PROCESS FOR ESTIMATION MARK/RANK

Students wanting to make an appeal are required to send *The Student Appeal Against Assessment Process Form* to the Faculty Head Teacher within 7 days of receiving their mark and assessment ranking from the Faculty.

If students have any questions in relation to this process they are asked to communicate their questions to their Year 12 Deputy Principal in writing. Parents must be aware of any of any appeal sign the necessary paperwork and attend meetings to work through the appeal.

SINCE ALL EXAMINATIONS ARE SCHOOL BASED ASSESSMENT TASKS STUDENTS CAN ONLY BE ASSESSED ON ACTUAL PERFORMANCES NOT ON POTENTIAL PERFORMANCE.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Competency Based Assessment

- VET courses including Hospitality-Food & Beverage, Business Services, Sport, Fitness & Recreation and Information & Digital Technology are competency-based courses. In a competency-based course, assessment of competencies is standards-referenced. This means that students are judged against a prescribed standard not against the performance of other students.
- Demonstrating competency means that students can perform the task or show an understanding to the level required by the industry standards.
- When students successfully demonstrate competence against a particular standard they will be judged as 'competent'. There is no pass/fail. Students are either 'competent' or 'not yet competent'.
- The units of competency students achieve will be recognised on a vocational qualification.
- Students are therefore being continually assessed and attendance in each lesson is extremely important.

	<ul style="list-style-type: none"> ▪ Hospitality students will be assessed in every practical lesson. It is expected that students be in full chef uniform and have relevant equipment to complete the practical lesson. Students failing to bring correct equipment will be issued with an 'N' Warning Letter. ▪ If at any time it appears that a student is at risk of being given an N determination in any vocational course, the Principal will follow the same procedure as for any other HSC course. The student will be given written warning in sufficient time to correct any problems regarding the completion of course requirements. ▪ Where a student receives an N determination in a VET course, that course will not appear on the student's record of achievement. No VET Certificate or Statement of Attainment will be issued to students who receive an N determination.
Mandatory Work Placement	<ul style="list-style-type: none"> ▪ Work placement is a mandatory requirement for completion of your VET course. While you can still achieve the qualification for your course, HSC requirements will not be met if you do not complete work placement. ▪ Students who do not complete at least 70 hours of work placement over the two years will not have the course recognised by NESA Teaching and Education Standards. This might mean that students will receive an N award determination for the Preliminary Course or the HSC. ▪ Work placement requires students to participate in relevant industry placement for up to one week of both years. During work placement students are expected to practise and develop the competencies that are part of the course. The teacher and/or workplace supervisor will assess your performance on the job. ▪ A Work Placement Journal is to be completed for each work placement as the assessment task for workplacement. The Journal is to be submitted to the class teacher on return to school as evidence of your workplacement hours. ▪ Work Placement is a privilege offered by employers in the community. Employers are under no obligation to assist in work placement. ▪ Some students have gained employment or improved their employment chances due to work placement. It is expected that students will make the most of the opportunity given to you. ▪ Students who do not undertake Work Placement at the prescribed venue as organised by the school will receive a Non Completion of Work Placement warning letter which will jeopardise the satisfactory requirements for work placement. ▪ Work placement for all VET courses except Sport Coaching will be completed at a venue organised through the school and MWLP. Students wishing to complete mandatory work placement at another workplace venue are to make arrangements with their teacher as soon as possible. ▪ It is the students' responsibility to catch up on missed class work.
Work Placement and assessment tasks in other courses	<ul style="list-style-type: none"> ▪ It is each student's responsibility to submit assessment tasks on time. Negotiation between student and subject teacher / Head Teacher will be required for any assessment tasks scheduled during the work placement week. Students should hand in the completed task before commencing Work Placement. Alternate arrangements for any in-class assessment tasks must also be negotiated with your teacher BEFORE Work Placement. <p>Work Placement is not a reason for non-completion of assessment tasks</p>

SECTION 4 OTHER REQUIREMENTS

RECEIPT FOR ASSESSMENT TASKS	<p>When handing in assessment tasks, students should receive a receipt or complete a sign on process from the teacher/ or faculty head teacher.</p> <p>If a student fails to follow this procedure, for example if the student:</p> <ul style="list-style-type: none"> places the assignment in a receptacle and does not request a receipt; places the assignment on a teacher's table without requesting a receipt; or places the assignment under the staffroom door, <p>then, in the event that the teacher cannot locate the assignment, the student will be considered to have failed to submit that assessment task and a non-completion will be recorded.</p> <p>Faculties that are administering a face to face assessment task should have a sign in process in place.</p>
Late Submission Penalties	<p>Where students do not have a valid reason for not submitting the task on the required date:</p> <ul style="list-style-type: none"> the task will be accepted; feedback provided; and a mark of zero will be awarded. <p>Failure of computer systems or devices is not a valid excuse for extension or non-submission of assessment tasks. Students MUST make back-up copies of files, regularly print out drafts and keep these working drafts. These may be handed in by the due date in the case of a computer system failure.</p>
Assessment Illness / Misadventure	<p>If a student has not completed an assessment by the due date, they must submit what work they have completed by this date. Students can then submit an Illness/Misadventure form (see Schedule A). Except for cases of serious misadventure or illness, applications submitted after the due date of the assessment task will not be considered.</p> <p>Holidays, routine medical or dental appointments, driving tests, part-time work commitments, routine sporting commitments are examples of grounds likely to be unsuccessful when applying for an Illness/Misadventure.</p>
Reporting to Students	<ul style="list-style-type: none"> When assessment tasks are returned to students the class teacher will give students their own mark and ranking for the task. Cumulative progress should be provided. Feedback regarding results of assessment tasks, eg marks, can be sought at the time that the tasks are returned. Marks are recorded on our school markbook. A computer generated calculation is used. <p>Students should not be provided with individualised feedback on drafts once an assessment notification has been issued.</p>
Malpractice	<p>What is malpractice?</p> <ul style="list-style-type: none"> Malpractice is any activity undertaken by a student that allows him/her to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to: Copying someone else's work in part or in whole, and presenting it as one's own Using material directly from books, journals, CDs or the Internet without reference Building on the ideas of another person without reference to the source buying, stealing or borrowing another person's work and presenting it as one's own

	<ul style="list-style-type: none"> ▪ Gaining access to the assessment or examination through stealing or accessing confidential school documents. ▪ Submitting work to which another person, a parent, coach or expert has contributed substantially ▪ Using words, ideas, designs or workmanship of others in practical and performance tasks ▪ Paying someone to write or prepare material ▪ Not making a genuine effort with an assessment task ▪ Contriving false explanations to explain work not handed in by the due date ▪ Assisting another student to engage in malpractice ▪ Improper use of Artificial Intelligence (AI) <p>In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:</p> <ul style="list-style-type: none"> ▪ providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their idea ▪ answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills. <p>Issues of malpractice need to be investigated by the Head Teacher of the respective course, and reported in writing to the Assessment Committee with accompanied documentation.</p> <p>The assessment committee will:</p> <ul style="list-style-type: none"> ▪ Provide the student(s) with an opportunity to address the issue with a support person present ▪ Plan a course of action and communicate this to the student, the student's parents and the head teacher ▪ If the malpractice is proven, the Assessment Committee will consider a zero for that task. In some circumstances, the committee may decide to invoke a penalty appropriate to the seriousness of the offence. Students are made aware that sharing their task with other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero for that task. Students are encouraged not to share the substance of a hand-in task with other students ▪ In cases of proven malpractice, the Principal will impose a penalty after consultation with the Class Teacher, Head Teacher and Assessment Committee <p>NOTE: Language Dictionaries are not to be used for examination style assessment tasks. Use of these will be considered malpractice.</p>
<p style="text-align: center;">USE OF ELECTRONIC TRANSLATORS</p>	<p>Macquarie Fields High School's policy regarding electronic translators is</p> <ul style="list-style-type: none"> ▪ An electronic translator is a device that provides students with a word or words that have the same meaning in the student's first language that this student may not know the meaning of in English. ▪ Students from a language background other than English and who have been in Australia for less than a year may use an electronic translator in class, assessment and examination contexts only when they are studying in Years 7, 8 or 9, 10 or when they are studying a Preliminary course. ▪ Electronic Translators are not permitted in assessment tasks.

SECTION 5 REVIEWS AND APPEAL

What can I appeal?

Appealing a zero determination

In order to appeal a zero determination, an **Illness / Misadventure Appeal Form** (see **Schedule A**) must be completed.

Completed forms need to be submitted to the Deputy Principal for Year 12 within one week of receipt of the relevant written N Determination warning notification.

Documentation to support the request should be attached to the form. Illness/Misadventure applications will require independent evidence such as a medical support document or a police report number. Copies of all appeal forms will be retained for student records. **It should not be assumed that the application will be successful. Please note: Medical certificates and any other independent evidence need to be dated on the same date as the assessment task that was not completed.**

Appealing an individual task

A student may only appeal an individual assessment task if the student feels that a decision applied to their work is not consistent with the school's assessment policy and procedures, as set out in this document.

A student can appeal an individual task by submitting a completed Student Appeal Against Process form (see **Schedule D**) to the Head Teacher of the course **within one week of sitting or submitting the task. An appeal can not be made after receiving marks or feedback for a task.**

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

- the weightings specified by the school in its assessment program conform with the requirements detailed in the syllabus packages;
- the procedures used by the school for determining the assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program, and;
- there are any computational or other clerical errors in the determination of the assessment mark.

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

There can be no appeals in the teachers professional judgment in the awarding of marks.

Appealing assessment rankings

Where possible, all reviews will be resolved within the school. However, provision has been made for subsequent appeals to NESAs. There is no provision for appeal against the marks awarded for individual assessment tasks.

Students can request a review of their assessment ranking if they consider that the school's order-of-merit for a particular course is not consistent with their expectations on the basis of their performance on assessment tasks.

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

- the weightings specified by the school in its assessment program conform with NESA requirements as detailed in the syllabus packages;
- the procedures used by the school for determining the final assessment mark and rank conform with the assessment program set out in this document; and
- there have been any computational or other clerical errors in the determination of the assessment mark or rank.

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

Any student who wants to apply for a assessment ranking review must do so before the NESA cut-off date.

The Deputy Principal Year 12 will inform the student of the outcome of the school review of their assessment rank and advise them of the provision for subsequent appeal to NESA. The advice on this appeal to NESA should include information about grounds for appeal.

For further advice contact the Deputy Principal of Year 12 (Mrs Trieu), Head Teacher Learning and Wellbeing (Miss Bell), a member of the Assessment Committee (Ms Lai) or the Principal.

OTHER APPEALS AVAILABLE TO STUDENTS

'N' determination in one or more courses

- Students can appeal against 'N' determinations in particular courses. In the first instance, students make their appeal, in writing, directly to the school Principal. If the Appeal is not upheld at the school level the student can appeal to NESA. NESA's decision is final.

HSC COURSES ASSESSMENT SCHEDULE 2024 - 2025

Term 4 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
					INDUSTRIAL TECHNOLOGY	PDHPE BUSINESS STUDIES STUDIES OF RELIGION	ECONOMICS LEGAL STUDIES MUSIC	ENGLISH ADV ENGLISH STD ENGLISH STUD	ALL MATHS COURSES	ENGLISH EXT 2 ENGINEERING ENTERPRISE COMPUTING MODERN HISTORY SLR 2UNIT SOCIETY & CULTURE SOFTWARE ENGINEERING CAFS ANCIENT HISTORY PHYSICS DS BIOLOGY DS EARTH & ENVIRONMENTAL SCIENCE DS	
Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
			HISTORY EXT	ENGLISH EXT 1 INDUSTRIAL TECHNOLOGY	BUSINESS STUDIES CHEMISTRY INVESTIGATING SCIENCE SCIENCE EXT SLR 2UNIT PDHPE	FOOD TECHNOLOGY SOCIETY & CULTURE CHEMISTRY VISUAL ARTS LEGAL STUDIES	MUSIC VISUAL ARTS CHEMISTRY MODERN HISTORY	ALL MATHS COURSES	ENGLISH ADV ENGLISH STD ENGLISH STUD	ANCIENT HISTORY CAFS ENGINEERING SLR 2UNIT ECONOMICS BIOLOGY CHEMISTRY EARTH & ENVIRONMENTAL SCIENCE PHYSICS	INVESTIGATING SCIENCE
Term 2 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	ENGLISH EXT 2	ENGLISH EXT 1	INDUSTRIAL TECHNOLOGY BIOLOGY CHEMISTRY	CHEMISTRY EARTH & ENVIRONMENTAL SCIENCE DS PHYSICS STUDIES OF RELIGION	PDHPE HISTORY EXT	BUSINESS STUDIES FOOD TECHNOLOGY PHYSICS SOCIETY AND CULTURE	MUSIC ENGINEERING INVESTIGATING SCIENCE DS SCIENCE EXT ABORIGINAL STUDIES	ALL MATHS COURSES	ENGLISH EXT 2 ENGLISH ADV ENGLISH STD ENGLISH STUD	ANCIENT HISTORY ECONOMICS ENTERPRISE COMPUTING MODERN HISTORY VISUAL ARTS SOFTWARE ENGINEERING LEGAL STUDIES SLR 2UNIT CAFS	
Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Assessment Free	Trial HSC Exam				SCIENCE EXT					

Scope and Sequence: Business Studies Stage 6 – HSC 2024 - 2025 (120 hours)

Term 4											
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
Operations										Marketing	
Operations 25% of indicative time						Overview: Operations: <i>Role, Influences, Processes & Strategies</i> The focus of this topic is the strategies for effective operations management in large businesses. Marketing: <i>Role, Influences, Processes & Strategies</i> The focus of this topic is the main elements involved in the development and implementation of successful marketing strategies.					
Assessment: Task 1 – Week 7 (Multiple choice and short answer test) Operations H1, H2, H3, H4, H5, H6, H8, H9 - 25%											
Term 1											
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
				Task 2							
Marketing								Finance			
Marketing 25% of indicative time						Overview: Marketing: <i>Role, Influences, Processes & Strategies</i> The focus of this topic is the main elements involved in the development and implementation of successful marketing strategies. Finance: <i>Role, Influences, Processes & Strategies</i> The focus of this topic is the role of interpreting financial information in the planning and management of a business.					
Assessment: Task 2 – Week 5 (In-class essay) Marketing H1, H2, H3, H4, H5, H6, H7, H8, H9 - 20%											
Term 2											
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
Reports					Task 3						
Finance								Human Resources			
Finance 25% of indicative time						Overview: Finance: <i>Role, Influences, Processes & Strategies</i> The focus of this topic is the role of interpreting financial information in the planning and management of a business. Human Resources: <i>Role, Influences, Processes, Strategies & Effectiveness</i> The focus of this topic is the contribution of human resource management to business performance.					
Assessment: Task 3 – Week 6 (In-class Business Report) Marketing & Finance H1, H2, H3, H5, H6, H8, H9, H10 - 25%											
Term 3											
Week 1	Week 2		Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
							Reports				
Revision	Revision	HSC Trial Examinations	HSC Trial Examinations	HSC Trial Examinations	Human Resources				Revision	Revision / Graduation / Picnic Day	
Human Resources 25% of indicative time Assessment Task #4 HSC Trial Examinations 30% H 1, H2, H3, H4, H5, H6, H 8, H9, H10						Overview: Human Resources: <i>Role, Influences, Processes, Strategies & Effectiveness</i> The focus of this topic is the contribution of human resource management to business performance.					

BUSINESS STUDIES

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date : Term 4 Week 6 2024 Friday PPD	Date: Term 1 Week 5 2025 Friday PPD	Date: Term 2 Week 6 2025 Friday PPD	Date: Term 3 Weeks 2-4 2025
		Business Report	Business Essay	Multiple Choice and Short Answers	Trial HSC
Knowledge and Understanding of Course Content	40	10	5	10	15
Stimulus-based skills	20	10	0	5	5
Inquiry and Research	20	0	10	5	5
Communication of business information, ideas and issues in appropriate forms	20	5	5	5	5
Total Marks	100	25	20	25	30
Course Outcomes		H1, H2, H3, H4, H5, H6, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H10	H1, H2, H3, H4, H5, H6, H8, H9, H10

Scope and Sequence: CAFS Stage 6 – HSC 2024 - 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	HSC Core: Research Methodology									
	Outcomes: H4.1, H4.2									
	Overview: This module focusses on the processes of inquiry and research, allowing students to pursue an area of interest in an Independent Research Project									
	Assessment #1: Independent Research Project (20%) Week 10, Term 4 (Outcomes: H4.1, H4.2)									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	HSC Core: Groups in Context										
	Outcomes: H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H5.1, H6.2										
	Overview: In this module, students explore FOUR specific groups within the community who may be experiencing inequities by examining the nature of the group, their specific needs and level of access to services.										
	Assessment #2: Groups in Context Research Task (30%) Week 10, Term 1 (Outcomes: H1.1, H2.2, H2.3, H3.1, H3.3, H5.1, H6.2)										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	HSC Core: Parenting and Caring									
	Outcomes: H1.1, H2.1, H2.2, H2.3, H3.2, H3.4, H5.1, H5.2, H6.1									
	Overview: In this module, students develop their understanding of the types of parents and carers and how to best prepare for the role of a parent or carer in order to optimise the wellbeing of a dependant.									
	Assessment #3: Parenting and Caring Extended Response (20%) Week10, Term 2 (Outcomes: H2.1, H2.2, H3.2, H3.4, H5.1, H5.2, H6.1)									

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	HSC Option: Individuals and Work		Trial Examination Period Week 3 and Week 4, Term 3 (30%)		HSC Option: Individuals and Work				Revision	
	Outcomes: H2.2, H2.3, H3.3, H3.4, H5.2, H6.1, H6.2				Outcomes: H2.2, H2.3, H3.3, H3.4, H5.2, H6.1, H6.2					
	Assessment #4: Trial Examination (30%) – Weeks 3 and 4, Term 3 2024				Overview: In this module, students consider how contemporary workplace practices have evolved in response to social changes.					

COMMUNITY and FAMILY STUDIES

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 10 2024	Date: Term 1 Week 10 2025	Date: Term 2 Week 10 2025	Date: Term 3 Weeks 2-4 2025
		Independent Research Project	Groups in Context Research Task	Parenting and Caring Extended Response	Trial HSC Examination
Knowledge and understanding of course content	40	5	10	10	15
Skills in critical thinking, research methodology, analysing and communicating	60	15	20	10	15
Total Marks	100	20	30	20	30
Course Outcomes		H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3, H5.1, H6.2	H2.1, H2.2, H3.2, H3.4, H5.1, H5.2, H6.1	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2

Scope and Sequence: Economics Stage 6 – HSC 2024 - 2025 (120 hours)

Term 4										
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
TOPIC 1 – The Global Economy							TOPIC 2 – Australia in the Global Economy			
Overview: The focus of this study is the operation of the global economy and the impact of globalisation on individual economies.										
Outcomes: H1, H3, H4, H7, H10, H11, H12										
Assessment Task 1: 25% - Short answer questions with calculations on the Global Economy topic										
Term 1										
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
TOPIC 2 – Australia in the Global Economy								TOPIC 3 – Economics Issues		
Overview: The focus of this topic is an examination of Australia's place in the global economy and the effect of changes in the global economy on Australia.										
Outcomes: H1, H2, H3, H4, H7, H10, H12										
Assessment Task 2: 25% - Essay on Australia in the Global Economy – held in hall										
Term 2										
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
TOPIC 3 – Economic Issues								TOPIC 4 – Economic Management		
Overview: The focus of this topic is the nature, causes and consequences of the economic issues and problems that can confront contemporary economies.										
Outcomes: H1, H2, H4, H7, H11										
Assessment Task 3: 20% - Multiple choice questions and calculations on Economic Issues topic – held in hall										
Term 3										
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
TOPIC 4 – Economic Policies and Management								Revision		
Overview: This topic focuses on the aims and operation of economic policies in the Australian economy and hypothetical situations.										
Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H10, H11, H12										
Assessment Task 4: 30% - Trial examination covering all topics										

ECONOMICS

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 7 2024	Date: Term 1 Week 10 2025	Date: Term 2 Week 10 2025	Date: Term 3 Weeks 2-4 2025
		Research and related in short responses	Research, interpretation, application and communication: In class essay	Multiple Choice: analytical and mathematical application	Trial HSC
Knowledge and understanding of course content	40	10	5	15	10
Stimulus based skills	20	5	5	5	5
Inquiry and research	20	5	10	0	5
Communication of economic information, ideas and issues in appropriate forms	20	5	5	0	10
Total Marks	100	25	25	20	30
Course Outcomes		H1, H3, H4, H7, H10, H11, H12	H1, H2, H3, H4, H7, H10, H11, H12	H1, H2, H4, H5, H6, H7, H8, H10	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11, H12

Scope and Sequence: Engineering Studies Stage 6: 2024 - 2025

Term 4 - 10 weeks										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Civil Structures									
Outcomes	H3.1, H5.2, H6.1									
Overview	Mechanics, Materials, Communication (drawing), Historical and Societal Issues, Scope of the Profession related to Civil Structures									
Assessment	Mechanics Investigation and Validation exercise Term 4, Week 10, 2024 25%									

Term 1 - 10 weeks										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Telecommunications									
Outcomes	H2.1, H2.2, H3.3, H4.3, H6.1									
Overview	Electricity/Electronics, Mechanics, Materials, Communication (drawing), Historical and Societal Issues, Scope of the Profession related to Telecommunications									
Assessment	Engineering Report Telecommunication Term 1, Week 10, 2025 30%									

Term 2 - 10 weeks										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Aeronautical Engineering									
Outcomes	H3.1, H3.3									
Overview	Principles of Flight, Mechanics, Materials, Communication (drawing), Historical and Societal Issues, Scope of the Profession related to Aeronautical Engineering									
Assessment	Communication (drawing) Activity Term 2, Week 7, 2025 15%									

Term 3 - 11 weeks											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic	Personal & Public Transport										
Outcomes	H1.1, H1.2, H2.2, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2										
Overview	Electricity/Electronics, Mechanics, Materials, Communication (drawing), Historical and Societal Issues, Scope of the Profession related to Personal & Public Transport										
Assessment	Trial HSC Examination Term 3, Exam Period, 2025 30%										

ENGINEERING STUDIES

Components (syllabus)	Weighting % (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term 4 2024 Week 10	Term 1 2025 Week 10	Term 2 2025 Week 7	Term 3 2025 Exam Period
		Validation Task Civil Structures	Engineering Report Telecommunications	Drawing Activity	Trial HSC Exam
Knowledge and understand of engineering principles and developments in technology	30	5	10	5	10
Understanding the scope and role of engineering including management and problem solving	30	5	10	5	10
Skills in research, problem solving and communication related to Engineering	40	15	10	5	10
TOTAL %	100	25	30	15	30
Outcomes		H3.1, H5.2, H6.1	H2.1, H2.2, H3.3, H4.3, H6.1	H3.1, H3.3	H1.1, H1.2, H2.2, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2

Scope and Sequence: English Advanced Stage 6 – HSC 2024 - 2025

English Advanced Stage 6 HSC 2021-2025												
Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
		Common Module: Texts and Human Experiences (30 hours) Students deepen their understanding of how texts represent individual and collective human experiences. Students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.										
		Prescribed text: Rosemary Dobson Collected, University of Queensland Press, 2012, ISBN: 9780702239113 (p) 'Young Girl at a Window', 'Over the Hill', 'Summer's End', 'The Conversation', 'Cock Crow', 'Amy Caroline', 'Canberra Morning'. Plus ONE related text.							Assessment Task 1: Multimodal Presentation 25% EA12-1, EA12-3, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9			
		Module C: The Craft of Writing (10 hours) Students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas with power and precision. Prescribed texts for Module C TBC										
		Class tasks: Writing poetry and analysing poetry – differentiated for classes & research and collection of related materials for the Common module										
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
		Module A: Textual Conversations (30 hours) Students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts. By comparing two texts students understand how composers are influenced by other texts, contexts and values, and how this shapes meaning. Class writing task linking modules A and C – speech writing for King Richard III in contemporary times.							Module B: Critical Study of Literature (30 hours) Introduce prescribed text for Module B			
		Prescribed texts: <i>William Shakespeare, King Richard III</i> & film by Al Pacino <i>Looking for Richard</i>								Assessment Task 2 Extended analytical response 25% EA12-1, EA12-3, EA12-6, EA 12-7, EA 12-8		

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module B: Critical Study of Literature (continued) Students develop detailed analytical and critical knowledge, understanding and appreciation of a substantial literary text.								Module C: The Craft of Writing	
	Prescribed text: <i>Charles Dickens Great Expectations</i>				Class task: Critical response on Module B prescribed text				Revisit Common module and Module A texts Class task: personal responses	
	Module C: The Craft of Writing (10 hours) Students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision.									
	Module C Prescribed texts for Module C TBC								Assessment Task 3 Extended analytical response 25% EA12-1, EA12-3, EA12-5, EA12-8,	
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module C (continued)	Reflection of progress so far. Revision.	Assessment Task 4 Trial Examinations 25% EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9		Module C: Responding creatively and analytically to texts			Revision		

ENGLISH – ADVANCED

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 8 2024	Date: Term 1 Week 9 2025	Date: Term 2 Week 9 2025	Date: Term 3 Weeks 2-4 2025
		Common Module Texts and Human Experiences <i>Multimodal presentation including related material</i> Common Module (15%) Module C <i>Craft of Writing (10%)</i>	Module A Textual Conversations <i>Extended analytical response</i>	Module B Critical Study of Literature <i>Extended analytical response</i>	Trial HSC Examination <i>Common Module</i> <i>Module A</i> <i>Module B</i> <i>Module C</i>
Knowledge and understanding of course content	50	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	10	15	10
Total Marks	100	25	25	25	25
Course Outcomes (Assessed outcomes in bold)		EA12-1 , EA12-2, EA12-3 , EA12-4, EA12-5 , EA12-6, EA12-7, EA12-8, EA12-9	EA12-1 , EA12-2, EA12-3 , EA12-4, EA12-5 , EA12-6, EA12-7, EA12-8, EA12-9	EA12-1 , EA12-3 , EA12-4, EA12-5, EA12-6 , EA12-7, EA12-8	EA12-1 , EA12-2, EA12-3 , EA12-4, EA12-5 , EA12-7, EA12-8

Scope and Sequence: English Extension 1 Stage 6 – HSC 2024 - 2025

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<i>Literary Worlds</i> Common module (15–20 hours)	Students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. They deepen their understanding of how texts construct private, public and imaginary worlds that can explore new horizons and offer new insights.				Elective (40–45 hours)					
Course requirements	A range of short texts across various modes							Prescribed Text TBC		

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Elective continued	Students explore and examine textual representations of how individuals and communities express connections to notions of ‘homelands’, place and culture, as well as connections with others in an increasingly complex world.										
Course requirements	Prescribed texts and related material										
Assessment	Week 4 – Assessment Task 1 Imaginative response and reflection 30%										
Course Outcomes	EE12-2, EE12-3, EE12-4, EE12-5										

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Elective continued	Students explore and examine textual representations of how individuals and communities express connections to notions of ‘homelands’, place and culture, as well as connections with others in an increasingly complex world.									
Course requirements	Prescribed texts and related material									
Assessment	Week 2 – Assessment Task 2 Critical response with related text 40%									
Course Outcomes	EE12-2, EE12-3, EE12-4, EE12-5									

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Elective continued	Students explore and examine textual representations of how individuals and communities express connections to notions of ‘homelands’, place and culture, as well as connections with others in an increasingly complex world.									
Course requirements	Prescribed texts and related material									
Assessment	Weeks 3 and 4 – Assessment Task 3 Trial Examination 30%									
Course Outcomes	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5									

ENGLISH EXTENSION 1

Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 1 Week 4 2025	Date: Term 2 Week 2 2025	Date: Term 3 Weeks 2-4 2025
		Imaginative response and reflection	Critical response with related text	Trial HSC Examination
Knowledge and understanding of complex texts and of how and why they are valued	50	15	20	15
Skills in complex analysis, sustained composition and independent investigation	50	15	20	15
Total Marks	100	30	40	30
Course Outcomes (Assessed outcomes in bold)		<i>EE12-1, EE12-2, EE12-3, EE12-4, EE12-5</i>	<i>EE12-1, EE12-2, EE12-3, EE12-4, EE12-5</i>	<i>EE12-1, EE12-2, EE12-3, EE12-4, EE12-5</i>

Scope and Sequence: English Extension 2 Stage 6 – HSC 2024 - 2025

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Research and Development of Project	<ul style="list-style-type: none"> Students engage with the activities in Extension 2 Booklet. State Library Visit Mock Viva-Voce 									
Assessment	Viva Voce (including written proposal) 30% Week 10 EEX12-1, EEX12-4 EEX 12-5									

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
READER Program	Research – A focus on the refinement and extension of the research which has shaped the project. Any new insights can be reflected in the editing of the major work. Exposure – Engaging with literature in the students chosen form, or relevant literature podcasts, as a means to stimulate creativity. Students can use activities in Ext 2 booklet to focus their reading or listening.									
Assessment	Literature Review 40% Week 1 EEX 12-1, EEX 12-2, EEX 12-3, EEX 12-4								Critique of the Creative Process 30% Week 9 EEX12-2, EEX12-3, EEX12-5	

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
READER Program and drafting	Analysis – Students engage in writing activities aimed at shaping their analysis skills. The focus of this should be to develop the writing of the reflection statement. Draft – Students work on drafting major work, usually with a focus on particular sections, which can be later mapped together. Edit – Edit drafted sections of work, usually a peer to peer or teacher peer discussion. Rewrite - Use discussion from edits to rewrite sections of the major work.									
Assessment	Upload major work to NESA website									

ENGLISH EXTENSION 2

Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 4 Week 10 2024	Date: Term 2 Week 1 2025	Date: Term 2 Week 9 2025
		Viva Voce (including written proposal)	Literature review	Critique of the creative process
Skills in extensive independent research	50	15	20	15
Skills in sustained composition	50	15	20	15
Total Marks	100	30	40	30
Course Outcomes (Assessed outcomes in bold)		EEX12-1, EEX12-3, EEX12-4 EEX 12-5	EEX 12-1, EEX 12-2, EEX 12-3, EEX 12-4, EEX 12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-5

Scope and Sequence: English Standard Stage 6 – HSC 2024 - 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 4	Common Module: Texts and Human Experiences (30 hours) Students deepen their understanding of how texts represent individual and collective human experiences.										
	Prescribed text: <i>Billy Elliot</i> , Stephen Daldry and related texts.						Assessment Task 1: Multimodal Presentation 25% EN12-1, EN12-3, EN12-5, EN12-6, EN12-7, EN12-9				
	Module C: The Craft of Writing (10 hours) Students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision. Module C Prescribed text 1: TBC										
	Class tasks: Writing responses to the film, differentiated for classes & research and collection of related materials for the Common module										
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Module A: Language, Identity and Culture (30 hours) Students explore, analyse and assess the ways in which meaning about individual and community identity, as well as cultural perspectives, is shaped in and through texts.								Module B: Close Study of Literature (30 hours) Introduce the novel for Module B		
	Prescribed text: Cobby Eckermann, Ali, Inside my Mother, Giramondo Publishing, 2015, ISBN: 9781922146885 (p) ‘Trance’, ‘Unearth’, ‘Oombulgarri’, ‘Eyes’, ‘Leaves’, ‘Key’								Assessment Task 2 Mod A Extended analytical response 25% EN12-1, EN12- 3, EN12-6		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Module B: Close Study of Literature (continued) Students engage in the extensive exploration and interpretation of the text and the ways composers portray people, ideas, settings and situations.								Module C: The Craft of Writing (10 hours)	
	Prescribed text: <i>Novel</i> Haddon, Mark, <i>The Curious Incident of the Dog in the Night-time</i> , Red Fox/Random House, 2014, ISBN: 9781782953463								Revisit Common Module and Module A texts	
	Module C: The Craft of Writing (10 hours) Students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision.									
	Module C Prescribed texts: TBC								Assessment Task 3 Extended analytical response 25% EN12-1, EN12-3, EN-4, EN12-5,	
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module C (continued)	Reflection of progress so far. Revision.	Assessment Task 4 Trial Examinations 25% EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8		Module C: Responding creatively and analytically to texts			Revision		

ENGLISH – STANDARD

Scope and Sequence: English Standard Stage 6 – HSC 2023 - 2024Syllabus Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 8 2024	Date: Term 1 Week 9 2025	Date: Term 2 Week 9 2025	Date: Term 3 Weeks 2 - 4 2025
		<i>Common Module Texts and Human Experiences</i> <i>(Multimodal presentation including related material)</i> <i>Common Module (15%)</i> <i>Module C Craft of Writing (10%)</i>	<i>Module A Language, Identity and Culture</i> <i>Extended analytical response</i>	<i>Module B Close Study of Literature</i> <i>Extended analytical response</i>	Trial HSC Examination <i>Common Module</i> <i>Module A</i> <i>Module B</i> <i>Module C</i>
Knowledge and understanding of course content	50	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	10	15	10
Total Marks	100	25	25	25	25
Course Outcomes (Assessed outcomes in bold)		EN12-1 , EN12-2, EN12-4, EN12-3 , EN12-5 , EN12-6, EN12-7, EN12-8, EN12-9	EN12-1 , EN12-2, EN12- 4, EN12-3 , EN12-5 , EN12-6, EN12-7, EN12- 8, EN12-9	EN12-1 , EN12-2, EN12- 3 , EN12-4, EN12-5, EN12-6 , EN12-7, EN12-8, EN12-9	EN12-1 , EN12-2, EN12-3 , EN12-4, EN12-5

Scope and Sequence: English Studies Stage 6 – HSC 2024 - 2025

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Common Module: Texts and Human Experiences (30 hours) Students deepen their understanding of how texts represent individual and collective human experiences.										
	Prescribed text: <i>Billy Elliot</i> , Stephen Daldry and related text:							Assessment Task 1: Multimodal presentation Common Module 20% ES12-3, ES12-5, ES12-9			
	Class tasks: Writing guided responses to teacher selected extracts from the film, practice writing about related materials for the Common module										
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Weeks 10	Week 11
	Module Study (30 hours) Students complete an additional 2–4 modules from the elective modules provided (1 may be school-designed), considering factors such as students’ needs, interests, abilities, choices of other Year 11 and Year 12 courses, career aspirations and personal circumstances										
	Texts: To be confirmed								Assessment Task 2 Elective Module 20% ES12-1, ES12-3, ES12-6		
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Module Study (24 hours) (Continued)								Assessment Task 3 Course Portfolio 40% ES12-1 ES12-3, ES12-5, ES12-8-9		
	Texts: TBC										
Term 3	Revision: Texts and Human Experiences	Revision: Texts and Human Experiences	Assessment Task 4 Trial Examinations 20% ES12-1, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10		Module study - revision						

ENGLISH - STUDIES

Syllabus Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 8 2024	Date: Term 1 Week 9 2025	Date: Term 2 Week 9 2025	Date: Term 3 Weeks 2 - 4 2025
		Common Module Texts and Human Experiences (including related material) Multimodal presentation	Elective Module 1	Course Portfolio	Trial HSC Examination
Knowledge and understanding of course content	50	10	10	20	10
Skills in: <ul style="list-style-type: none"> Comprehending texts Communicating ideas Using language accurately, appropriately and effectively 	50	10	10	20	10
Total Marks	100	20	20	40	20
Course Outcomes (Assessed outcomes in bold)		ES12-1, ES12-2, ES12-3 , ES12-5 , ES12-7, ES12-9	ES12-1 , ES12-3 , ES12-4, ES12-6 , ES12-7, ES12-8	ES12-1 , ES12-2, ES12-3 , ES12-4, ES12-5 , ES12-8-9	ES12-1 , ES12-2, ES12-3 , ES12-4 , ES12-5 , ES12-7 , ES12-10

Scope and Sequence: Enterprise Computing Stage 6: 2024 – 2025

Term 4 - 10 Weeks												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
Topic	Data Science								Data Visualisation			
Outcomes	EC-12-02, EC-12-03, EC-12-04, EC-12-05								EC-12-02, EC-12-04, EC-12-05, EC-12-07			
Overview	This unit introduces students to intelligent systems and their data. Students investigate the applications utilised in expert systems and the factors that have allowed them to advance.											
Assessment	Data Science Project (30%)											
Term 1 - 10 Weeks												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
Topic	Data Visualisation						Intelligent Systems					
Outcomes	EC-12-02, EC-12-04, EC-12-05, EC-12-07						EC-12-02, EC-12-04, EC-12-05, EC-12-06, EC-12-07					
Overview	This unit introduces students to the principles of systems and their data. Students analyse and evaluate enterprise computing systems, describing them and breaking them down into their subsystems, processes and data.											
Assessment	Enterprise Project (40%)											
Term 2 - 10 Weeks												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
Topic	Intelligent Systems			Enterprise Project								
Outcomes	EC-12-02, EC-12-04, EC-12-05, EC-12-06, EC-12-07			EC-12-01, EC-12-02, EC-12-03, EC-12-04, EC-12-05, EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10, EC-12-11								
Overview	This unit introduces students to the principles of systems and their data.											
Assessment	Enterprise Project (40%)											
Term 3 - 10 Weeks												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
Topic	Revision and Trials Examination											
Outcomes	EC-12-01, EC-12-02, EC-12-03, EC-12-04, EC-12-05, EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10, EC-12-11											
Overview	Revision of all concepts											
Assessment	Online Formal Examination (30%)											

ENTERPRISE COMPUTING

Course Components	Weighting %	Task 1	Task 2	Task 2
		Term 4 2024 Week 10	Term 2 2025 Week 10	Term 3 2025 Weeks 4-5
		Data Science	Enterprise Project	HSC Trial online examination
Knowledge and understanding of course content	50	15	20	15
Knowledge and skills in the practical application of the content	50	15	20	15
TOTAL MARKS	100	30	40	30
Course Outcomes		EC-12-02, EC-12-03, EC-12-04, EC-12-05	EC-12-01, EC-12-02, EC-12-03, EC-12-04, EC-12-05, EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10, EC-12-11	EC-12-01, EC-12-02, EC-12-03, EC-12-04, EC-12-05, EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10, EC-12-11

Scope and Sequence: Food Technology Stage 6: 2024 - 2025

Term 4 - 10 weeks 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	The Australian Food Industry										
Topic	Examines the nature and extent of the Australian food industry										
Outcomes	H1.2, H1.4, H3.1										
Assessment	Formative assessment.										
Overview	The Australian Food Industry and all its sectors										

Term 1 - 11 weeks 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Food Manufacture										
Topic	A knowledge and understanding of food manufacturing processes										
Outcomes	H1.1, H4.2										
Assessment	Food Manufacture due – 40%										
Overview	Food manufacture informs choices and responsible patterns of consumption										

Term 2 - 10 weeks 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Food Product Development									
Topic	Is an integrated system involving expertise in the fields of marketing and manufacture.									
Outcomes	H1.3, H4.1									
Assessment	Food Product Development due – 40%									
Overview	The food product development process applies knowledge and skills developed through study of a range of areas, including nutrition, food properties and food manufacture.									

Term 3 - 10 weeks 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Contemporary Nutrition Issues									
Topic	The decisions people make have social, economic, health and environmental consequences									
Outcomes	H2.1, H3.2, H5.1									
Assessment	Formative Assessment and Trial HSC Examination – 20%									
Overview	Raising, investigating and debating contemporary nutrition issues enable individuals to make informed decisions and respond appropriately.									

FOOD TECHNOLOGY

Course Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 1 Week 6 2025	Date: Term 2 Week 5 2025	Date: Term 3 Weeks 3-4 2025
		Food Manufacture	Food Product Development	Trial Exam
Knowledge and understanding of course content	40	20	10	10
Knowledge and skills in designing, researching, analysing and evaluating	30	10	10	10
Skills in experimenting with and preparing food by applying theoretical concepts	30	10	20	0
Total Marks	100	30	40	20
Course Outcomes		H1.1, H3.1, H4.2, H5.1	H1.3, H3.2, H4.1, H5.1,	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H3.2, H4.1, H4.2, H5.1

Stage 6 Scope and Sequence: Ancient History - 2024 - 2025

Term 4	YEAR 12 ANCIENT HISTORY									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Ancient Societies - Option G: Spartan society to the Battle of Leuctra 371 BC									
	<p>Overview: Through an investigation of key features of Spartan society to the Battle of Leuctra 371 BC, and their interrelated nature, students examine a range of archaeological and written sources and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.</p> <p>Outcomes: AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9</p> <p>Assessment Task 1 (Weighting 25%): Research/Structured Response: Spartan Society AH12-1, AH12-2, AH12-8, AH12-9</p>									

Term 1	YEAR 12 ANCIENT HISTORY										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Core Study: Cities of Vesuvius – Pompeii and Herculaneum										
	<p>Overview: Students investigate the range and nature of archaeological and written sources for the study of the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past.</p> <p>Outcomes: AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9, AH12-10</p> <p>Assessment Task 2 (Weighing 20%): Skills-Based Topic Test: Cities of Vesuvius-Pompeii and Herculaneum AH12-4, AH12-5, AH12-6, AH12-7, AH12-10</p>										

Term 2	YEAR 12 ANCIENT HISTORY									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Historical Period - Option B: New Kingdom Egypt from Amenhotep III to the Death of Ramesses II									
	<p>Overview: Through an investigation of the archaeological and written sources, students examine the nature of power and authority, significant developments that shaped the historical period and relevant historiographical issues.</p> <p>Outcomes: AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9</p> <p>Assessment Task 3 (Weighting 25%): Historical Analysis Extended Response: New Kingdom Egypt Amenhotep III-Ramesses II AH12-2, AH12-3, AH12-4, AH12-7, AH12-9</p>									

Term 3	YEAR 12 ANCIENT HISTORY									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Personality: Option B Akhenaten		TRIAL EXAMINATION		Personality: Option B Akhenaten					
	<p>Overview: Students develop an understanding of Akhenaten in the context of his time, through a range of archaeological and written sources and relevant historiographical issues.</p> <p>Outcomes: AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9</p> <p>Assessment Task 4 (Weighting 30%): Trial HSC Examination AH12-2, AH12-4, AH12-6, AH12-9</p>									

HISTORY - ANCIENT

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 10 2024	Term 1 Week 10 2025	Term 2 Week 10 2025	Term 3 Week 2-4 2025
		Research/Structured Response: Spartan Society	Skills-Based Topic Test: Cities of Vesuvius-Pompeii and Herculaneum	Historical Analysis Extended Response: New Kingdom Egypt	Trial HSC
Knowledge and understanding of course content	40	5	5	10	20
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	5	5
Historical inquiry and research	20	10	5	5	0
Communication of historical understanding in appropriate forms	20	5	5	5	5
Total Marks	100	25	20	25	30
Course Outcomes		AH12-1, AH12-2, AH12-8, AH12-9	AH12-4, AH12-5, AH12-6, AH12-7, AH12-10	AH12-2, AH12-3, AH12-4, AH12-7, AH12-9	AH12-2, AH12-4, AH12-6, AH12-9

Scope and Sequence: Modern History Stage 6 – HSC 2024 - 2025

Term 4	YEAR 12 MODERN HISTORY									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Core Study: Power and Authority in the Modern World 1919–1946									
	<p>Overview: Through a focus on the nature of power and authority 1919–1946, and a broader transnational perspective, students investigate the rise of fascist, totalitarian and militarist movements after World War I; what drew people to these movements; the regimes that emerged and ongoing international efforts to achieve collective security.</p> <p>Outcomes: MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9</p> <p>Assessment Task 1 (Weighting 25%): Power and Authority Research Based Topic Test MH12-1, MH12-3, MH12-5, MH12-6</p>									

Term 1	YEAR 12 MODERN HISTORY										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	National Study-Option G.USA 1919–1941										
	<p>Overview: Students investigate key features of the history of the USA 1919–1941. The Historical concepts and skills content is to be integrated as appropriate.</p> <p>Outcomes: MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9</p> <p>Assessment Task 2 (Weighting 20%): USA Historical Analysis Essay MH12-2, MH12-3, MH12-7, MH12-9</p>										

Term 2	YEAR 12 MODERN HISTORY									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Peace and Conflict-Option A: Conflict in Indochina 1954–1979									
	<p>Overview: Students investigate key features in the history of the conflict in Indochina 1954–1979. The Historical concepts and skills content is to be integrated as appropriate.</p> <p>Outcomes: MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9</p> <p>Assessment Task 3 (Weighting 25%): Indochina Topic Test MH12-5, MH12-7, MH12-8, MH12-9</p>									

Term 3	YEAR 12 MODERN HISTORY									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Change in the Modern World		TRIAL EXAMINATION		Change in the Modern World- F. Apartheid in South Africa 1960–1994.					
	<p>Overview: Students investigate key features of apartheid in South Africa 1960–1994. The Historical concepts and skills content is to be integrated as appropriate.</p> <p>Outcomes: MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9</p> <p>Assessment Task 4 (Weighting 30%): Trial HSC Examination MH12-2, MH12-4, MH12-6, MH12-9</p>									

HISTORY - MODERN

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 10 2024	Term 1 Week 7 2025	Term 2 Week 10 2025	Term 3 Week 2-4 2025
		Power and Authority Research Based Topic Test	USA Historical Analysis Essay	Indochina Topic Test	Trial HSC
Knowledge and understanding of course content	40	5	5	10	20
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	5	5
Historical inquiry and research	20	10	5	5	0
Communication of historical understanding in appropriate forms	20	5	5	5	5
Total Marks	100	25	20	25	30
Course Outcomes		MH12-1, MH12-3, MH12-5, MH12-6,	MH12-2, MH12-3, MH12-7, MH12-9	MH12-5, MH12-7, MH12-8, MH12-9	MH12-2, MH12-4, MH12-6, MH12-9

Scope and Sequence: History Extension Stage 6 – HSC 2024 – 2025

Term 4	YEAR 12 HISTORY EXTENSION										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Constructing History – Key Questions				History Project			Constructing History – Key Questions			
	Overview: Four key questions provide a framework for investigating the construction of history with a focus on historiography. Students applying significant historiographical ideas and methodologies, which have evolved over time, to the investigation of these key questions. Outcomes: HE12-1, HE12-2, HE12-3, HE12-4				Overview: Students will undertake an individual investigative project, focusing on an area of changing historical interpretation. Outcomes: HE12-1, HE12-2, HE12-3, HE12-4			Outcomes: HE12-1, HE12-2, HE12-3, HE12-4			
Term 1	YEAR 12 HISTORY EXTENSION										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	History Project				Constructing History – Key Questions						
	Assessment Task 1 (Weighting 30%): History Project – Historical Process (Week 3) HE12-1, HE12-2, HE12-3, HE12-4				Outcomes: HE12-1, HE12-2, HE12-3, HE12-4						
Term 2	YEAR 12 HISTORY EXTENSION										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	History Project					Constructing History – Key Questions		Constructing History – Case Study: JFK			
	Assessment Task 2 (Weighting 40%): HISTORY PROJECT (Week 5) HE12-1, HE12-2, HE12-3, HE12-4					Outcomes: HE12-1, HE12-2, HE12-3, HE12-4		Overview: Students develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study, with reference to THREE identified areas of debate and the key questions above.			
Term 3	YEAR 12 HISTORY EXTENSION										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Constructing History – Case Study: JFK		TRIAL EXAMINATION			Constructing History – Case Study: JFK					
	Outcomes: HE12-1, HE12-2, HE12-3, HE12-4		Assessment Task 3 (Weighting 30%): Trial Examination (Week 3 - 4) HE12-1, HE12-2, HE12-3, HE12-4			Outcomes: HE12-1, HE12-2, HE12-3, HE12-4					

HISTORY EXTENSION

Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 3 2025	Term 2 Week 5 2025	Term 3 Week 2-4 2025
		HISTORY PROJECT – Historical Process	HISTORY PROJECT - Essay	TRIAL HSC
Knowledge and understanding of significant historical ideas and process	40	10	10	20
Skills in designing, undertaking and communicating historical inquiry and analysis	60	20	30	10
Total Marks	100	30	40	30
Course Outcomes		HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4

Scope and Sequence: INDUSTRIAL TECHNOLOGY Stage 6 – HSC 2024 - 2025

Term 4 - 10 weeks											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Topic	Project design and development - joinery theory						Practice joinery - Industry Study - associated theory				
Outcomes	H3.1, H3.2, H3.3, H4.2, H4.3, H5.2,						H4.1, H2.1, H1.1, H1.2, H1.3, H7.1, H7.2				
Overview	Students conduct detailed research and prepare first 40 pages of folio, detailing all aspects of project design and produce finished drawing of project. Presentation to class including maquette week 7						Students produce practice joinery on scrap in preparation for the arrival of their project timber. These are kept for marking.				
Assessment	Task 1 - Project presentation 25% due week 7, detailing design concept, evaluation and research, costing and presentation of Major project plans										
Term 1 - 11 Weeks											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic	Develop major project - Industry Study assessment task - associated theory										
Outcomes	H1.1, H1.2, H1.3, H7.1, H7.2 - H2.1, H3.3, H4.1, H4.3, H5.1, H6.1, H6.2,						H2.1, H3.3, H4.1, H4.3, H5.1, H6.1, H6.2,				
Overview	Students commence work on major project (60% of class time,) prepare for industry study validation task (40% of class time)						Students work to produce major project				
Assessment	Task 2 - knowledge validation - industry study week __ - in-class written tests										
Term 2 - 10 Weeks											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Topic	Develop major project and finish by Term 3, week 1, day 1										
Outcomes	H2.1, H3.3, H4.1, H4.3, H5.1, H6.1, H6.2,										
Overview	Students work to produce major project										
Assessment	Students work to produce finished item and presentation to class first lesson of term 4										
Term 3 - 10 Weeks											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Topic	Finalise folio and exam preparation			Exam Period			Revision and HSC preparation				
Outcomes	H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.2, H6.1, H6.2			H1.1, H1.2, H1.3, H3.1, H3.2, H3.3, , H4.2, H4.3, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2			H1.1, H1.2, H1.3, H3.1, H3.2, H3.3, , H4.2, H4.3, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2				
Overview	Students finalise MDP folio			Trial HSC exam			Students practice for HSC examination				
Assessment	Task 3 - Week 1 - presentation of final project and --discussion??-- of issues encountered in applying finish Task 4 - Formal Examination (HSC Trials)										

INDUSTRIAL TECHNOLOGY

Components (syllabus)	Weighting % (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Project development presentation	Industry study validation	Evaluation of finished item and issues encountered	Trial HSC Exam
		Term 4 Week 6-7 2024	Term 1 Week 6 2025	Term 3 Week 1 2025	Term 3 Weeks 2 - 4 2025
	Outcomes	H3.1, H3.2, H3.3, H4.2, H4.3, H5.2	H1.1, H1.2, H1.3, H7.1, H7.2	H2.1, H3.3, H4.1, H4.3, H5.1, H6.1, H6.2,	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2
Knowledge and understanding of course content	40		15		25
Knowledge and skills in the design, management, communication and production of a major project	60	30		25	5
TOTAL %	100	30	15	25	30

Scope and Sequence: Legal Studies Stage 6 – HSC 2024 - 2025

Term 4	YEAR 12 LEGAL STUDIES										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Part I of the Core: Crime										
	Nature of Crime		Criminal Investigation Process			Criminal Trial Process			Sentencing and Punishment		
	<p>Overview: Through the use of a range of contemporary examples, students investigate criminal law, processes and institutions and the tension between community interests and individual rights and freedoms.</p> <p>Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10</p> <p>Assessment Task 1 (Weighting 20%): CRIME In class examination H1, H3, H4, H6</p>										

Term 1	YEAR 12 LEGAL STUDIES										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Part I of the Core: Crime		Part II of the Core: Human Rights								
	Young Offenders		Nature and Development of Human Rights		Promoting and Enforcing Human rights			Contemporary Human Rights issues / International Crime			
			<p>Overview: Through the use of a range of contemporary examples, students investigate the notion of human rights and assess the extent to which legal systems embody such human rights and promote them in practice.</p> <p>Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10</p> <p>Assessment Task 2 (Weighting 25%): Human Rights Topic Test H2, H5, H6, H7</p>								

Term 2	YEAR 12 LEGAL STUDIES										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Part III Option: Family Law							Part III Option: Indigenous Peoples			
	<p>Overview: Through the use of contemporary examples, students investigate the legal nature of family relationships and the effectiveness of the law in achieving justice.</p> <p>Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10</p> <p>Assessment Task 3 (Weighting 25%): Family Law research task and in class essay (Term 2 Week 10) H6, H8, H9, H10</p>										

Term 3	YEAR 12 LEGAL STUDIES										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Indigenous Peoples		Trial Examinations		Indigenous Peoples		Revision				
	<p>Overview: Through the use of contemporary examples, students investigate the effectiveness of legal and non-legal processes in achieving justice for indigenous peoples globally.</p> <p>Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10</p> <p>Assessment Task 4 (Weighting 30%): Trial Examination H2, H3, H6, H9</p>										

LEGAL STUDIES

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date : Term 4 Week 7 2024	Date: Term 1 Week 6 2025	Date: Term 2 Week 10 2025	Date: Term 3 Weeks 2-4 2025
		CRIME In Class Examination	HUMAN RIGHTS Topic Test	Research and Extended Response FAMILY LAW	Trial HSC
Knowledge and Understanding of course content	40	10	10	5	15
Analysis and evaluation	20	0	10	0	10
Inquiry and research	20	5	0	15	0
Communication of legal information, issues and ideas in appropriate forms	20	5	5	5	5
Total Marks	100	20	25	25	30
Course Outcomes		H1, H3, H4, H6	H2, H5, H6, H7	H6, H8, H9, H10	H2, H3, H6, H9

Year 12 Mathematics School-based Assessment Requirements

The assessment program for Higher School Certificate Mathematics will involve both informal and formal practice. Informal assessment will be used to provide feedback to students as they engage in the learning cycle so that they are consistently informed about how to improve their learning. Formal assessment will be used to gather evidence about student achievement of syllabus outcomes and will include tests and a written formal examination that is completed during an examination period and under supervised examination conditions. The evidence gathered through formal assessment will assist teachers in reporting on student achievement and form the basis for grading or ranking.

All tasks are subject to the following mandatory components and weightings.

Component	Weighting %
Understanding, Fluency and communicating	50
Problem Solving, Reasoning and Justification	50
	100

The Year 12 formal school-based assessment program will reflect the following requirements:

- four assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%.

Information about assignment or investigation-style tasks in Mathematics

An assignment or investigation-style task should provide opportunities to gather evidence about the:

- achievement of a range of outcomes
- demonstration of knowledge and skills in different ways to the HSC examinations.

An assignment or investigation-style task provides application and modelling opportunities.

The following examples provide some approaches to task types:

- an investigative project or assignment involving presentation of work in class
- an independently chosen project or investigation
- scaffolded learning tasks culminating in an open-ended or modelling style problem
- a guided investigation or research task involving collection of data and analysis.

Assessment Schedules

Up to 20% of the internal assessment mark submitted to NESA for Mathematics course may be based on the Year 11 (Preliminary) course.

Scope and Sequence: Extension 2 Mathematics Stage 6 – HSC 2024 - 2025

Term 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Complex Numbers N1.1, N1.2, N2.1 & N2.2									
MEX12-1, MEX12-4, MEX12-7, MEX12-8									
Arithmetic of complex numbers, quadratic equations, The Argand diagram, Modulus-argument form, vectors and the complex plane, curves and regions in the Argand diagram, polynomials and complex numbers, Powers of complex numbers, trigonometric identities, roots of complex numbers,									
							Class Test 20% (MEX12-1, MEX12-4, MEX12-7, MEX12-8)		

Term 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Complex Numbers N1.1, N1.2, N2.1 & N2.2		Proof P1 & P2						Integration C1		
MEX12-1, MEX12-4, MEX12-7, MEX12-8		MEX12-1, MEX12-2, MEX12-7, MEX12-8						MEX12-1, MEX12-5, MEX12-7,		
Exponential form: Euler's formula, Applications of exponential form		The language of proof, number proofs, proof by contraposition and by contradiction, algebraic inequalities, induction, inequalities in geometry and calculus						The standard integrals, algebraic manipulation, substitution, partial fractions, denominators with quadratics		
							Research 30% (MEX 12-1, MEX 12-4, MEX 12-5, MEX12-7, MEX12-8)			

Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Integration C1			Vectors V1						
MEX12-1, MEX12-5, MEX12-7, MEX12-8			MEX12-3, MEX12-7, MEX12-8						
Integral by parts, trigonometric integrals, reduction formulae, miscellaneous integrals			Coordinates in three dimensions, vectors in three dimensions, the dot products, applications of the dot product, vector proofs in geometry, the vector equation of a line, vectors equations of circles, spheres and planes						
			Class Test 20% (MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-7, MEX12-8)						

Term 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Revision	Trials 30% (MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-7, MEX12-8)			Mechanics M1					
				MEX12-6, MEX12-7, MEX12-8					
				Forces and accelerations, simple harmonic motion and time, simple harmonic motion and displacement, horizontal resisted motion, vertical resisted motion, projectile motion					

MATHEMATICS EXTENSION 2

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 9 2024	Date: Term 1 Week 8 2025	Date: Term 2 Week 8 2025	Date: Term 3 Weeks 2-4 2025
		In class open-book Test	In class open-book Test	In class open-book Test	Trial HSC Examination
Understanding, Fluency and communication	50	10	15	10	15
Problem Solving, Reasoning and Justification	50	10	15	10	15
Total Marks	100	20	30	20	30
Course Outcomes		MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX 12-1,MEX 12-4, MEX 12-5,MEX12-7, ME X12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5 MEX12-7, MEX12-8	MEX12-1, MEX 12-2, MEX 12-3, MEX 12-4 MEX12-5, ME X12-7, MEX12-8

Scope and Sequence: Extension 1 Mathematics Stage 6 – HSC 2024 - 2025

Term 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Sequences and Series M1.2 & M1.3		Vectors V1.1 & V1.2		Graphs and Equations F2 & T3		Curve-Sketching using the Derivatives C3.1 & C3.2		Integration C4.1 & C4.2	
MA12-2, MA12-4, MA12-9, MA12-10		ME12-2, ME12-6, ME12-7		MA12-1, MA12-5, MA12-9, MA12-10		MA12-3, MA12-6, MA12-7, MA12-9, MA12-10		MA12-3, MA12-7, MA12-9, MA12-10	
Seq. and how to specify them, A Seq, G Seq, Solving problems involving APs and GPs, Adding up the terms of a Seq, Summing an A Series, Summing a G Series, The limiting sum of a G Series, Recurring decimals and geometric series		Directed intervals and vectors, Components and column vectors, The dot product (or scalar product), Geometric problems, Projections, Applications to physical situations		The sign of a function, Vertical and horizontal asymptotes, A curve- sketching menu, Solving inequations, Using graphs to solve equations and inequations, Review of translations and reflections, dilations, Combinations of transformations, Trigonometric graphs		Increasing, decreasing and stationary at a point, Stationary points and turning points, Second and higher derivatives, Concavity and points of inflection, Systematic curve sketching with the derivative, Global maximum and minimum, Applications of maximisation and minimization, Primitive functions		Areas and the definite integral, The fundamental theorem of calculus.	
								Class Test 20% (ME 12-2, ME12-6, ME12-7)	

Term 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Integration C4.1 & C4.2		Mathematical Induction ME-P1	The Trigonometric Functions T3, C2.1, C3.2, C4.1 & C4.2		The Exp. & Log. Functions C2.1 & C2.2		Motion and Rates C3.1, C3.2, C4.1 & C4.2		Projectile Motion V1.3	
MA12-3, MA12-7, MA12-9, MA12-10		ME12-1, ME12-6, ME12-7	MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10		MA12-1, MA12-3, MA12-6, MA12-7, MA12-9, MA12-10		MA12-3, MA12-6, MA12-7, MA12-9, MA12-10		ME12-1, ME12-6, ME12-7	
Areas and the definite integral, The fundamental theorem of calculus, The definite integral and its properties, Proving the fundamental theorem, The indefinite integral, Finding areas by integration, Areas of compound regions, The trapezoidal rule, The reverse chain rule		Using mathematical induction for series, Proving divisibility by mathematical induction	The behaviour of $\sin x$ near the origin, Differentiating the trigonometric functions, Applications of differentiation, Integrating the trigonometric functions, Applications of integration		Review of exp functions base e , Diff of exp functions, Applications of differentiation, Integration of exp functions, Applications of integration, Review of log functions, Differentiation of log functions, Applications of differentiation of $\ln x$, Integration of the reciprocal function, Applications of integration of $1/x$, Calculus with other bases		Average velocity and speed, Velocity and acceleration as derivatives, Integrating with respect to time, Rates and differentiation, Rates and integration, Exponential growth and decay		Projectile motion — the time equations, Projectile motion — the equation of path	
						Class Test 30% (ME12-1, ME 12 -2, ME12-6, ME12-7)				

Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Series and Finance M1.1 & M1.4		Trigonometric Equations ME-T3	Further Calculus ME-C2 & C3.1		Displaying & Interpreting Data S2.1 & S2.2		Continuous Probability Distributions S3.1 & S3.2		Binomial Distributions S1.1 & S1.2
MA12-2, MA12-4, MA12-9, MA12-10		ME12-1, ME12-4, ME12-6, ME12-3	ME12-2, ME12-4, ME12-6, ME12-7		MA12-8, MA12-9, MA12-10		MA12-8, MA12-9, MA12-10		ME12-5, ME12-4, ME12-6, ME12-7
Applications of APs and GPs, The use of logarithms with GPs, Simple and compound interest, Investing money by regular instalments, Paying off a loan		Equations involving compound angles, The sum of sine and cosine functions, Using the t-formula to solve equations	Inverse trigonometric functions — differentiating, Inverse trigonometric functions — integrating, Further trigonometric integrals, Integration by substitution, Further integration by substitution, Volumes of rotation		Displaying data, Grouped data and histograms, Quartiles and interquartile range, Bivariate data, Formulae for correlation and regression, Using technology with bivariate data		Relative frequency, Continuous distributions, Mean and variance of a distribution, The standard normal distribution, General normal distributions, Applications of the normal distribution, Investigations using the normal distribution		Binomial probability, Binomial distributions
						Class Test 20% (ME12-1, ME12-2, ME12-3, ME12-4, ME12-6, ME12-7)			

Term 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Binomial Distributions S1.1 & S1.2	Trials 30%			Differential Equation C3.2		Revision			
				ME12-2, ME12-4, ME12-6, ME12-7					
				Differential equations, Slope fields, Separable differential equations, Equations of the form $y' = g(y)$ – the logistic equation, Applications of differential equations					
ME12-5, ME12-4, ME12-6, ME12-7									
Normal approximations to a binomial, Sample proportions	(ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7)								

MATHEMATICS EXTENSION 1

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 9 2024	Date: Term 1 Week 8 2025	Date: Term 2 Week 8 2025	Date: Term 3 Weeks 2-4 2025
		In-class open-book test	In-class open-book test	In-class open-book test	Trial HSC Examination
Understanding, Fluency and communication	50	10	15	10	15
Problem Solving, Reasoning and Justification	50	10	15	10	15
Total Marks	100	20	30	20	30
Course Outcomes		ME 12-2, , ME 12-7	ME12-1, ME 12-2, , ME12-7	ME12-1, ME 12-2, ME12-3, ME12-4, , ME12-7	ME12-1, ME 12-2, ME 12-3, ME 12-4, ME12-5, ME12-7

Scope and Sequence: Advanced Mathematics Stage 6 – HSC 2024 - 2025

Term 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Sequences and Series			Graphs and Equations			Curve-Sketching using the Derivatives			
M1.2 & M1.3			F2 & T3			C3.1 & C3.2			
MA12-2, MA12-4, MA12-9, MA12-10			MA12-1, MA12-5, MA12-9, MA12-10			MA12-3, MA12-6, MA12-7, MA12-9, MA12-10			
Seq. and how to specify them, A Seq, G Seq, Solving problems involving APs and GPs, Adding up the terms of a Seq, Summing an A Series, Summing a G Series, The limiting sum of a G Series, Recurring decimals and geometric series			The sign of a function, Vertical and horizontal asymptotes, A curve- sketching menu, Solving inequations, Using graphs to solve equations and inequations, Review of translations and reflections, Dilations, Combinations of transformations, Trigonometric graphs			Increasing, decreasing and stationary at a point, Stationary points and turning points, Second and higher derivatives, Concavity and points of inflection, Systematic curve sketching with the derivative, Global maximum and minimum, Applications of maximisation and minimization, Primitive functions			
									Class Test 20%(MA 12-1, MA12-3, MA12-9, MA12-10)

Term 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Integration			The Exp. & Log. Functions				The Trigonometric Functions			
C4.1 & C4.2			C2.1 & C2.2				T3, C2.1, C3.2, C4.1 & C4.2			
MA12-3, MA12-7, MA12-9, MA12-10			MA12-1, MA12-3, MA12-6, MA12-7, MA12-9, MA12-10				MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10			
Areas and the definite integral, The fundamental theorem of calculus, The definite integral and its properties, Proving the fundamental theorem, The indefinite integral, Finding areas by integration, Areas of compound regions, The trapezoidal rule, The reverse chain rule			Review of exp functions base e , Diff of exp functions, Applications of differentiation, Integration of exp functions, Applications of integration, Review of log functions, Differentiation of log functions, Applications of differentiation of $\ln x$, Integration of the reciprocal function, Applications of integration of $1/x$, Calculus with other bases				The behaviour of $\sin x$ near the origin, Differentiating the trigonometric functions, Applications of differentiation, Integrating the trigonometric functions, Applications of integration			
							Class Test 30% (MA12-1, , MA 12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-10)			

Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Motion and Rates			Series and Finance				Displaying & Interpreting Data		
C3.1, C3.2, C4.1 & C4.2			M1.1 & M1.4				S2.1 & S2.2		
MA12-3, MA12-6, MA12-7, MA12-9, MA12-10			MA12-2, MA12-4, MA12-9, MA12-10				MA12-8, MA12-9, MA12-10		
Average velocity and speed, Velocity and acceleration as derivatives, Integrating with respect to time, Rates and differentiation, Rates and integration, Exponential growth and decay			Applications of APs and GPs, The use of logarithms with GPs, Simple and compound interest, Investing money by regular instalments, Paying off a loan				Displaying data, Grouped data and histograms, Quartiles and interquartile range, Bivariate data, Formulae for correlation and regression, Using technology with bivariate data		
							Class Test 20% (MA12-1, MA12-3, MA12-6, MA12-7, MA12-9, MA12-10)		

Term 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Revision	Trials 30% (MA12-1 to MA12-8, MA12-10)			Continuous Probability Distributions				Revision	
				S3.1 & S3.2					
				MA12-8, MA12-9, MA12-10					
				Relative frequency, Continuous distributions, Mean and variance of a distribution, The standard normal distribution, General normal distributions, Applications of the normal distribution, Investigations using the normal distribution					

MATHEMATICS ADVANCED

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 9 2024	Date: Term 1 Week 8 2025	Date: Term 2 Week 8 2025	Date: Term 3 Weeks 2-4 2025
		In class open-book Test	In class open-book Test	In class open-book Test	Trial HSC Examination
Understanding, Fluency and communication	50	10	15	10	15
Problem Solving, Reasoning and Justification	50	10	15	10	15
Total Marks	100	20	30	20	30
Course Outcomes		MA12-1, MA12-2, MA 12-3, MA 12-4, MA 12-5, MA12-6, MA12-7, , MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, , MA12-10	MA 12-1, MA 12-2, MA12-3, MA 12-4, , MA12-10	MA12-1, MA12-2 , MA 12-3, MA 12-4, MA 12-5, MA12-6, MA12-7, MA12-8, MA12-10

Scope and Sequence: Mathematics Standard 1 Stage 6 – HSC 2024 - 2025

Term 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Depreciation and Loans			Rates		Simultaneous Equations			Investment	
MS1-12-5, MS1-12-9, MS1-12-10			MS1-12-3, MS2-12-9, MS2-12-10		MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10			MS1-12-5, MS1-12-9, MS1-12-10	
Investigate depreciating values, reducing balance loan, how smaller or additional repayment may affect the term and cost of your loan, credit cards and fees and charges associated with them, compare credit card interest rates with interest rates for other loans, credit card statements, interest-free period, calculate compounding interest charged on a retail purchase, transaction or the outstanding balance for a given number of days.			Use, simplify and convert between units of rates, solve practical problems, make comparisons, determine costs, work with speed as a rate. Solve problems involving heart rates, blood pressure and fuel.		Solve a pair of simultaneous linear equations graphically, develop a pair of simultaneous linear equations to model a practical situation			Calculate the future value, present value and the interest rate of a compound interest investment, compare the growth of simple interest and compound interest investments, investigate the effect of varying the interest rate, the term or the compounding period on the future value of an investment, solve practical problems involving compounding.	
								Class Test (25%) (MS12-1,3,5,6,9,10)	

Term 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Networks N1.1				Right-angled Triangles				Scale Drawings		
MS1-12-8, MS1-12-9, MS1-12-10				MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10				MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10		
Identify and use network terminology, recognise circumstances in which networks could be used, given a map, draw a network to represent the map, draw a network diagram to represent information given in a table				Pythagoras' theorem to solve practical problems in two dimensions, use of trigonometric ratios to solve practical problems, compass and true bearings, solve practical problems involving angles of elevation and depression and bearings.				Solve practical problems involving map scales, mixtures for building materials or cost per item, use the conditions for similarity of two-dimensional figures to solve related problems, obtain measurements from scale drawings, estimate and compare quantities, materials and costs using actual measurements from scale drawings.		
								Class Test (25%)(MS1-12 -3,4,8,9,10)		

Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Networks and Paths N1.2				The statistical investigation process for a survey			Graphs of Practical Situations		
MS1-12-8, MS1-12-9, MS1-12-10				MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10			MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10		
Determine the minimum spanning tree by using Kruskal's or Prim's algorithms or by inspection, determine the definition of a tree and a minimum spanning tree for a given network, identify a shortest path on a network diagram, recognise a circumstance in which a shortest path is not necessarily the best path or contained in any minimum spanning tree.				Understand and use the statistical investigation process – identifying a problem and posing a statistical question, collecting or obtaining data, representing and analysing that data, then communicating and interpreting findings.			Sketch the shape of a graph from a description of a situation, construct a graph from a table of values, determine the best model to approximate a graph by considering its shape, identify the strengths and limitations of linear and non-linear models in given practical contexts.		
							Research Task (20%)(MS12-2,6,7,8, 9,10))		

Term 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Revision	Trial Examinations			Exploring and describing data arising from two quantitative variables					
				MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10					
				Construct a bivariate scatterplot to identify patterns in the data that suggest the presence of an association, use bivariate scatterplots, model a linear relationship to the data by fitting a line of best fit, use the line of best fit to make predictions by either interpolation or extrapolation, collect data, interpret and construct graphs using contexts, for example, sustainability, household finance and the human body.					
	Trial Examination (30%)(MS12-1,1,2,3,4,5,6,7,8,9,10)								

MATHEMATICS STANDARD 1

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 9 2024	Date: Term 1 Week 8 2025	Date: Term 2 Week 8 2025	Date: Term 3 Weeks 2-4 2025
		In class open-book Test	In class open-book Test	Assignment/Investigation or Extended modelling and problem-solving task	Trial HSC Examination
Understanding, Fluency and communication	50	10	15	10	15
Problem Solving, Reasoning and Justification	50	15	10	10	15
Total Marks	100	25	25	20	30
Course Outcomes		MS12-1,3,5,6,9,10	MS1-12 -3,4,8,9,10	MS12-2,6,7,8, 9,10	MS12-1, MS12-2, MS12-3, MS12-4, MS12-5, MS12-6, MS12-7, MS12-8, MS12-10

Scope and Sequence: Mathematics Standard 2 Stage 6 – HSC 2024 - 2025

Term 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Interest and Depreciation			Ratios and Rates		Equations and Linear Functions			Loans and Annuities	
MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10			MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10		MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10			MS2-12-5, MS2-12-9, MS2-12-10	
Simple/compound interest, inflation/appreciation, investing in shares, share tables/graphs, straight-line depreciation, declining-balance depreciation			Ratio/rate problems, dividing a quantity in a given ratio, unit pricing, speed and fuel consumption, converting rates		Solving equations, formulas/equations, formula subject-changing, direct linear variation, linear functions/ intersections			Reducing balance loans, credit cards, annuities, loan repayment tables, repaying a home loan	
								Class Test 20% (MS12-1, MS12-3, MS12-4, MS12-5, MS12-6, MS12-9, MS12-10)	

Term 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Networks N2			Energy and Sustainability		The Sine and Cosine Rules			Scale Maps and Plans		
MS2-12-8, MS2-12-9, MS2-12-10			MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10		MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10			MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10		
Networks, Eulerian trials and circuits, minimum spanning trees, shortest path problems, activity tables and forward scanning, backward scanning and critical path analysis, network flow problems, the 'maximum-flow minimum-cut' theorem			Heart rates, food and energy consumption, electricity usage in the home, energy consumption and the costs of appliances, energy-efficient housing		Right-angled triangle trigonometry, area of a triangle, bearings/navigation, the sine rule and its use to find an unknown angle, sine/cosine rules problems			Scale drawings, scale maps and plans, house plans, offset and radial surveys, volume of tanks and dams		
								Class Test 30% (MS12-3, MS12-4, MS12-5, MS12-9, MS12-10)		

Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Networks N3				Correlation and Regression			Non-Linear Functions		
MS2-12-8, MS2-12-9, MS2-12-10				MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10			MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10		
Networks, Eulerian trials and circuits, minimum spanning trees, shortest path problems, activity tables and forward scanning, backward scanning and critical path analysis, network flow problems, the 'maximum-flow minimum-cut' theorem				Scatterplots, correlation, line of best fit, least-squares regression line, life expectancy			Quadratic/exponential/reciprocal function, exponential growth/decay, inverse variation, max/min problems		
							Class Test 20% (MS12-2, MS12-3, MS12-7, MS12-8, MS12-9, MS12-10)		

Term 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Revision	Trial Examinations 30%			The Normal Distribution					
				MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10					
	(MS12-1-MS12-6, MS12-8-MS12-10)			The normal distribution, z-scores, comparing z-scores, measures of central tendency and spread, the shape of a distribution, the effect of outliers, comparing data sets using plots					

MATHEMATICS STANDARD 2

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 9 2024	Date: Term 1 Week 8 2025	Date: Term 2 Week 8 2025	Date: Term 3 Weeks 2-4 2025
		In class open-book Test	In class open-book Test	In class open-book Test	Trial HSC Examination
Understanding, Fluency and communication	50	10	15	10	15
Problem Solving, Reasoning and Justification	50	10	15	10	15
Total Marks	100	20	30	20	30
Course Outcomes		MS12-1, MS12-3, MS12-4, MS12-5, MS12-6, MS12-10	MS12-3, MS12-4, MS12-5, , MS12-10	MS12-2, MS12-3, MS12-7, MS12-8, MS12-10	MS12-1, MS12-2, MS12-3, MS12-4, MS12-5, MS12-6, MS12-8, MS12-7, MS12-10

Scope and Sequence: Music Stage 6 – HSC 2024 - 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Music for Film, Radio, Television and Multimedia Students develop their understanding of the functions of music in film. They will learn about the role of film music and its potential for creating mood and atmosphere, evoking a sense of time period or place, and developing characters. The unit engages students a variety of performance, composition and aural activities.									
	Outcomes: H1 - H11					Formal assessment 1: (Week 7) Core Viva Voce, Core Composition & Aural Response – 30% Outcomes: H2, H4, H5, H6, H7, H8, H10, H11				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	An Instrument and its Repertoire Students deepen their understanding of the use of instruments across a broad range of repertoire spanning different styles, genres and time periods. Students will gain an understanding of instrumental techniques; the roles of instruments in different ensembles and the tone colours instruments are capable of producing.									
	Outcomes: H1 - H11								Formal assessment 2: (Week 7) Elective 1 & 2 30% Outcomes: H1 - H11	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Music of the 20th and 21st Centuries Students deepen their understanding of The focus for learning will be studying various genres and styles of music from the 20 th and 21 st centuries. Students will gain an understanding of the historical significance of particular bands/artists and genres/styles as well as analyse relevant music using the concepts of music.									
	H1 - H11					Formal assessment 3: (Week 7) Elective 3 and Core Performance – 30% Outcomes: H1-H11				
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Music of the 20th and 21st Centuries (continued) and Revision Students continue to study various genres and styles of art music from the 20 th and 21 st centuries, revise their knowledge and understanding of the concepts of music and complete past HSC aural papers in preparation for their external HSC exam.									
	H1 - H11		Formal assessment 4: (Trial Exam period) Part a) Core Performance & Electives - 20% Part b) Trial HSC Examination – 15% Outcomes: H1, H3, H4, H5, H6, H10, H11							

MUSIC 1

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 8 2024	Date: Term 1 Week 7 2025	Date: Term 2 Week 7 2025	Date: Term 3 Weeks 2-4 2025
		Musicology , Composition & Aural Response	Elective 1 & 2	Elective 3 Musicology Performance Composition options & Core Performance	Trial HSC
Aural	25	10	0	0	15
Performance	10	0	0	5	5
Composition	10	10	0	0	0
Musicology	10	10	0	0	0
Elective 1	15	0	10	0	5
Elective 2	15	0	10		5
Elective 3	15	0	0	10	5
Total Marks	100	30	20	15	35
Course Outcomes		H2, H4, H5, H6, H7, H8, H10, H11	H1 – H11	H1 – H11	H1 – H11

Scope and Sequence: Personal Development, Health and Physical Education Stage 6 – HSC 2024 - 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Option 3: Sports Medicine						Option 4: Improving Performance			
	Outcomes: H8, H13, H16, H17						Outcomes: H7, H8, H9, H10, H16, H17			
	Overview: This module investigates prevention, assessment, management and recovery of sports injury and current medicine approaches.						Overview: This module investigates approaches to the physiological preparation, skill development of athletes, training methods and the effects of planning and ethical considerations.			
	Assessment #1: Sports Medicine Depth Study (20%) (Outcomes: H8, H13, H16, H17)									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Option 4: Improving Performance					Core 2: Factors Affecting Performance					
	Outcomes: H7, H8, H9, H10, H16, H17					Outcomes: H7, H8, H9, H10, H11, H16, H17					
	Overview: This module investigates approaches to the physiological preparation, skill development of athletes, training methods and the effects of planning and ethical considerations.					Overview: This module examines factors that affect performance, including training, psychology, nutrition, recovery strategies and skill acquisition.					
	Assessment #2: Improving Performance Application (20%) (Outcomes: H8, H10, H16, H17)										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Core 2: Factors Affecting Performance					Core 1: Health Priorities in Australia				
	Outcomes: H7, H8, H9, H10, H11, H16, H17					Outcomes: H1, H2, H3, H4, H5, H14, H15, H16				
	Overview: This module examines factors that affect performance, including training, psychology, nutrition, recovery strategies and skill acquisition.					Overview: This module examines the health status of Australians, current health priority issues, the health system and health promotion.				
	Assessment #3: Core 2 – Factors Affecting Performance Case Studies (30%) (Outcomes: H7, H9, H11, H16, H17)									

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Core 1: Health Priorities in Australia		Trial Examination Period (30%)		Core 1: Health Priorities in Australia					
	Outcomes: H1, H2, H3, H4, H5, H14, H15, H16				Outcomes: H2, H5, H6, H14, H15, H16					
	Overview: This module examines the health status of Australians, current health priority issues, the health system and health promotion.				Overview: This module examines the health status of Australians, current health priority issues, the health system and health promotion.					

Note: H6 (Option 1) and H12 (Option2) Outcome Only – Not listed

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 6 2024	Date: Term 1 Week 5 2025	Date: Term 2 Week 5 2025	Date: Term 3 Weeks 2-4 2025
		Option 3: Sports Medicine Depth Study	Option 4: Improving Performance Application	Core 2: Factors Affecting Performance Case Studies	Trial HSC Examination
Knowledge and understanding of course content	40	5	5	15	15
Skills in critical thinking, research, analysis and communicating	60	15	15	15	15
Total Marks	100	20	20	30	30
Course Outcomes		H8, H13, H16, H17	H8, H10, H16, H17	H7, H9, H11, H16, H17	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17

Note: H6 (Option 1) and H12 (Option2) Outcome – Not listed (Option Outcomes)

Scope and Sequence: Biology Stage 6 – HSC 2024 – 2025

Term 4 10 Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 7 – Infectious Disease				Task 1: Depth study for assessment (DSA) –(30%) BIO12-1,12-2, 12-3, 12-4, 12-7, 12-14				Module 7	
	This module explores the treatment, prevention, and control of infectious diseases locally and globally, including the human immune system's response to infection.									
	Outcomes: BIO12-1, 12-2, 12-3, 12-4, 12-14									

Term 1 11 Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Module 7		Module 8 – Non-infectious Disease and Disorders						Task 2: Half Year Exam (20%) BIO 12-1 – BIO 12-7 BIO 12-12 - BIO-13		
			Students study non-infectious diseases and disorders, their causes, and effects on health. They explore technologies for treatment and the epidemiology of these diseases in populations.								
			Outcomes: BIO12-4, 12-5, 12-6, 12-7, 12-12, 12-15								

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2 10 Weeks	Module 5 - Heredity									
			Task 3: Research/practical task (20%) Outcomes: BIO 12-4, 12-6, 12-7, 12-12	Students deepen their understanding of evolution by exploring cellular processes that increase genetic diversity. They examine reproduction, inheritance patterns in plants and animals, the role of DNA in polypeptide synthesis, and technologies used in studying inheritance.						
				Outcomes: BIO12-4, 12-5, 12-6, 12-12						

Term 3 10 Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 6		Trial HSC Examination (30%) Outcomes: BIO 12-1 – BIO 12-7 BIO 12-12 – BIO 12-15		Module 6 – Genetic Change					
					Students explore natural and human-induced causes of genetic change, such as mutations, environmental pressures, and biotechnology. They investigate how inheritance and evolution processes are applied.					
	Outcomes: BIO12-6, 12-7, 12-13									

BIOLOGY

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 10 2024	Half Year Exam W11 T1	Date: Term 2 Week 3 2025	Date: Term 3 Weeks 2-4 2025
		Depth Study	Exam	Research/Practical Task	Trial HSC
Knowledge and understanding of course content	40	10	10	5	15
Skills in working scientifically	60	20	10	15	15
Total Marks	100	30	20	20	30
Course Outcomes		BIO12-1,12-2, 12-3, 12-4, 12-7, 12-14	BIO 12-1 – BIO 12-7 BIO 12-12 - BIO-13	BIO 12-4, 12-6, 12-7, 12-12	BIO 12-1 – BIO 12-7 BIO 12-12 – BIO 12-15

Scope and Sequence: Chemistry Stage 6 – HSC 2024 - 2025

Term 4 10 Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Module 7: Organic Chemistry								Module 8: Applying Chemical Ideas (Part B) Analysis of Organic Substances		
	Students explore the principles and applications of organic chemical synthesis, including the creation of pharmaceuticals, fuels, and polymers. They investigate various classes of organic compounds and their characteristic reactions.								Students identify organic compounds by interpreting data from qualitative reactivity tests and analysing structural information using proton and carbon-13 NMR spectroscopy.		
	Outcomes: CH12-1, CH12-5, CH12-6, CH12-7, CH12-14								Outcomes: CH12-1,CH12-4 CH12-7 CH12-15		
Term 1 11 Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Module 8: Part C Chemical Synthesis and Design			Task 1: Depth Study for Assessment (30%): Organic Synthesis Outcomes: CH12-1-CH12-7, CH12-14 &15		Module 6: Acid/Base Reactions				Task 2: Half Yearly 20% CH12-1-13	
	Students evaluate the factors that need to be considered when designing a chemical synthesis process including availability of reagents, reaction conditions, yield and purity and industrial uses.					Students explore the evolving definitions of acids and bases and how current definitions explain their reactions. They investigate the role of acids and bases in industry and the environment, learning the significance of pH and indicators through qualitative and quantitative analysis.					
	Outcomes: CH12-1,CH 12-4 CH 12-7 CH 12-15					Outcomes: CH12-2, CH12-4, CH12-6, CH12-13					

Term 2 10 Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 Friday	Week 8	Week 9	Week 10
	Module 6: Acid/Base Reactions continued						Module 8: Part A Analysis of Inorganic Substances	Task 3: Practical Assessment Task (20%) CH12-3, CH12-4, CH12-5, CH12-13	Module 5: Equilibrium and Acid Reactions	
							Students explore various methods for identifying and measuring chemical quantities and analyse data to identify and quantify ions in aqueous solutions.		Students investigate how changes in temperature, concentration, and pressure affect equilibrium systems using Le Chatelier's principle. They make predictions by comparing equilibrium calculations and constants to determine if a precipitate will form when two solutions are combined.	
	Outcomes: CH12-1 CH12-2 CH12-3 CH12-4 CH12-7 CH12-15						CH12-1 CH12-2 CH12-3 CH12-4 CH12-7 CH12-15		Outcomes: CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12	

Term 3 10 Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 5: continued	Assessment Task 3: HSC Trial Examination (30%) Outcomes: CH12-1-CH12-7 CH12-12-CH12-15			Module 5: Equilibrium and Acid Reactions continued					
					Students explore how temperature, concentration, and pressure changes impact equilibrium systems using Le Chatelier's principle. They use equilibrium calculations and constants to predict the formation of a precipitate when combining solutions.					
	Outcomes: CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12				Outcomes: CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12					

CHEMISTRY

Components	Weighting %	Task 1	Task 2	Task 3	Task 3
		Date: Term 1 2025 DS Part A: Week 4 Friday Ds Part B: Week 5 Friday	Half Year Exam W11 T1	Date: Term 2 Week 8 2025	Date: Term 3 Weeks 2 - 4 2025
		Depth Study	Exam	Practical Task	Trial HSC
Knowledge and understanding of course content	40	10	10	5	15
Skills in working scientifically	60	20	10	15	15
Total Marks	100	30	20	20	30
Course Outcomes		CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-14 &CH12-15	CH12-3,CH12-4,CH12-5, CH12-13	CH12-3,CH12-4,CH12-5, CH12-13	CH12-1-CH12-7 CH12-12-CH12-15

Scope and Sequence: Earth and Environmental Science Stage 6 – HSC 2024 – 2025

Term 4 10 Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 8: Resource Management						Depth study for assessment (DSA) 30% <i>Outcomes: EES12-1, EES12-3, EES12-5, EES12-6 EES12-7, EES12-15</i>			
	<i>This module explores the extraction, use, and management of natural resources in Australia, focusing on their environmental impact and sustainable practices, including Aboriginal and Torres Strait Islander knowledge.</i>									
	<i>Outcomes: EES12-1 EES12-3, EES12-4, EES12-5, EES12-6 EES12-7, EES12-15</i>									

Term 1 11 Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Module 5: Earth’s Processes									Task 2 - Half Yearly EES12-1 - EES12-7 EES12-12 , EES12-14, EES12-15	
	<i>This module explores the dynamic processes of plate tectonics and their impact on the Earth's atmosphere and lithosphere, examining fossil evidence to understand geological history and climate change.</i>										
	<i>Outcomes: EES12-5, EES12-6, EES12-7, EES12-12</i>										

Term 2 10 Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 7: Climate Science									
	<i>This module investigates the natural processes and human influences on climate change, emphasising scientific evidence of anthropogenic effects and strategies for managing future climate variations.</i>			Assessment Task 3 – Research and Skills Task (20%) <i>Outcomes: EES12-4, EES12-6, EES12-7, EES12-14</i>	<i>This module investigates the natural processes and human influences on climate change, emphasising scientific evidence of anthropogenic effects and strategies for managing future climate variations.</i>					
	<i>Outcomes: EES12-1, EES12-4, EES12-6, EES12-7, EES12-14</i>				<i>Outcomes: EES12-1, EES12-4, EES12-6, EES12-7, EES12-14</i>					

Term 3 10 Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 6: Hazards									
	<i>This module examines natural disasters, such as earthquakes and cyclones, exploring their causes, impacts on the Earth’s systems, and the role of technology in predicting and mitigating these hazards.</i>		Assessment Task 4 Trial HSC Examination (30%) <i>Outcomes: EES 12-1 – EES 12-7, EES 12-12 – EES 12-15</i>		<i>This module examines natural disasters, such as earthquakes and cyclones, exploring their causes, impacts on the Earth’s systems, and the role of technology in predicting and mitigating these hazards.</i>					
					<i>Outcomes: EES12-1, EES12-2, EES12-3, EES12-4, EES12-13</i>					

EARTH AND ENVIRONMENTAL SCIENCE

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 10 2024	Date: Term 1 Week 11 2025	Date: Term 2 Week 4 2025	Date: Term 3 Weeks 2-4 2025
		Depth Study	Half Yearly Exam	Research/Skills Task	Trial HSC
Knowledge and understanding of course content	40	10	10	5	15
Skills in working scientifically	60	20	10	15	15
Total Marks	100	30	20	20	30
Course Outcomes		EES12-1, EES12-3, EES12-5, EES12-6 EES12-7, EES12-15	EES12-1 - EES12-7 EES12-12 , EES12-15	EES12-4, EES12-6, EES12-7, EES12-14	EES 12-1 – EES 12-7 EES 12-12 – EES 12-15

Scope and Sequence: Investigating Science Stage 6 – HSC 2024 - 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4 10 Weeks	Doing Science 2 M5&6 (Module 5: Scientific investigations Module 6: Technologies)									
	<i>Students investigate how science is conducted in the “real” world & how technology has shaped and influenced scientific understanding</i> DSL 10 hours (Week 5)									
	INS12-1; INS12-2; INS12-3; INS12-4; INS12-12; INS12-13									

Term 1 11 Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Doing Science 2 M5&6				Task 1: Technologies 20% INS12-13, INS12-2, INS12-3, INS12-7	The Impact of Science M7&8			Task 2: Half Year 20% INS12-1-14		
	Students investigate how technology has shaped and influenced scientific understanding					Students investigate how scientific ideas can be shaped by societal, economic and political influences. They will see this can impact on the world around them.					
	INS12-1; INS12-2; INS12-3; INS12-4; INS12-12; INS12-13					INS12-4; INS12-5; INS12-6; INS12-7; INS12-14; INS12-15					

Term 2 10 Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	The Impact of Science M7&8			Assessment 2: DSA (30%) (10 hours) INS12-1; INS12-3; INS12-5; INS12-7; INS12-14, INS12-15				The Impact of Science M7&8		
	INS12-4; INS12-5; INS12-6; INS12-7; INS12-14; INS12-15									

Term 3 10 Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	The Impact of Science M7&8		Trial HSC (30%) INS12-1 – INS 12-7 INS12-12 – INS12-15		Consolidation: Working Scientifically Skills					
		Depth Study 3 - Big Ideas in the Course								
	INS12-4; INS12-5; INS12-6; INS12-7; INS12-14; INS12-15	INS121-7								

INVESTIGATING SCIENCE

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 1 Week 5 2025	Half Year Exam W11 T1 2025	Date: Term 2 Week 7 2025	Date: Term 3 Weeks 2-4 2025
		Research	Exam	Depth Study	Trial HSC
Knowledge and understanding of course content	40	5	10	10	15
Skills in working scientifically	60	15	10	20	15
Total Marks	100	20	20	30	30
Course Outcomes		INS12-2, INS12-3, INS12-7, INS12-13	INS12-1 - INS 12-7, INS12-12 - INS12-14	INS12-1, INS12-3, INS12-5, INS12-7, INS12-14, INS12-15	INS12-1 - INS 12-7, INS12-12 - INS12-15

Scope and Sequence: Physics Stage 6 – HSC 2024 - 2025

Term 4 10 Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 5: Advanced Mechanics							Task 1: Depth study for assessment (DSA) (15 Hours) 30% Outcomes: PHY 12-1, 12-5, 12-7, 12-12		
	This module focuses on understanding complex motion by analysing forces and energy transformations within a system. It covers projectile motion, circular motion, and motion in a gravitational field.									
	Outcomes: PHY 12-4, 12-5, 12-6, 12-7, 12-12									

Term 1 11 Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Module 6: Electromagnetism							Module7: The Nature of Light		Task 2: Half Year (20%) PHY12-1-13	
	This module focuses on interactions between charged particles and electric and magnetic fields. Students explore single charge interactions, Faraday's Law of Electromagnetic Induction, and the principles of motors and generators, including charged particles, conductors, the motor effect, and electromagnetic induction.										
	Outcomes: PHY 12-1, 12-2, 12-3, 12-4, 12-5, 12-13										
							Outcomes: PHY 12-1, 12-2, 12-3, 12-7, 12-14				

Term 2 10 Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 7					Module 8: From the universe to the atom				
	Students cover the development of quantum theory and the theory of relativity, including the electromagnetic spectrum, light wave model, quantum model, and special relativity.					Task 3 – In-class Assignment (20%)	In this module, students explore theories about the Universe's origins, the atomic model's development, and the quantum nature of matter, gaining insight into the evolving particle model. Topics include the origins of elements, atomic structure, and the atom's quantum mechanical nature.			
						Outcomes: PHY 12-2, 12-5, 12-13	Outcomes: PHY 12-5, 12-6, 12-7, 12-15			

Term 3 10 Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 8		Task 4 Trial HSC Examination (30%)		Module 8					
			PHY12-1 – PH12-7 PHY12-12 – PH12-15							

PHYSICS

Components	Weighting %	Task 1	Task 2	Task 3	Task 4 Trial
		Date: Term 4 Week 10 2024	Half Year Exam W10 T1 2025	Date: Term 2 Week 6 2025	Date: Term 3 Week 2-4 2025
		Depth Study	Exam	In-Class Assignment	Trial HSC
Knowledge and understanding of course content	40	10	10	5	15
Skills in working scientifically	60	20	10	15	15
Total Marks	100	30	20	20	30
Course Outcomes		PHY12-5, PHY12-7, PHY12-12	PHY12-1 - PHY12-7 PHY12-12 - PHY12-14	PHY 12-2, PHY12-5, PHY12-13	PHY12-1 - PH12-7 PHY12-12 - PHY12-15

Scope and Sequence: Science Extension Stage 6 – HSC 2024 – 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4 10 Weeks	Module 1: The Foundations Of Scientific Thinking & Module 2: The Scientific Research Proposal									
	Students will understand the way the scientific process works & set up an inquiry question on an area of interest									
	SE-1, SE-2, SE-3, SE-4; SE-5, SE-6, SE-7									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1 11 Weeks	Module 3: The Data, Evidence And Decisions					Task 1 - The Scientific Research Proposal SE-1, SE- 2, SE-7					
	Students will continue researching their inquiry question, including first and second-hand data. Students will develop skills in collation and analysis of data.										
	SE-1, SE-4; SE-5, SE-6, SE-7										

Term 2 10 Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 4: The Research Report						Task 2 - Presenting your research (Week 8) SE-3, SE- 6, SE7			
	Students complete a scientific report on their area of interest, following the scientific method.									
	SE-1, SE-5, SE-6, SE-7									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3 10 Weeks	Module 4: The Research Report		Trial HSC (no assessable SciXTN)			Task 3 - SRP Week 6 SE-1 to SE-7	Module 4: The Research Report			

SCIENCE EXTENSION

Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 1 Week 6 2024	Date: Term 2 Week 7 2025	Date: Term 3 Week 6 (TBC) 2025
		Literature Review - Scientific Research Portfolio	Progress Report-Scientific Research Portfolio	Scientific Research Report
Communicating scientifically	30	15	5	10
Gathering, recording, analysing and evaluating data	30	10	10	10
Application of scientific research skills	40	5	15	20
Total Marks	100	30	30	40
Course Outcomes		SE-1, SE-2, SE-7	SE-3, SE-6, SE-7	SE-1 – SE-7

Scope and Sequence: Society and Culture Stage 6 – HSC 2024 - 2025

Term 4	YEAR 12 SOCIETY AND CULTURE									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Core Study: Social and Cultural Continuity and Change (30%)									
	<u>Overview: Personal Interest Project and Continuity and Change Applied to a Selected Country.</u> The Personal Interest Project; 40% Of the HSC mark contains five parts; Introduction, Log, Central material which consists of a Secondary research chapter, a primary research chapter, and final analysis, synthesis with a social theory applied and the future of the topic. The PIP is done one period per week every term. Social Continuity and Changes examines the cause and ramifications of change and social theories used to explain it. Japan's culture and its education system are studied. Assessment Task #1 (25%) Social and Cultural Continuity and Change Primary Research Project Outcomes: H5, H6, H7, H9, H10									

Term 1	YEAR 12 SOCIETY AND CULTURE									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 AT#2	Week 7	Week 8/9	Week 10	Week 11
	TOPIC: Depth Study #1 Social Inclusion and Social Exclusion (20%)									
	<u>Overview: Depth Study 1:</u> Social Inclusion and Social Exclusion. The course concepts and specific Depth-Study concepts are linked to this study. Contemporary examples are discussed and researched. A major focus study is done on Fiji examining the history and development of Fijian society with the arrival of the Indian population in the 1800s. The coups and their effect on the Fijian culture is studied and the after effects are outlined. Assessment Task #2: (20%) Social Inclusion and Exclusion Oral Presentation Outcomes: H1, H2, H5, H9, H10									

Term 2	YEAR 12 SOCIETY AND CULTURE									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 AT#3	Week 7	Week 8	Week 9	Week 10
	TOPIC: Depth Study #2 Belief Systems and Ideologies (20%)									
	<u>Overview: Depth Study 2:</u> Belief Systems and Ideologies. Concepts are studied first and the class will examine Indigenous Spiritualities as a Focus Study examining tribal and indigenous animistic behaviour and its cultural evolution. Research on the syllabus and focus study to prepare notes for an in-class writing task. The question is given on the day and students may use their prepared notes. No devices may be used. A marking criteria is provided and students may access it. The extended response is done in a period lesson time. Assessment Task #3: (25%) Belief Systems and Ideologies Topic Test Outcomes: H3, H4, H6, H7, H8, H9, H10									

Term 3	YEAR 12 SOCIETY AND CULTURE									
	Week 1	Week 2	Week 3 AT#4	Week 4 AT#4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	TOPIC: Depth Study #2		TRIAL EXAMINATION (30%)		Belief Systems and Ideologies and course revision					
	<u>Assessment Task #4 (30%):</u> The Trial Higher School Certificate Examination 30% This completely mirrors the actual HSC in structure (8 multiple choice, short answer, country study question and two Depth Study extended response questions. N.B. The Personal Interest Project will be submitted on Monday of Week 3. Outcomes: H1, H2, H3, H4, H5, H6, H7, H10									

SOCIETY & CULTURE

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 10 2024	Date: Term 1 Week 6 2025	Date: Term 2 Week 6 2025	Date: Term 2 Weeks 2-4 2025
		Social and Cultural Continuity and Change Research Project	Social Inclusion and Exclusion Oral Presentation	Belief Systems and Ideologies Topic Test	Trial HSC written examination
Knowledge and understanding of course content	50	5	10	15	20
Application and evaluation of social and cultural research methods	30	15	5	5	5
Communication of information, ideas and issues in appropriate forms	20	5	5	5	5
Total Marks	100	25	20	25	30
Course Outcomes		H5, H6, H7, H9, H10	H1, H2, H5, H9, H10	H3, H4, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H10

Scope and Sequence: Software Engineering Stage 6: 2024 – 2025

Term 4 - 10 weeks												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
Topic	Programming for the Web											
Outcomes	SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08											
Overview	Students design, develop and implement progressive web app.											
Assessment	Project Work -Developing Progressive Web app											
Term 1 - 11 Weeks												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
Topic	Secure Software Architecture							Software Automation				
Outcomes	SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08							SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08				
Overview	Students design, develop and implement secure code							Students investigate machine learning (ML) in programming for automation.				
Assessment	Software engineering project submitted at the end of Term 2											
Term 2 - 10 Weeks												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
Topic	Software Automation					Software Engineering Project						
Outcomes	SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08					SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08, SE-12-09						
Overview	Students investigate machine learning (ML) in programming for automation.					Students use project management and software development approaches to their projects.						
Assessment	Software engineering project submitted at the end of Term 2											
Term 3 - 10 Weeks												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
Topic	Programming for the Web, Secure Software Architecture, Software Automation											
Outcomes	SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08, SE-12-09											
Overview	Students revise and recap content from 3 focus areas after the Trial exam.											
Assessment	Formal Examination (HSC Trials)											

SOFTWARE ENGINEERING

Course Components	Weightings %	Task 1	Task 2	Task 3
		Date: Term 4 Week 10 2024	Date: Term 2 Week 10 2025	Date: Term 3 Weeks 2-4 2025
		Programming for the web	Software Engineering Project	Trial HSC
Knowledge and understanding of course content	50	15	20	15
Knowledge and skills in the practical application of the content	50	15	20	15
Marks	100	30	40	30
Course Outcomes		SE-12-02, SE-12-03, SE-12-06, SE-12-07, SE-12-08	SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08, SE-12-09	SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08

Scope and Sequence: Sport, Lifestyle and Recreation Studies 2 Unit Stage 6 – HSC 2024 - 2025

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Fitness										
	Outcomes: 1.2, 1.3, 2.2, 3.2, 3.3, 4.1										
	Overview: In this module, students design, implement and evaluate individual fitness programs while examining the nature of fitness, the key elements of fitness program design and how fitness can be improved.										
	Assessment #1: Individual Fitness Program Design (30%) Week 10 Term 4 2024 (Outcomes: 1.3, 2.2, 3.2, 4.1)										
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Resistance Training										
	Outcomes: 1.1, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4										
	Overview: In this module, students plan and implement safe and effective resistance training programs, while investigating the various forms and uses of muscle training and will design resistance programs incorporating overload techniques. Students will engage in significant practical application experiences as they study the theory and principles of strength training.										
	Assessment #2: Resistance Training Program Design (20%) Week 5 Term 1 2025 (Outcomes: 1.2, 2.1, 2.2, 2.5, 3.2) Assessment #3: Resistance Training Practical Application (20%) Week 10 Term 1 2025 (Outcomes: 1.3, 2.3, 3.2, 3.3, 4.4)										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Games and Sports Applications II										
	Outcomes: 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4										
	Overview: In this module, students develop knowledge, understanding and skills that promote confidence and success in a range of games and sports.										
	Assessment #4: Games and Sports Applications II Assessment Task (30%) Week 10 Term 2 2025 (Outcomes: 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4)										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Sports Coaching and Training										
	Outcomes: 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5										
	Overview: In this module students develop knowledge, understanding and skills in sports coaching and training methodology. Students examine the roles and responsibilities of the coach, various aspects of training sessions and the role of psychology in coaching. This process will lead students to develop and instruct their own coaching program. Students also develop appropriate ways of evaluating their coaching and training performance.										

Note: Not all outcomes are assessed. Outcomes are module specific.

SPORT, LIFESTYLE AND RECREATION STUDIES (2 Unit)

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 10 2024	Term 1 Week 5 2025	Term1 Week 10 2025	Term 2 Week 10 2025
		Individual Fitness Program Design	Resistance Training Program Design	Resistance Training Practical Application	Games and Sports Applications II
Knowledge and Understanding	50	15	10	10	15
Skills	50	15	10	10	15
Total Marks	100	30	20	20	30
Course Outcomes		1.3, 2.2, 3.2, 4.1	1.2, 2.1, 2.2, 2.5, 3.2	1.3, 2.3, 3.2, 3.3, 4.4	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4

Scope and Sequence: Studies of Religion 1 Unit Stage 6 – HSC 2024 - 2025

Term 4	YEAR 12 STUDIES OF RELIGION 1 UNIT									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	TOPIC: Buddhism									
	Overview: The focus of this study is the contribution of significant people, ideas, practices and ethical teachings to an understanding of Buddhism as a living religious tradition. Outcomes: H1, H2, H3, H4, H5, H6, H7, H8 and H9 Assessment Task 1 (Weighting 30%): Presentation: Buddhism - Dalai Lama (Week 6) H2, H6, H7, H9									

Term 1	YEAR 12 STUDIES OF RELIGION 1 UNIT										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	TOPIC: Buddhism			TOPIC: Hinduism							
	Outcomes: H1, H2, H3, H4, H5, H6, H7, H8 and H9			Overview: The focus of this study is the contribution of significant people, ideas, practices and ethical teachings to an understanding of Hinduism as a living religious tradition. Outcomes: H1, H2, H3, H4, H5, H6, H7, H8 and H9							

Term 2	YEAR 12 STUDIES OF RELIGION 1 UNIT									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	TOPIC: Hinduism					CORE STUDY: Religion and Belief Systems in Australia post-1945				
	Outcomes: H1, H2, H3, H4, H5, H6, H7, H8 and H9 Assessment Task 2 (Weighting 40%): Research Based Essay: Hinduism (Week 4) H1, H4, H6, H7					Overview: The focus of this study is religious expression in Australia’s multicultural and multi-faith society since 1945. The study includes an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today. Outcomes: H1, H2, H3, H4, H5, H6, H7, H8 and H9				

Term 3	YEAR 12 STUDIES OF RELIGION 1 UNIT									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	CORE STUDY		TRIAL EXAMINATION		CORE STUDY: Religion and Belief Systems in Australia post-1945					
	Outcomes: H1, H2, H3, H4, H5, H6, H7, H8 and H9 Assessment Task 3 (Weighting 30%): Trial Examinations (Week 3 - 4) H3, H5, H8, H9									

STUDIES OF RELIGION 1 UNIT

Components	Weightings %	Task 1	Task 2	Task 3
		Date: Term 4 Week 6 2024	Date: Term 2 Week 4 2025	Date: Term 3 Weeks 3-4 2025
		Presentation Task Buddhism – Dalai Lama	Research Essay Based Hinduism	Trial HSC
Knowledge and understanding of content	40	10	20	10
Source-based skills	20	0	10	10
Investigation and research	20	10	10	0
Communication of information, ideas and issues in appropriate forms	20	10	0	10
Total Marks	100	30	40	30
Course Outcomes		H2, H6, H7, H9	H1, H4, H6, H7	H3, H5, H8, H9

Scope and Sequence: Visual Arts Stage 6 – HSC 2024 - 2025 *For implementation for Year 12 from Term 4, 2024*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Signs and Symbols In Visual Arts Students deepen their understanding of Practice in Artmaking and Critical Historical studies. Students explore a variety of Art Forms through their body of work concept development. Subjective, Structural, Cultural and Postmodern Frames; Conceptual Frameworks of the Artist, Artwork, World and Audience. Students also explore Key Artists and Movements- A focus study on Flemish painting and Artist Van Eyck looking deeply into the artwork the Arnolfini wedding. The study of Guernica and Picasso as well as looking at artists Australian Peter Booth and Davida Allen. There is no formal assessment in Term 4. (Case Study #1 Indigenous Perspectives) Jonathon Jones, Lin Onus, Trevor Nicolls, Robert Campbell Junior									
	Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Environmental and Earth Art Students deepen their understanding of Practice in Artmaking and Critical and Historical Studies. Students explore a variety of Art Forms through their body of work development; Subjective, Structural, Cultural and Postmodern Frames; Conceptual Frameworks of the Artist, Artwork, World and Audience. Students also explore Key Artists and Movements – Roberts, Smithson, Goldsworthy, Christo and Claude. (Case Study #2 The Beginning Australian Art & Part 2 Impressionism in Australian Art) (Case Study #3 Christo & Claude)									
	Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10					Formal Assessment 1: (Week 6) Development of Body of Work – 15% Outcomes: H7, H8, H9, H10 Formal Assessment 2: (Week 7) Essay – 20% Outcomes: H1, H2, H3, H4, H5, H6				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Contemporary Art, Installation Art, Technology in Art. Roles of the Artist, Art critics and Art historians. Students deepen their understanding of Practice in Artmaking and Critical and Historical Studies. Students explore a variety of Art Forms through their Body Of Work development; Subjective, Structural, Cultural and Postmodern Frames; Conceptual Frameworks of the Artist, Artwork, World and Audience. Students also explore Key Artists and Movements – Ai Wei Wei, Yves Klein, Yayoi Kusama, Damien Hirst, Cindy Sherman, Marina Abramovic, Joseph Kosuth, Marcel Duchamp. (Case Study #4 Technology – Unnatural Forms) (Case Study #5 Ai Wei Wei)									
	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10					Formal assessment 3: (Week 10) Body of Work & Extended Written Response – 35% Outcomes: H7, H8, H9, H10				
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Architecture in our world Students deepen their understanding of Practice in Artmaking and Critical and Historical Studies. Students explore a variety of Art Forms through their Body of Work; Subjective, Structural, Cultural and Postmodern Frames; Conceptual Frameworks of the Artist, Artwork, World and Audience. Students also explore Key Artists and Movements – Jon Utzon, Frank Ghery, Zaha Hadid, Frank Lloyd Wright- Students practice writing about Architecture while looking at past papers. Examination Revision – Art Critic, Art Historian and Curator revision. Students deepen their understanding of Practice in Artmaking and Critical and Historical Studies. Students explore a variety of art forms through their Body of Work; Subjective, Structural, Cultural and Postmodern Frames; Conceptual Frameworks of the Artist, Artwork, World and Audience. Students also explore Key Artists and Movements –. Case Study #6 Ann Zahalka/Appropriation – Extra Case Study if time allows or for HPGE students.									
	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10					Formal Assessment 4: CAPA Showcase – 15% and Trial HSC Examination – 20% Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 CAPA Showcase held either in the trial period or just after the trials.				

VISUAL ARTS

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 6 2025	Term 1 Week 7 2025	Term 2 Week 10 2025	Term 3 Weeks 2-4 2025
		Development Body of Work	Essay	Development of BOW and Extended written response	CAPA Showcase & Trial Exam
Art Making	50	15	0	20	15
Art Criticism and Art History	50	0	20	10	20
Total Marks	100	15	20	30	35
Course Outcomes		H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10

Scope and Sequence: Hospitality (Food & Beverage) Stage 6: 2024 – 2025

Term 4 - 10 Weeks											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Topic	Hospitality Industry										
Outcomes	SITHIND006										
Overview	Source and use information on the hospitality industry										
Assessment	Task 3 Hospitality Industry										
Term 1 - 11 Weeks											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic	Working in the Hospitality Industry										
Outcomes	SITHFAB024 SITHFAB025 SITHFAB027 BSBTWK201 SITHIND007										
Overview	Prepare and serve non-alcoholic beverages, Prepare and serve espresso coffee, Serve food and beverages, Work effectively with others, Use hospitality skills effectively										
Assessment	Task 4 Working in the hospitality industry (ongoing)										
Term 2 - 10 Weeks											
		Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Topic	Working in the Hospitality Industry										
Outcomes	SITHFAB024 SITHFAB025 SITHFAB027 BSBTWK201 SITHIND007										
Overview	Prepare and serve non-alcoholic beverages, Prepare and serve espresso coffee, Serve food and beverages, Work effectively with others, Use hospitality skills effectively										
Assessment	Task 4 Working in the hospitality industry (ongoing)										
Term 3 - 10 Weeks											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Topic	Revision and Trials Examination										
Outcomes	SITHIND007 BSBTWK201 SITHFAB027 SITHFAB025 SITHFAB024 SITHIND006 SITXFSA005 SITXWHS005 SITXFSA006 SITHCCC025 SITXCCS011										
Overview	Revision of all concepts										
Assessment	Trial Formal Examination										

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 The hospitality industry	Task 4 Working in the hospitality industry	HSC TRIAL EXAM
Code	Unit of Competency	Week: TBA Term: 4 Date: 2024	Week: TBA Term: 2 Date: 2025	Week: TBA Term: 3 Date: 2025
SITHIND006	Source and use information on the hospitality industry	X		
SITHFAB024	Prepare and serve non-alcoholic beverages		X	
SITHFAB025	Prepare and serve espresso coffee		X	
SITHFAB027	Serve food and beverages		X	
BSBTWK201	Work effectively with others		X	
SITHIND007	Use hospitality skills effectively		X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20322 Certificate II in Hospitality.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

* Examinable units to be confirmed by teacher.

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

Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge), these skills and knowledge will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

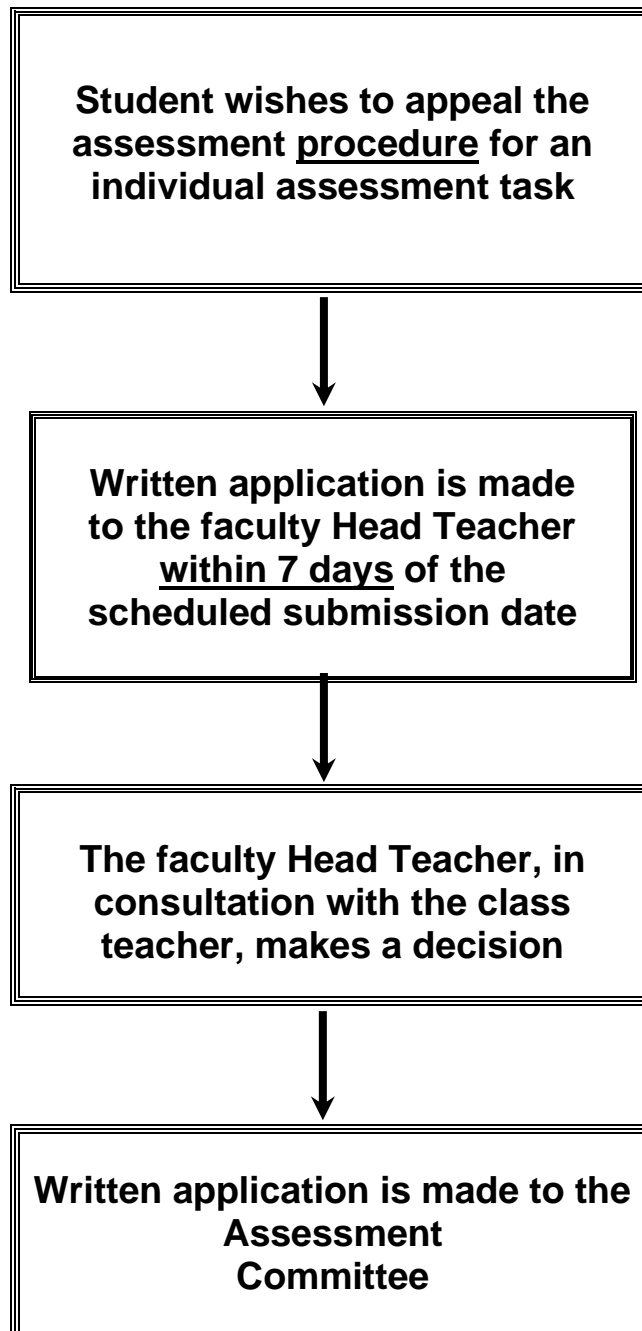
Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken. If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he/ she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible. If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and **ONLY ONE** can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units. Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

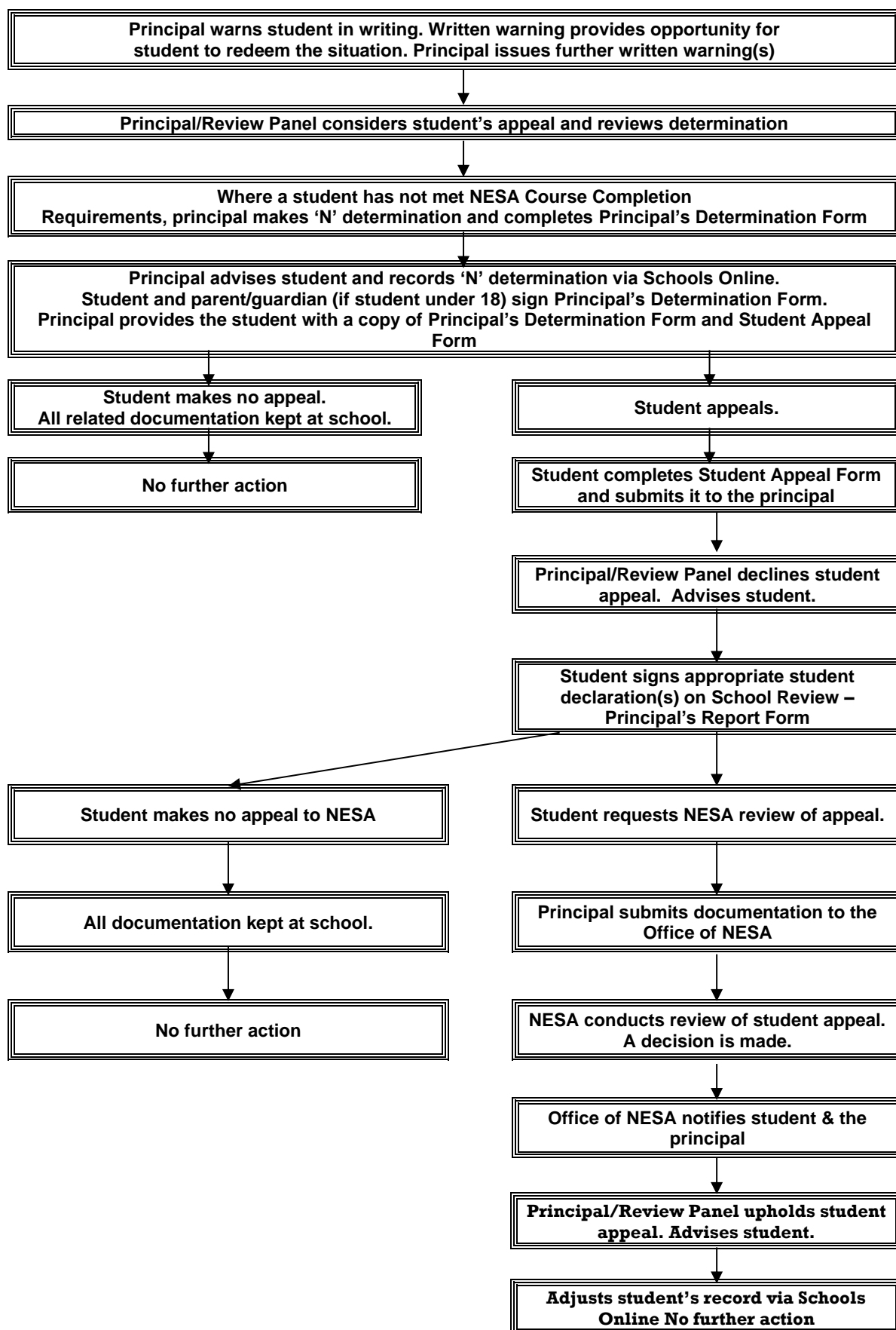
Schedule A – Flow Chart of the Appeals Process

Flow Chart of the Appeals Process

“Individual assessment tasks”



Schedule B – Procedures for Appeals against ‘N’ Determinations



Schedule C – MFHS Illness / Misadventure Form



Macquarie Fields High School

Illness / Misadventure Form Year 12

*This form **MUST** be completed and submitted to the Deputy Principal within 10 school days after the missed task and students return to school.*

Student Name: _____

Course/ Subject: _____

Teacher: _____

Task: _____

Task Number: _____

Due Date: ____ / ____ / ____ M / T / W / T / F (Please circle)

Reason for request for consideration: _____

Student Signature: _____ Date: ____ / ____ / ____

Supporting Documentation: Yes / No e.g. Doctor's Certificate

How has the reason provided affected the completion of the task? _____

Parent Signature: _____ Date: ____ / ____ / ____

1. Substitute Task Date: ____ / ____ / ____

2. All students must complete a substitute task. The assessment committee determines if the mark will be included in the HSC assessment mark.

3. Any other information _____

Head Teacher Signature: _____ Date: ____ / ____ / ____



Macquarie Fields High School

Illness / Misadventure Form Year 12

The person completing this form must not be related to the student.

Evidence of Illness

- Evidence of Illness must be in the form of a medical certificate as part of a face to face medical appointment.
- The medical certificate must provide the dates of illness and the type of illness.
- The medical certificate **MUST NOT** state that you are “unfit for duties/school”. The illness **MUST BE** clearly identified.

Independent Evidence of Misadventure

Date of event causing misadventure: ____ / ____ / ____

Were you a witness to the event: Yes / No

If (No), how did you obtain the information you are providing? _____

Describe the event. _____

Name: _____ Profession : _____

Contact Number: _____ Signed: _____ Date ____ / ____ / ____

Schedule D – MFHS Student Appeal Against Process Form

MACQUARIE FIELDS HIGH SCHOOL

A SELECTIVE AND COMMUNITY HIGH SCHOOL

WORKING TOGETHER FOR EXCELLENCE IN TEACHING AND LEARNING



2 Harold St Macquarie Fields NSW 2564
Postal: Box 269, Ingleburn NSW 1890
Telephone: (02) 9605 3111
Fax: 9605 3044

Date _____

Student Appeal Against Assessment Process

Section A:

Student Name _____ Year : _____

I hereby request a review in Subject : _____

Assessment task: _____ Due Date : _____

Reason(s) for Appeal _____

I have attached the following documentation : _____

Signed: _____ Date: _____
(Candidate)

Signed: _____ Date: _____
(Parent/Guardian)

Students must hand the completed form, together with documentation, to the Head Teacher of the subject.

Section B:

Head Teacher's decision and comment _____

Signed: _____ Date: _____

Section C:

Comments Assessment Review

Panel: _____

MACQUARIE FIELDS HIGH SCHOOL

A SELECTIVE AND COMMUNITY HIGH SCHOOL

WORKING TOGETHER FOR EXCELLENCE IN TEACHING AND LEARNING



2 Harold St Macquarie Fields NSW 2564
Postal: Box 269, Ingleburn NSW 1890
Telephone: (02) 9605 3111
Fax: 9605 3044

Date _____

Issue Of HSC Assessment Booklet

Section A :

Student Name _____ Year : _____

Assessment
Information
Meeting

conducted by : _____ Date : _____

Signed: _____ Date: _____
(Student)

Signed: _____ Date: _____
(Parent/Guardian)

Students must hand the completed slip acknowledging that they received their HSC Booklet to the Senior Assessment Committee

Section B : This slip needs to be signed by student and submitted to the Senior Assessment Committee for record of Assessment booklet being issued.

Name(Print):

Signed: _____ Date: _____
