



Year 12 2026

**Assessment Booklet
and Senior Commitment**

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*The Provisional Licence Driver School Approval Form is included loosely in this booklet.
Students who intend to drive to and from school must return the included permission note.*

TEMORA HIGH SCHOOL

2026 Assessment Booklet and Senior Commitment

From the Principal

Message to Senior Students - Congratulations students for selecting to continue with your studies at Temora High School (THS). We look forward to working with you and your family to achieve the best results possible, opening up a world of opportunities.

The information contained in this booklet is designed to give you important information about your assessments in 2026 and to assist you to have assessments researched, planned, studied for and submitted on time. There are important notes about illness and misadventure, as well as bibliography procedures, contained within this booklet. You should ensure you understand the procedures, programs and implications of the material presented.

This booklet informs you of certain rules you must follow and requirements you must meet as part of your HSC studies. It lists, in a simple and standard fashion, the assessment tasks in each course, while showing particular outcomes, components and weightings for each task. You should also be familiar with information about assessment provided by the NSW Education Standards Authority (NESA) at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment>

Finally, this booklet also outlines information about what the senior commitment involves. Make sure you read and understand everything that is written here. You will need to sign and return the forms within this booklet to verify to the school that you are prepared to make the required commitment in order to gain your Higher School Certificate (HSC).

Message to Parents/Carers - This booklet provides an outline of the school-based assessment program for HSC courses offered at THS. Students, alongside their and parents/carers, should ensure that they understand the procedures, programs and implications of the material presented.

This booklet is also designed to point out clearly what we feel is the level of student commitment needed to gain a positive HSC result. I encourage you to discuss and clarify with your child their commitment to school in order to support them through their final year of school.

We ask that you co-sign their commitment at the end of this document as an indicator that they have your support in what they are about to undertake. Students are asked to return any relevant forms contained within this booklet to the Administration Office.

Please contact me if you would like to discuss your child's learning.

Best wishes



Ian Pattingale

Eligibility

To be eligible for the award of the HSC, students must:

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

Students undertaking only Stage 6 Life Skills courses are not required to complete the *HSC: All My Own Work* program or its equivalent. Exemptions may apply to the minimum standard of literacy and numeracy.

Pattern Of Study

Both the Year 11 and HSC patterns of study **MUST** include at least:

- Six units of Board Developed courses
- Two units of a Board Developed course in English
- Three courses of 2 or more units, and
- Four subjects

The HSC will only be awarded when 10 units of HSC courses have been satisfactorily completed as well as the completion of 12 units of Year 11 courses in previous years.

Higher School Certificate (HSC) Credential

The HSC is a testamur document, issued by NESA, which states that a student has met all of the requirements and has been awarded a HSC.

Eligible students upon completing their HSC will receive the following credentials:

- The Higher School Certificate Testamur – This shows that a student is eligible for the HSC. It includes the student's name, school and date of the award. The HSC Testamur is delivered by post in January. Students are able to download their credentials via their Students Online account.
- Higher School Certificate Record of Achievement – The Higher School Certificate (HSC), Record of School Achievement (RoSA) including your Year 11 (Stage 6) grades, and if applicable, Year 10 (Stage 5) grades.

Additional Information: The NESA publication, *Higher School Certificate (HSC) Rules and Procedures guide*, contains the main rules and requirements students will need to know. This document is available at <https://www.nsw.gov.au/education-and-training/nesa/hsc/rules-and-procedures>



About Accumulating Courses

Accumulation is when a student satisfactorily completes and accrues one or more courses. Students may be entered into Stage 5, Preliminary and/or HSC courses within the same calendar year.

Accumulating courses:

Preliminary

1. NESA allows students to accumulate courses towards the RoSA.
2. There is no time restriction for students accumulating Stage 5 and Preliminary courses.

HSC

1. NESA allows students to accumulate courses towards the HSC.
2. Students may:
 - a. accumulate HSC courses by satisfactorily completing individual or multiple courses within a consecutive five-year period. This period commences the first year the student satisfactorily completes an HSC course, but courses do not need to be studied in consecutive years, and
 - b. extend beyond the 5 years but must restart the consecutive five-year period. Course/s from outside the consecutive five-year period would no longer contribute towards the pattern of study requirements.

Students With Atypical Circumstances

For students with atypical circumstances such as accelerating into courses please refer to:

<https://curriculum.nsw.edu.au/ace-rules/ace13>

Assessment in the HSC

Assessment Mark

School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for most courses, which may include tests, written or oral assignments, practical activities, fieldwork and projects.

When the school assessment program ends, the school will add up the marks a student received for each task and apply any weightings. This **school assessment mark** is sent to NESA, where it is stored until the HSC examinations are marked. Students are not notified of the submitted school assessment marks because NESA must still moderate these marks and align them to achievement standards. Students will instead receive a report showing their rank (position in school group) in each course, based on their school assessment mark.

A student can ask to review this rank if they don't think it correctly reflects their performance, and they can **appeal** to NESA if they are unhappy with the school's response. There are specific processes and requirements for reviews and appeals. For example, a student cannot appeal marks for individual tasks. Read more about the appeals process in the HSC Rules and Procedures guide.

Examination Mark

The examination mark for each course shows the student's performance in NESA's HSC examination for that course. The examination consists of a written paper and, for some courses, may include speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.

HSC Assessment and Rank Order

The HSC mark is a 50:50 combination of a student's external examination mark and school-based assessment mark for each course. The HSC Assessment Rank is released to students via Students Online after the completion of the HSC examinations.

Performance Bands

A student's HSC mark for each course will fall within one of six performance bands, where the highest achievement is Band 6 (90-100 marks) and where the minimum standard expected is 50 marks. A performance band of E1-E4 is shown for Extension courses. Each performance band is aligned to what a student at that level of performance typically knows, understands, and can do.

Moderation

For further information on moderation visit <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC/moderation>

The Australian Tertiary Admissions Rank (ATAR)

To receive an ATAR, a student must study a minimum of 10 Board Developed units in the HSC Course. The requirements for the ATAR are determined by the universities. The ATAR is calculated by the Universities Admissions Centre on behalf of universities in NSW and the ACT. Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry. Students should refer to the Universities Admissions Centre website at www.uac.edu.au

Disability Provisions

Disability provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an examination room. The provisions granted are solely determined by how the student's examination performance is affected.

If a student is entitled to disability provisions for examination periods, it is the responsibility of the student to request these provisions **for any school-based assessment tasks**. This can be negotiated with the Deputy Principal and the Learning and Support Teacher. For further information about disability provisions, access the *HSC disability guide for teachers and parents* at <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

Satisfactory Completion of a Course

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

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

A lot of work done in class may not be directly related to an assessment task. Students are reminded that classwork and assignments that are not formal assessment tasks need to be completed with just as much care and time.

In addition to the formal assessment program, students must also sit for and make a serious attempt at the Trial HSC Examinations and complete all set work and homework given by their teachers.

Attendance

Attendance will be marked in Home Group each day. This allows students to have access to all procedures/programs, notes and information. Attendance is also marked each period of the day. Students are **NOT allowed to leave the school premises during school hours**.

Year 11 students have the option to attend sport on Wednesday. Otherwise, they are in private study in the Library. Sport is not offered for Year 12 students unless they have special permission or are involved in representative or school team sports. They must be up to date with all course work to be allowed to participate in sport.

Students are expected to attend all school events, i.e. sporting carnivals, wellbeing days, etc. If students choose not to attend and support junior school students at events, THS may re-consider their eligibility to attend extra-curricular or school representation activities, especially if attendance is under 85%.

If a student has an extended or unexplained absence, the student will have difficulty displaying a diligent and sustained effort. In exceptional circumstances the Principal may grant leave. Students cannot satisfactorily complete their HSC if they have persistent absences from class.

Students at risk of being deemed unsatisfactory are given written warning with sufficient time to address any problems regarding their pattern of attendance, diligence and/or sustained effort in the completion of coursework.

Senior Study Centre is available to students on Wednesday afternoons, 2:35-3:30pm, with access to experienced tutors. All senior students are strongly encouraged to attend.

N-Determination Warning – Non-Completion of a Course

If a student is at risk of not meeting the requirements and/or of not satisfactorily completing a course, a minimum of two warnings will be given to indicate that the student may be in danger of non-completion of a course/s. If the student does not redeem these warnings and has not done enough to complete the course, they will be given an N-Determination and the student will not receive an award in that course/s. If the subject the student has received the warnings in is English, they will be ineligible for the award of HSC.

The school will:

- a. advise the student in writing in time for the problem to be corrected and for the student to be able to redeem themselves
- b. advise the parent/carer in writing if the student is under 18 (this will usually be the same letter as set out in 'a')
- c. request from the student and parent/carer a written acknowledgement of receipt of the warning letter.

The school views this component of the HSC very seriously. Students who are not making a serious attempt at their courses will be interviewed by the Head Teacher and/or the Deputy Principal to make them aware of the requirements and consequences.

TAFE EVET Requirements

Students studying a TAFE EVET course often rely on that course to count towards the HSC. If students are studying a course at TAFE they must be prepared to:

- Attend all TAFE lessons – attendance is monitored, and students may fail the course if they don't attend the minimum number of hours required.
- Complete the work and hand in the required assignments – TAFE informs the school of students who are not completing the course. The same rules for satisfactory completion of a course apply.
- Catch up on any work missed during the school lessons conducted while students are at TAFE.

Syllabus Usage by Course - Guide for Students at Temora High School

The Preliminary and HSC syllabus are available from the NESA website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

The syllabus outlines what content and information is taught as part of each course. Only content from the course syllabus will be examined in HSC examinations and assessments. Teachers will go through the different elements of the syllabus with students to ensure they understand what is in the syllabus and what is relevant to assist them with learning the course content.

Tips for Students:

- Have your own copy of the syllabus to check off dot points as you learn them to ensure you have learnt all of the course.
- Use the syllabus to help study. Go through the dot points and ensure you know the learning for each point. If you find points you are unsure of, this can be an area for study or discussion with your teacher.
- Know the syllabus areas and information. When you get a question, work out which part of the syllabus and dot points the question covers and use this information to help structure an answer to the question.
- Organise your study notes to match the order of content in the syllabus.
- Understand and study the glossary of key words. These tell you what information is required to answer questions. <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Each subject teacher will use the syllabus in different ways. Following is a summary of how the syllabus is used in each course.

Agriculture - The syllabus is handed out at the beginning of the course. It is referred to at the beginning of each topic. The syllabus is referred to in many lessons and students are encouraged to organise their notes according to the order of content within the syllabus.

Biology - The syllabus is handed out at the beginning of each new unit, students sign for it and a copy is posted to the top of the Google Classroom. Syllabus inquiry questions and content dot points are added to Google Slides and sequenced to match. Students are regularly referred to check and monitor the syllabus as part of their study and assessment preparation.

Business Studies - The syllabus is handed out at the beginning of the course. It is referred to at the beginning of each topic and as part of learning activities throughout the course.

Community and Family Studies - With each new unit of work, a copy of the relevant part of the syllabus is copied and given to the students. The teacher will explain to students how the dot points apply to the subject matter and how these dot points may be examined in the HSC. In each of the dot points, teachers explain/identify the verbs that describe the depths of the possible assessment. The students then place these dot points into their work booklets and study notes.

Construction (VET) - A syllabus is provided to students as a booklet (hard copy) at the start of the course. Students are also explicitly shown where to access the syllabus document online for future use and a copy is placed on Google Classroom for easy access. Particular attention is given to the outcomes and key content areas. Key points from the syllabus are referred to throughout the course, as well as during each assessment task, to inform and guide teaching and learning.

English (all courses) - At the start of the course, students are shown where to find the syllabus online. A hard copy and the course requirements are issued to each student in the course. Teachers explain how to adhere to these requirements including highlighting what texts and text types students will study and going over the scope and sequence. Topics are explained for each of the four sections, looking at the scope and sequence. Throughout the year, as each new topic begins, teachers hand out a module description (rubric) for each new topic, go through it with students, highlight and do various class activities that help students become familiar with the key words and phrases in these documents and when/where they will need to use them.

Exploring Early Childhood - The syllabus is issued to the students at the beginning of the course. A copy of each module syllabus is also in the front of each booklet.

Food Technology - A syllabus is provided to students as a booklet (hard copy) at the start of the course. Students are also explicitly shown where to access the syllabus document online for future use and a copy is placed on Google Classroom for easy access. Particular attention is given to the outcomes and key content areas. Key points from the syllabus are referred to throughout the course, as well as during each assessment task, to inform and guide teaching and learning.

Health & Movement Science - The syllabus is handed out as a booklet at the beginning of the course. It is referred to at the beginning of each topic and each dot point is referred to as part of learning activities throughout the course.

Hospitality (VET) - A syllabus is provided to students as a booklet (hard copy) at the start of the course. Students are also explicitly shown where to access the syllabus document online for future use and a copy is placed on Google Classroom for easy access. Particular attention is given to the outcomes and key content areas. Key points from the syllabus are referred to throughout the course, as well as during each assessment task, to inform and guide teaching and learning.

Industrial Technology - A syllabus is provided to students as a booklet (hard copy) at the start of the course. Students are also explicitly shown where to access the syllabus document online for future use and a copy is placed on Google Classroom for easy access. Particular attention is given to the outcomes and key content areas. Key points from the syllabus are referred to throughout the course, as well as during each assessment task, to inform and guide teaching and learning.

Legal Studies - The syllabus is handed out at the beginning of the course. It is referred to at the beginning of each topic and as part of learning activities throughout the course.

Mathematics (all courses) - The syllabus in all mathematics courses is given out at the beginning of the course. Students are shown where the syllabus can be accessed online. Key points from the syllabus are referred to while teaching each chapter/unit of work, to assist students with learning and understanding of the course requirements.

Modern History - At the start of the course, students are shown where to find the syllabus online. A hard copy and the course requirements are issued to each student in the course. Teachers explain how to adhere to these requirements including going through the aim, objectives, outcomes, historical concepts and skills, course structure and requirements. Topics are explained for each of the four sections, looking at the scope and sequence. Throughout the year, teachers explain relevant syllabus pages for each new topic, examining the content focus and each content dot-point, helping students to understand the key words and relevant terminology.

Physics - All components of syllabus are outlined at beginning of course, especially reference to skills content and working scientifically area of the syllabus. As each module is started, the module syllabus is handed to each student, including the outline context of the module. As each inquiry question is started, reference is made to syllabus and students learning progress.

Sport Coaching (VET) - The syllabus is issued at the beginning of the course. It is then referred to at the beginning of each new module.

Work Studies - The Work Studies syllabus focuses on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.

Aurora/Distance Education - Students who choose to study a subject through these providers will receive information about syllabus usage from the relevant provider.

Private Study

Private Study periods (including Period 1 and 5) must be spent in the Library or allocated classroom as is shown on the timetable unless alternate arrangements have been made with another teacher and the Private Study teacher has been informed (for example working on a major project in a practical space).

Private Study periods provide a great opportunity to complete schoolwork, study and prepare for assessments. Students who study a subject via distance education are to use private study periods to complete course work.

Students who are not completing sufficient classwork, have less than 85% attendance, are not attending private study periods, have an N determination warning letter and/or have not been completing assessments may lose privileges, including school representation.

Homework, Study and Employment

It is our expectation that all senior students will complete regular nightly homework, revision, and study. Research has shown that students who revise their work and prepare for the next lesson at home are far more effective and cope more easily with the stress of senior study.

The Atomi website can help students study or prepare for upcoming learning: www.atomi.com

School should be students' number one priority in senior study. One way that students will demonstrate this is by how much work they do at home and how often they do it. **An average of two hours homework and study per night Monday to Friday could be used as a guide.**

Part-time jobs and social commitments should be kept in balance. Students who are in paid work should request time off when exams or assignments are due at school. Many students allocate social time at the weekends and do not let it interfere with study and homework during the week. Students should try to rest on weekends however, they may need to allocate further study at peak periods (before exams, major projects, multiple tasks due).

Work Ethic, Commitment and Motivation

Senior students who are successful, commit themselves to the task they have taken on – the HSC – with the aim of getting the best results possible.

Students who show a positive work ethic ('I am here to do my best'), commitment ('I am prepared to put in the necessary effort') and motivation ('I will always do the best I can') are more likely to achieve the HSC result that they will be proud of. A positive mindset is very powerful.

School Uniform

Senior students are expected to wear full school uniform every. Uniform will be monitored in classes and in Home Group, with issues being referred to the Deputy Principal. Senior students are role models for the junior school students. We have a high expectation on uniform. Not wearing school uniform regularly may result in a loss of school representation privileges.

Driving

All students who drive need to take extreme care and be very responsible when driving, especially on school days. No school or family wants to see any injuries to students.

If you wish to drive to school at any time during the year, you must have returned the THS Driver Approval form included in this booklet to the Administration Office, signed by your parent/carer so you and your parent/carer know and accept the risks and responsibility of driving.

If you wish to travel in a car driven by another student to or from school at any time during the year you must also return the approval form. Under no circumstances are drivers allowed to have younger students with them during the school day, unless siblings, and only if they are stated on the Driver Approval Form. Only students with parental permission are allowed to travel in other students' cars.

Student drivers are to park on Gloucester Street. Students are not permitted to drive to any school activity such as a sporting event, meeting, or school excursion.

Our school takes pride in maintaining a positive image within the local community. With an increasing number of our students driving to and from school, it is important that they recognise that any careless and unsafe driving reflects poorly not just on them personally but also on the school.

Members of the school community are requested to inform the school if they are aware of any students who are driving in a reckless or dangerous manner or who are not adhering to road rules. Any reports made will be taken seriously and investigated. If student drivers have been found to put themselves and other road users at risk, appropriate sanctions will be carried out and, if necessary, the police notified. Concern for our students' safety and welfare are paramount, and we ask that the whole school community works together to achieve this end.

Temora High School accepts no responsibility for any damage to cars or any theft of items from cars.

Assessment Schedule

The school's responsibility

Each school in NSW has the responsibility to develop an assessment program for each course. This means that schools are required to:

- Set tasks which will be used to measure student performance in each component of the course
- Specify the relative value of each of these tasks
- Inform the students in writing of the assessment schedule for each subject.

The assessment schedule for each subject must include:

1. The components and their weight for each course as specified in the NESA assessment and reporting specifications.
2. An indication of when each task will take place.
3. The weighting of each task in relation to the total number of marks for the course
4. A description of each type of assessment task (e.g. test, research task, speech)
5. Teachers will give students at least **14 days written notice** of the details of an assessment task – see the following page for information regarding the required components on the written assessment notification.
6. Assessment task notifications will be published on the THS assessment task proforma and, in most cases, will include the marking criteria.
7. The assessment task will provide all details for the administration of the task.

A maximum of four tasks for each 2-unit course, with a maximum weighting of 30% for one formal task that reflects the structure of the HSC examination, will be set. The number of tasks for each 1-unit course are varied (refer to individual course syllabus published by NESA).

The school will provide students with information on their cumulative rank after each assessment.

Years 11 and 12 School-Based Assessment Procedures

Assessment task notification

Students should refer to the calendar and assessment schedules that are published in the Assessment Booklet and make a note of each task required of them. This includes dates for the Year 11 Yearly Examinations and Trial HSC Examinations (these dates are firmly set in place). Students unable to attend an examination must notify the school immediately.

If a student is absent from school, it is their responsibility to approach their teacher to determine if any tasks were notified during their absence. This includes Work Placement – students must complete all work given in their absence.

Course teachers will issue written assessment notifications at least 14 calendar days prior to the due date. Students will receive an examination timetable information booklet for the Year 11 Yearly Examinations and Trial HSC Examinations at least 14 calendar days prior to the examination period start date.

Assessment task notifications will include:

- Components and weightings, as per the assessment schedule
- Syllabus outcomes assessed
- Type of assessment task
- Scheduled date and time for attempting or submitting the task - **9am for all hand-in tasks**
- Submission details (e.g. hardcopy, via Google Classroom, etc.)
- Detailed task description
- State what AI tools or AI prompts the student may use to complete the task:
e.g. AI tools may be used for this task for the following purpose (you will need to submit evidence, including prompts and responses of how you used AI, and reference the AI tools used in your bibliography):
 - ☐ Generate ideas or structure suggestions to assist with understanding core concepts, or other preparation for the task
 - ☐ Generate text, rewrite, rephrase and/or paraphrase a portion of this task (including for editing/proofreading)
 - ☐ Generate some other aspect of the submitted task
 - ☐ AI tools **SHOULD NOT** be used for this task. Standard spellcheck and editing tools are acceptable.
- Specific information about referencing and bibliography requirements
- Marking criteria (excluding for tasks where this is not appropriate, such as an examination).

Submission information

Students are expected to attempt all assessment tasks. If a task is due to be handed in on a certain day, it must be submitted to the class teacher or head teacher by 9am on the due date. Tasks submitted after this time without a successful Illness/Misadventure Request will result in zero (0) marks being allocated and a N Warning will be issued.

Students completing assessments which require a performance component at a scheduled time slot must attend at their allocated time (allocated by the teacher prior to the assessment day). Late arrival without a successful Illness/Misadventure Request will result in zero (0) marks being allocated and a N Warning will be issued.

If a student has an upheld Illness/Misadventure Request, they may be provided an extension of time to complete the original assessment task, or given a substitute assessment task. In exceptional circumstances where a student cannot complete the assessment task, the school may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes, as approved by the principal.

	If a student does not complete a task by the due date or attend a scheduled assessment task, and has their Illness/Misadventure Request declined, the school must record a zero mark for the assessment task.
Working on an assessment task at school	Students must not work on an assessment task in any other class than the related course (except for timetabled Private Study), and then only under the instruction of the teacher.
Absence from an assessment task known in advance	If a student knows in advance they will be absent on the date of an assessment task, and the absence reason is approved by the Principal (e.g. School Business, approved misadventure, etc) they must notify their teacher and submit the relevant form to the head teacher at least 7 calendar days prior to the absence (where known, otherwise immediately when known) - Complete Assessment Task on Alternate Date Due to School Business Request or Illness/Misadventure Request. The teacher and head teacher will advise when the task is to be attempted/submitted, which may remain as the original due date (for hand-in tasks) or immediately upon the student's return to school (for in-class tasks).
Unexpected absence - Illness/ Misadventure	Students who are ill or have an accident or misadventure immediately prior to or during the course of an assessment task have the right to appeal on the grounds of either/or: • Failing to complete a task • Failing to attend an task • Unable to do justice to themselves in a task • Late submission of a task Where a legitimate illness prevents the completion of the task, in the lead up to or on the due date, or the student feels that their performance in the task was adversely affected, the student/parent should phone the school and leave a message for the teacher. A Doctor's Certificate should be presented to the subject head teacher on the day of return to the school (but must be presented within 7 calendar days of the task due date, or within 7 calendar days of an exam period ending) to the subject head teacher, or deputy principal if more than one subject is affected. The deputy principal will determine the genuineness of the absence and make a recommendation to the head teacher concerned. Where misadventure is the cause of the absence, (e.g. family bereavement) then a letter that fully explains the circumstances must be presented to the deputy principal on the day of return to the school. The deputy principal will determine the genuineness of the absence and make a recommendation to the head teacher concerned. Failure of technology (e.g. corrupt drives, computer crashed) without ample evidence of the stages of lost work is not acceptable as a reason for late or non-submission. A student absent from a task, or late submitting a task, will receive a zero (0) mark unless they have complied with this procedure. In such cases, parents/carers will be notified in writing.
Extension to due date	An application for an extension of time should be submitted to the head teacher on the Assessment Task Extension Request at least 7 calendar days prior to the due date, except in the case of illness/misadventure after this time. If an extension is granted, the student will not be penalised.

Referencing and Bibliographies

Assessment notifications will include specific information about referencing and bibliography requirements. Students must adhere to these requirements to demonstrate academic integrity in their work. Any work that is submitted, and that is not the student's own, must be referenced appropriately. Students must also acknowledge the sources consulted to support the content of their work using either a Reference List or Bibliography, as stated on the task notification.

Malpractice and plagiarism in examinations and/or assessment tasks, including the use of AI

Cheating, plagiarism and copying another student's work, during an exam or task is viewed seriously by the school. A score of zero (0) may be recorded for a student in an examination or assessment task because of malpractice and a N Warning will be issued. This will also be reported to NESA.

Plagiarism may include copying from materials (books, internet, journals, study notes, etc.) without indicating this with quotation marks and acknowledgement of the author or source. It may also include collaboration with other students that goes beyond the discussion of general strategies or ideas.

The use of Generative Artificial Intelligence (AI technology that creates new work or alters existing work from the vast amount of data available on the internet), without correctly sourcing, or acknowledging its use, is an example of plagiarism.

The assessment notification will tell students whether they are allowed to use generative AI tools for an assessment task. **If unsure, they must ask before using it.** Whenever allowed or required to use AI in an assessment task, students must also:

- Follow all instructions and restrictions on its use
- Clearly document the type of AI used and how it contributed to the assessment
- Provide written acknowledgment of the use of generative AI and its extent
- Cite and reference using the closest source types in the style being used (e.g., non-recoverable sources)

The unapproved use of AI tools in the completion of HSC assessment tasks and exams is a breach of academic integrity. HSC assessment tasks and examinations (including projects, submitted works and performances) must be students' own work or must be acknowledged appropriately.

Students can be asked by the teacher to produce or share their drafts during the submission period, if there is a concern about malpractice. If the student is not able to produce their drafts, or the drafts are lacking in detail and effort, a score of zero (0) may be recorded for a student in an examination or assessment task as a result of malpractice and a N Warning will be issued. This will also be reported to NESA.

Consequences of plagiarism:

- An interview with the head teacher, deputy principal and/or principal where the student has the opportunity to explain their process for completing the task and present their draft/s (including digital drafts) *and*
- Notification to parents/carers via phone or interview *and*
- Resubmission of work to demonstrate satisfactory achievement of outcomes *and*
- A mark of zero *and*
- The task will be considered a non-attempt and a N Warning will be issued, if the student chooses not to re-submit the piece of work

Aiding another student to plagiarise is a violation of this assessment policy.

	All students will undertake the All My Own Work Program in Year 11 and upon completion this will be verified by staff. It is expected that students will follow the protocols set out in the program in every assessment task they are required to attempt.
Evidence of drafting	Students are required to keep drafts for all tasks, as evidence of their learning and process for completing an assessment task. Drafts may be a paper or digital form. Digital drafts should be saved to students' Microsoft 365 One Drive, or their Google Drive. The teacher, head teacher, deputy principal and/or principal may ask to review any drafts if there is a concern about malpractice. Drafts submitted within 48 hours of a task due date may not be responded to by class teacher.
Non-Serious Attempts	Non-Serious Attempts of a task may lead to zero (0) marks being recorded and a N Warning being issued. Students will be interviewed with a view to withdrawal from the course.
Adjustments to assessment tasks for students with disability	The course teacher, in collaboration with the Learning and Support Team, will make decisions about appropriate school-level adjustments to coursework, assessment activities and tasks, including in-school tests for some students. Providing an adjustment does not restrict a student's access to the full range of grades or marks. The school will ensure that assessment tasks are accessible to students with disability, make decisions regarding adjustments in the context of collaborative curriculum planning, and not restrict a student's access to the full range of grades or marks if an adjustment is provided.
Appeals for grades, ranks or marks	If a student feels that their mark or rank in an assessment task is incorrect, or their overall course grade or rank is incorrect, they should firstly approach the teacher or head teacher concerned. If the situation is not resolved satisfactorily, the student may appeal for a review of the process by completing the Review of Grade/Rank/Mark Request which is then given to the head teacher. The head teacher will then speak with the deputy principal and/or principal to determine the outcome. The student will be notified of the outcome by the deputy principal. The student must lodge an appeal using the Review of Grade/Rank/Mark Request within 2 school days of the results being returned to the class. The school will then consider the appeal and have an outcome for the student within 14 calendar days of the task being returned. Preliminary grades are awarded by teachers who make professional, on-balance judgements about which grade best matches each student's level of achievement.
Invalid or unreliable results	If an assessment task is believed to have produced invalid or unreliable results, the teacher and head teacher will review the results and, where possible, compare them with other results from the same cohort in the same course. In consultation with the deputy principal and/or principal, a decision may be made to moderate the results for that task, but only at the conclusion of the assessment program and before marks or grades are submitted to NESAs. All students in the course will be shown the moderated results and updated ranks for the individual task and overall rank. The results of invalid or unreliable assessment tasks that have been completed by students will be retained by the school, as part of HSC Monitoring practices.
Feedback	Teachers assess students' actual performance, not potential performance. Students will be provided with written feedback on each task (feedback may be provided digitally) and provided their rank in the task and their cumulative course rank.
Forms relevant to this assessment procedure	1. Illness/Misadventure/Assessment Task Alternative Date - Request 2. Review of Grade/Rank/Mark - Request

Years 11 and 12 School-Based Examination Procedures

Arrive early, be prepared, follow instructions:

- Arrive at the exam venue at least 20 minutes early before each exam is due to start.
- For the Year 11 and Trial HSC examinations, you must wear your school uniform including appropriate footwear.
- If you arrive more than an hour after an exam has started, you can enter the exam, but you will need to explain why the school should accept your responses for marking.
- You must contact the school immediately if you cannot get to your exam because of unusual circumstances
- You must sit for all exams you are entered in, unless you have an illness or misadventure.
- You must sit where directed and/or at the desk that shows your name and student number.
- During each exam, read the instructions and all questions carefully. Exam supervisors cannot interpret or give instructions about exam questions
- Write your student number on all writing booklets, question/answer booklets and answer sheets – **do not write your name**
- Make a serious attempt at the exam by answering a range of question types (answering only multiple-choice questions is not considered a serious attempt)
- Behave politely and courteously at all times
- You may go home OR utilise the library for private study throughout the examination period. You must sign in at the office after an examination and sign outs are not permitted without parent/carer permission.
- In exceptional circumstances, if you need to change the time of an exam you must approach the principal prior to the exam and have his/her written permission. You will be allocated another timeslot for the exam.

What you CAN bring into the exam room • a clear plastic bag/sleeve to carry the following approved equipment ○ black pens (use for all exams, unless instructed to use a pencil) ○ pencils (must be at least 2B), erasers and a sharpener ○ a ruler marked in millimetres and centimetres ○ highlighter pens • a clear bottle of water with no label • a non-programmable watch, which you must take off, place on your desk and not touch during the exam • certain equipment that is listed on the exam cover page is allowed for specific exams (scientific calculators must be approved models only)	What you are NOT allowed to bring into the exam room • mobile phones (these must be switched off and in your Yondr pouch. Phones will be collected outside the exam venue) • programmable watches, eg smart watches • any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries • paper or any printed or written material (including your exam timetable) • dictionaries (except in language exams, if allowed) • correction fluid or correction tape • a pencil case (other than a clear plastic bag/sleeve)
It is your responsibility to make sure that your equipment is in good working order. You cannot borrow equipment during exams.	

Do not:

- **leave the exam until the allocated time is up**
- begin writing before being instructed to do so. You must stop immediately when the supervisor tells you to.
- write on anything other than writing books, answer booklets or other writing material provided. You should not write on any other equipment including your body, clothing or tissues.
- leave the room, except in an emergency. If you have to leave and want to come back to continue the exam, you must be supervised while you are out of the room
- take an exam paper out of the room.
- cheat
- behave in any way likely to disturb another student or upset the running of the exam, e.g. loudly screwing up paper
- be affected by alcohol or illegal drugs
- eat unless approved by NESAs (e.g. if you have diabetes)
- speak to anyone other than a supervisor

Supervisors can ask you to leave the exam if you do not follow these rules. You could get zero marks for the exam.

If you have an illness or have a misadventure on the day of the exam:

- and cannot attend an exam, **tell the principal immediately** (same time/day as exam)
- before the exam but you can still attend, tell the exam supervisor when you arrive
- during an exam and it may have affected your performance, tell the exam supervisor immediately.

If illness or misadventure stops you from attending an exam or affects your performance in the exam, it is your responsibility to submit an Illness/Misadventure Request and provide a medical certification and/or supporting documentation.

Illness/Misadventure Requests are for cases where an illness or mishap, immediately before or during an exam, which was beyond your control, prevented you from attending or diminished your exam performance. These applications do not cover: difficulty preparing or lost preparation time; alleged deficiencies in teaching; misreading exam timetables or exam instructions, including entering or sitting for the wrong exam; long-term illness unless you can show it recurred suddenly and unexpectedly during the exam period; conditions for which you have been granted disability provisions, unless you have further unexpected difficulties; conditions for which you should have applied for disability provisions; courses where you are a self-tuition student; attending sporting or cultural events.

Always attend exams if you can, even if you have had an illness or misadventure. Speak to your principal before you decide not to attend an exam, and do not attend if a doctor advises you not to. All current health requirements around COVID apply.

Frequently Asked Questions

What if I am absent on the day my class receives a task?

It is your responsibility to catch up on any work that is missed in class on a day that you are absent. This extends to ensuring that you ask the teacher if any assessment tasks were given out on the day of your absence.

What if I am absent on the day a task is due/or completed?

It is your responsibility to advise the school as soon as possible of your absence on the day of an assessment task. You must provide a doctor's certificate if your absence was due to illness AND you must complete an illness/misadventure form and submit it to the Head Teacher on the day you return to school.

What if I am absent because of a school representative duty?

You should advise your teacher of your absence in advance and complete the Complete Assessment Task on Alternate Date Due to School Business - Request form. Your teacher will then speak with you about what you are required to do.

What if I am absent because of work placement?

You must submit your task on or before the due date.

What happens if I submit my assessment task late?

Zero marks are awarded on all tasks that are submitted late without a valid reason and a N Warning letter will be issued.

When am I supposed to submit my assessment task?

When and how you submit your assessment task is indicated on your assessment task notification.

What happens if my teacher is absent on the date the assessment task is due?

The task will be collected and/or conducted as scheduled.

What happens if I plagiarise or cheat on an assessment task?

Zero marks will be awarded and a N Warning letter will be issued. NESA treats cheating very seriously. Students have the responsibility to not engage in behaviour which could be considered as malpractice, cheating or plagiarism.

What happens if my computer or digital storage crashes?

You are expected to keep all draft materials used in preparation of your assessment task. This may be accepted as your submission. It is your responsibility to save and back up work regularly.

What if I require special provisions?

Special provisions are available for students with specific needs and are normally applied for in advance of examinations. Special provisions that can be applied for include, but are not limited to, reader and/or writer, diabetic provisions, separate supervision and/or extra time. Application for special provisions can be discussed with the Learning and Support Teacher.

For further information please read the appendices to this document or visit:

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

Bibliography and Reference List Guidelines

A bibliography is a list of **ALL** the sources that have been read or accessed in the preparation of your assessment task, but not necessarily used. A reference list includes only the sources that have been used and cited in your assessment task.

You need a bibliography to:

- Acknowledge the author/s of the work/s you have used and give credit where it is due. (Plagiarism is the use of the work of others as one's own, without referencing its source or attributing it to its intellectual proprietor).
- Provide details on where you sourced your information.
- Allow any facts or information you have used to be checked and verified where needed.
- Determine currency of resources used by inclusion of date.

Annotated Bibliographies

- Who is the author (or authors)?
- When was the author's work published?
- How old is it? Are the ideas current or outdated?
- Where is the author from? Is the author writing about an issue in the country they work in or in another?
- What is the general focus of the author's writing?
- How is the author writing about the topic? For example, does the author refer to statistics or survey material? Is the writing mainly theoretical? Does it discuss a theoretical position(s) or ideas? Does it argue for particular way of working or thinking? Is it a text, which includes practical strategies? Does it discuss legislation and its impact on people?
- Why does it seem that the author wrote the text? For example is s/he trying to persuade the reader of a particular theoretical standpoint because s/he believes it is the most useful? Is the author trying to persuade the reader of a particular way of working because s/he believes it is the most useful? Is the author criticising a piece of legislation to point out the inadequacy of it?

Example A

Long (1992), a lawyer based in Florida in the US, writes about the development of Florida's child protection legislation between 1980 and 1990. In particular she demonstrates how Florida's legislation has failed to protect children adequately and points to the need for a radical shake up of child protection policy. In order to support her arguments Long refers to child protection legislation in the UK and Australia which she considers to be better than the legislation in the US. Long's ultimate aim is to change US child protection policy.

Example B

In his critique of current social work practice, Jones (1999) a practicing social worker in New South Wales, argues that social workers usually practice a form of social work which is politically weak and unhelpful. He refers to real-life case studies from across Australia to demonstrate his arguments, pointing out how each approach failed to impact long term on the social workers' clients. Jones argues that the failure of social workers to impact on people's lives in the long term is a signal that the concept of social work itself is fundamentally flawed. He argues for a complete review of social work practice in Australia but also believes that this is unlikely to occur because of the entrenchment of social work in the Australian psyche.

**Words underlined relate to terms who, what, when, where, why, how, how old.*

In Text Citation Guidelines

In order to acknowledge the author/s of the work/s you have used and give credit where it is due you must not only create a bibliography but also reference quotes and ideas within your work. One way of acknowledging this is by using *in text citations*.

There are two different ways to do this. However, citations should look the same for all works - books, journal articles, web-pages, etc. - in both print and electronic formats.

1. At the end of a sentence or phrase - give the author's surname and publication date in round brackets.
2. If the author's name is part of the sentence, give the date, in round brackets, immediately after the author's name.

Please note: A quotation uses the exact words of an author. Enclose the quotation in single quotation marks and add the page number. If you paraphrase, still give a page number. General ideas must still be acknowledged. If two authors are part of the sentence use 'and', but if the names are in brackets you use the ampersand (&).

Freeman and Hayes (2001, p.5), say the 'goal of a catalogue is to help the user readily locate the required items', with the minimum of trouble, whether it is a specific book, or, information on a particular subject (Harvey, 2000, p. 193). Library catalogues have to be able to meet the needs of the users to assist them in retrieving, (Foskett, & Freeman, 2002. p.15) and, to be effective, the catalogue should be designed and developed to meet the specific information needs of that library's users. (Henri, 2001. pp. 25-28).

Some other points:

- If the author is unknown cite the title, in *italics*, instead of an author. The date is not in italics e.g. *The Plains of Africa* (2003, p. 42).
- Organisations with long names may be abbreviated after their first appearance:
- First citation: use the full name of the organization, with its abbreviation following in brackets e.g. (Organisation for Economic Cooperation and Development (OECD) 2003, p. 26).
- All subsequent citations: use the abbreviation e.g. (OECD 2001, p. 412).
- Secondary source (the work of one author being cited in another author's work) e.g. (Stevens, cited in Leong 2002) or Stevens (cited in Leong 2002).

Abbreviations to note:

- Edited: ed.
- Compiled: comp.
- Revised: rev.
- Translated: trans.
- Illustrated: ill.

Bibliography Setting Out

One method of citing resources is as follows. Please note for hand-written bibliographies underline the title.
A bibliography is arranged in alphabetical order of the first letter of each individual entry.

Type of Text	Layout	Example
AI	I used [insert AI system(s) and link] to [specific use of generative artificial intelligence] [number of iterations/drafts]. The tool was used to provide [describe content used in task]. The output from this tool was modified by [explain use]. <i>Monash University, 2024, Acknowledging the use of generative artificial intelligence, https://www.monash.edu/student-academic-success/build-digital-capabilities/create-online/acknowledging-the-use-of-generative-artificial-intelligence#:~:text=A%20suggested%20format%3A,modified%20by%20%5Bexplain%20use%5D,se%5D (accessed 16th October 2024)</i>	I used AI in the following ways: (i) generate ideas or structure suggestions, for assistance with understanding core concepts, or other substantial foundational and preparatory activity for the assessment. I used Consensus (https://consensus.app/search/) and Scite (https://scite.ai/) to find relevant academic literature and ExplainPaper(https://www.explainpaper.com/dashboard) to help understand the arguments in the sources. I used GoodAI to create an outline (2 iterations) (ii) generate text, rewrite, rephrase and/or paraphrase a portion of this assessment. I used Microsoft Word with copilot assisting to prepare the essay drafts (4 iterations). I used GoodAI to help revise the introduction (3 iterations) and then ChatGPT3.5 (2 iterations) to make the introduction sound more academic. I further edited the introduction adding appropriate citations. (iii) generate some other aspect of the submitted assessment. I tried Microsoft Excel with copilot assisting to make the graphs but found GraphMaker (https://www.graphmaker.ai/) to produce better results for creating the graphs used as evidence in the essay. I used ChatGPT3.5 to change the bibliographic references into notes form for use in the footnotes. <i>Monash University, 2024, Acknowledging the use of generative artificial intelligence, https://www.monash.edu/student-academic-success/build-digital-capabilities/create-online/acknowledging-the-use-of-generative-artificial-intelligence#:~:text=A%20suggested%20format%3A,modified%20by%20%5Bexplain%20use%5D,se%5D (accessed 16th October 2024)</i>

Book	Author's surname, Author's first name initial. Date of publication, Title. Publisher, Place of publication.	Dyer, A. 2007, <i>Space</i> . Five Mile Press, Melbourne.
	For books with one author:	Meiggs, R. 1997, <i>The Athenian Empire</i> , Clarendon Press, Oxford.
	For books with two authors:	Townsend, S. and Young, C. 2003, <i>A World of Recipes: Vietnam</i> , Heinemann Library, Oxford.
	For books with more than three authors:	Kenworthy, Gary. et al. 1996, <i>Examining the Evidence: History, Archaeology and Science</i> , Jacaranda Press, Milton, Qld.
	For books with no author but an editor:	Healey, K. (ed.) 1993, <i>Human Rights</i> , Spinney Press, Wentworth Falls, NSW.
Encyclopaedia	Title of encyclopaedia. Date. Volume. Publisher, Place of publication. Page numbers.	World Book Encyclopaedia. 2005. Vol. 18, World Book Inc., Chicago. p.728.
Periodical (magazine)	Author's surname, Author's first name initial, Date, 'Title of article', Periodical, Volume No., Issue No., Page numbers.	Thomas, P.C. 1990, 'The Thinking Person's Guide to Tennis', <i>Tennis Today</i> , vol. 7, no. 55, pp. 24-27.
Newspaper article (no author named)	'Title of Article'. Date. Newspaper, Edition date, Page numbers.	'The Hyatt Formula: Breaking the Mould'. 1988. <i>The Australian</i> , August 19, p. 24.
Internet site <i>Note: if no date of placement on the internet for site is given, write n.d. (i.e. no date)</i>	Author/Source, Year put on the web, Title of page, URL (accessed <date>)	Board of Studies, 1997, <i>Guidelines for the new Senior English Syllabus</i> , http://boardofstudies.com.au (accessed 12 September 2006)

Personal Email	Name of sender, email address of sender, subject, date of post, date read.	Andrec, M. andrec@glyco.chem.yale.edu 'New England School of Bandura', 18 April, 2005, personal email 19 th April, 2005.
Book - Corporate Author	Corporate authorship occurs when, for example, a society, association, institution, firm, government department or other corporate body is responsible for the writing of the work.	Criminal Justice Commission 2004, <u>Statement of Affairs</u> , Toowoong, QLD.
Audio Visual: Video Recordings	Author given: Author or director/producer, year of production, <i>Title</i> (format e.g. sound recording), production company, place of production.	Ash, Eve, 1988, <i>Contraception : Ready or Not</i> (video recording) Seven Dimensions, Geelong, Victoria.
	No author given: Write 'no date' instead of giving the year of publication as example above.	<i>The migrant experience: Are you fair dinkum?</i> , (video), no date, Film Australia, Lindfield, N.S.W.
	Television program	<i>Simpsons, The</i> (video recording) 15 July 1993, Ten Television.
Electronic Media (similar to audio visual items)		Farmer, E.L. 1994, 'Mao Tse-Tung', (CD ROM), <u>New Grolier Multimedia Encyclopedia</u> .
Periodical, journal or magazine articles	Note that different journals are numbered or dated in various ways, e.g. Vol. 7, No. 2 or Jan 1995, or 11 March 1994 No 1968. You will generally find these details on the front cover or the contents page.	e.g. Young, M. 1993, 'Ecotourism', <u>Issues</u> , No. 23, pp.2-7. e.g. Innocent, C. 1995, 'Sick Birds Give Quarantine the Slip', <u>Geo Australia</u> , Vol, 17, No. 2, pp. 24-33.



ILLNESS/MISADVENTURE/ASSESSMENT TASK ALTERNATE DATE REQUEST FORM

This form must be submitted to the Head Teacher or Deputy Principal, 7 calendar days prior to the absence/assessment task due date/examination period.

☐ Illness ☐ Misadventure ☐ School Business

STUDENT SECTION

Student name:		Year:	Date:
Course name:	Teacher:	Already completed the task? Yes / No	
Task name and number:		Original due date:	
<i>The subject teacher was notified of the illness/misadventure/request to complete the task on an alternate date on (complete below):</i>			
Date:	Time:	By:	
Reason(s) for change of date:			
<i>I understand that I must submit/complete the task on the date agreed with the Head Teacher, noted below. If I do not attend the School Business, I must complete the task on the original due date (unless there are grounds for illness or misadventure).</i>			
What are you requesting? E.g. extension, alternate date to complete task, no penalty, resubmission, etc.			
Medical certificates or supporting statements have been attached from: Yes / No			
Student signature:		Parent/Carer signature:	

Hand this completed form, together with certificates and/or statements to the Head Teacher of the course

SCHOOL SECTION – Please indicate below

Head Teacher Decision	☐ Extension – new due date:/...../.....	☐ Alternate task	☐ Accept task
	☐ N/A	☐ Same task	☐ Accept task but zero marks
☐ For unseen questions/exams, the student will generally complete the task AFTER the original due date. Alternate due date:/...../.....	☐ For hand-in tasks, the student must hand in as per the original due date unless extension is approved.	☐ For speech/presentation/practical task, the student must hand in a hard copy of the task (if required) and then deliver the speech/presentation/practical in the next lesson when they return from School Business.	
Head Teacher comment, if required:			
Head Teacher signature	Deputy Principal signature	Date:/...../.....	Student signature

TEAR OFF SLIP - To be returned to the student

Student name:		Course:	Teacher:
Task name:		Illness/Misadventure/Request Appeal Decision: APPROVED / NOT APPROVED	
☐ For unseen questions/exams, the student will generally complete the task AFTER the original due date. Alternate due date:/...../.....	☐ For hand-in tasks, the student must hand in as per the original due date.	☐ For speech/presentation/practical task, the student must hand in a hard copy of the task (if required) and then deliver in the next lesson when they return from School Business.	
HT Notes:			
HT Signature:			Date:



REVIEW OF GRADE/RANK/ MARK - REQUEST

A request to review an assessment task mark must be submitted to the subject head teacher no later than 2 school days after the student was notified of the grade/rank/mark.

STUDENT SECTION

Student name:	Year:	Date form submitted:
Course name:		Teacher:
Task name and number:		Date informed of grade/rank/mark:
Reason(s) for review of grade/rank/mark request (detail below):		
Medical certificates, Statutory Declaration and/or supporting statements have been attached from:		
Student signature:	Parent/Carer signature:	

Hand this completed form, together with certificates and/or statements to the Head Teacher of the course

SCHOOL SECTION

Head Teacher Decision	Approved ☐ Grade/Rank/Mark remains same ☐ Grade/Rank/Mark reviewed ☐ Grade/Rank/Mark changed to	
	Not approved ☐ Insufficient evidence or reasoning	
Head Teacher comment, if required:		
Head Teacher signature/...../.....	Deputy Principal/Principal signature/...../.....	Student signature/...../.....

TEAR OFF SLIP - To be returned to the student

Student name:	Course:	Teacher:
Task name:	Review of Grade/Rank/Mark Request Outcome: APPROVED / NOT APPROVED	
HT Notes:		
HT Signature:		Date:



Provisional Licence Driver School Approval Form 2025 - 2026

Young drivers with friends in the vehicle can be a dangerous combination. Please think carefully before giving approval. Parents-Carers should ensure that their child is travelling with a driver who has: a current NSW Drivers Provisional Licence, has Comprehensive Insurance and is driving a registered vehicle.

- Student parking is on Gloucester Street. Drivers need to ensure they adhere to speed limits especially in school zones.
- Students are allowed to drive to school at the start of the day and from school at the end of the school day.
- Students can only leave after permission is granted by parents/carers and they have signed out at the office for a valid leave reason (e.g. sickness, appointment).
- **Students cannot leave for lunch/study periods or drive other students during school hours.**

Year 12 studies begin at the start Term 4 each year and students will need to complete a new Driver Approval form at this time.

Mr Ian Pattingale
Principal

Student Name:

I give permission for my child to:

- | | |
|---|----------|
| 1. Drive a vehicle to and from school | Yes / No |
| 2. Take other students as passengers (listed below) to or from school | Yes / No |

Please ensure that other students have permission from their parents/carers before driving with your child.

The school's recommendation that a maximum of 2 passengers for journeys to or from school should be adhered to. Parents acknowledge the risk of an accident increases with an increase of passengers.

Names of Selected Passengers:

We realise the responsibilities and dangers associated with motor vehicles and agree to abide by the above. Any infringement with this agreement will result in all senior driving privileges being withdrawn.

Parent/Carer signature:

Student signature:

Mobile No:

Mobile No:

Date:/...../.....

Date:/...../.....

This form must be returned to Administration Office before driving to and from school is permitted



THS SCOPE AND SEQUENCE

Year 12 Assessment Overview 2026



Line 1 – English (Advanced/Standard/Studies) Line 2 – Maths (Advanced/Standard/Numeracy)
 Line 3 – Agriculture/Exploring Early Childhood (EEC)/Health and Movement Science (HMS)/Modern History
 Line 4 – Biology/Legal Studies/VET Construction/Work Studies Line 5 – Food Technology/Industrial Technology/VET Hospitality
 Line 6 – Business Studies/Community & Family Studies (CAFS)/Physics/VET Sports Coaching/Chemistry
 Offline - Mathematics Extension 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4					Industrial Technology	Numeracy Agriculture Modern History	Maths Standard 2 Legal Studies	Maths Advanced Business Studies CAFS	Biology Work Studies Mathematics Ext 1	EEC HMS Food Technology Chemistry

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1		English Advanced English Standard English Studies	Physics		CAFS	Agriculture	EEC HMS Modern History Food Technology	Maths Advanced Maths Standard 2 Numeracy Business Studies	Biology Legal Studies Work Studies Chemistry Physics	English Advanced English Standard English Studies Mathematics Ext 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 2			Industrial Technology	Modern History	Mathematics Ext 1	EEC	Biology Legal Studies Business Studies	Agriculture HMS Work Studies	Food Technology Industrial Technology CAFS Chemistry Physics	Maths Advanced Maths Standard 2 Numeracy	English Advanced English Standard English Studies

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Numeracy	Assessment Free Week	Assessment Free Week	HSC Trial Examinations	HSC Trial Examinations	EEC				



THS ASSESSMENT SCHEDULE

Agriculture – Year 12 2026



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Secondary Source Investigation Farm Product Study	Secondary Source Investigation Plant Production	Secondary Source Investigation Animal Production	Trial HSC Examination	
	Term 4 Week 6	Term 1 Week 6	Term 2 Week 8	Term 3 Weeks 4/5	
	Outcomes Assessed H2.1, H3.4, H4.1	Outcomes Assessed H2.1, H4.1	Outcomes Assessed H2.2, H4.1	Outcomes Assessed H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H5.1	
Factors which affect agricultural production systems and the impact of current issues on these systems	10	5	10	15	40
Management of production systems and the use of innovation to maximise production	10	10	10	10	40
Skills in effective research, experimentation, and communication	5	5	5	5	20
Total %	25	20	25	30	100



THIS SCOPE AND SEQUENCE

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit title: Farm Product Study Overview: Students examine the marketing and processing of a product in terms of its quality and quantity and undertake a specific farm product study. Syllabus outcomes: H3.1, H3.2, H3.3, H3.4										

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit title: Plant Production Systems Overview: Students examine the ways farmers manage and manipulate soil resources, water resources and the processes controlling plant growth and development, to maximise outputs. Syllabus outcomes: H1.1, H2.1, H3.4, H4.1										

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit title: Animal Production Systems Overview: Students examine the ways in which farmers manage animals to maximise outputs. Syllabus outcomes: H2.2, H3.4, H4.1, H5.1											

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit title: Elective: Farming for the 21st Century Overview: The aim of this elective is to introduce students to the range of developing technologies and for students to appreciate their impact on agriculture. Syllabus outcomes: H3.3										



THS ASSESSMENT SCHEDULE

Biology – Year 12 2026



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Problem Solving Heredity	Depth Study Genetic Change	Secondary Sources Investigation Infectious Disease	Trial HSC Examination	
	Term 4 Week 9	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 4/5	
	Outcomes Assessed BIO11/12-1 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12	Outcomes Assessed BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-13	Outcomes Assessed BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-7 BIO12-14	Outcomes Assessed BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12, BIO12-13, BIO12-14, BIO12-15	
Skills in working scientifically	15	10	25	10	60
Knowledge and understanding	5	10	5	20	40
Total %	20	20	30	30	100



THS SCOPE AND SEQUENCE
Biology – Year 12 2026

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Module 5: Heredity Overview: Students investigate reproduction and inheritance patterns in plants and animals. They investigate the role of DNA in polypeptide synthesis and the uses of technologies in the study of inheritance patterns. Syllabus outcomes: BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12									
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Module 6: Genetic Change Overview: Students investigate genetic change, including mutations, environmental pressure and uses of biotechnology. They investigate how the processes of inheritance and evolution are applied. Depth Study 1: 10 hours Syllabus outcomes: BIO11/12-1, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-13									
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Module 7: Infectious Disease Overview: Students examine the treatment, prevention and control of infectious diseases. They investigate the role of the human immune system and its response to infection. Syllabus outcomes: BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO12-14									Unit title: Module 8: Non-infectious Diseases and Disorders
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Module 8: Non-infectious Diseases and Disorders				Trial HSC Examination	Unit title: Module 8: Non-infectious Diseases and Disorders (Cont) Overview: Students investigate non-infectious diseases and disorders including their causes and effects on human health. They examine technologies and their uses in treating disease and disorders as well as the epidemiology of non-infectious disease in populations. Depth Study 2: 5 hours. Syllabus outcomes: BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15				



THS ASSESSMENT SCHEDULE Business Studies – Year 12 2026



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Operations Business Report	Marketing In-Class Extended Response	Finance Stimulus Based Short Answer Task	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4/5	
	Outcomes Assessed H2, H4, H9	Outcomes Assessed H3, H5, H7, H9	Outcomes Assessed H10, H8, H6	Outcomes Assessed H1, H2, H3, H4, H5,H6,H8,H9,H10	
Knowledge and understanding of course content	5	5	10	20	40
Stimulus-based skills	5		10	5	20
Inquiry and research	5	15			20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100



THS SCOPE AND SEQUENCE

Business Studies – Year 12 2026

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit title: Operations Overview: The focus of this topic is the strategies for effective operations management in large businesses. Students learn about the role, influences, processes and strategies of operations management. Syllabus outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9										
									Unit title: Marketing	

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit title: Marketing (Cont) Overview: The focus of this topic is the main elements involved in the development and implementation of successful marketing strategies. Students learn about the role, influences, processes and strategies of marketing in business. Syllabus outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10										
					Unit title: Finance Overview: The focus of this topic is the role of interpreting financial information in the planning and management of a business. Students learn about the role, influences, processes and strategies of finance in business. Syllabus outcomes: H2, H3, H4, H5, H6, H7, H8, H9, H10					

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit title: Finance (Cont)											
				Unit title: Human Resources Overview: The focus of this topic is the contribution of human resource management to business performance. Students learn about the role, influences, processes, and strategies of human resources within businesses, and the effectiveness of these strategies. Syllabus outcomes: H2, H3, H4, H5, H6, H7, H8, H9							

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Examination Preparation				Trial HSC Examination		Examination Preparation				



THS ASSESSMENT SCHEDULE Chemistry – Year 12 2026



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Equilibrium Practical	Titration Practical	Depth Study Alkanols as fuels	Trial HSC Examination	
	Term 4, Week 10	Term 1, Week 9	Term 2, Week 9	Term 3 Weeks 4/5	
	Outcomes Assessed CH11/12-3 CH11/12-5 CH11/12-7 CH12-12	Outcomes Assessed CH11/12-2 CH11/12-3 CH11/12-5 CH12-13	Outcomes Assessed CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11/12-7 CH12-14	Outcomes Assessed CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12, CH12-13 CH12-14	
Knowledge and understanding	5	5	10	20	40
Skills in working scientifically	15	15	20	10	60
Total %	20	20	30	30	100



THIS SCOPE AND SEQUENCE
Chemistry – Year 12 2026

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Module 5: Equilibrium and Acid Reactions Overview: Students will gain an understanding about how scientific knowledge enables scientists to offer valid explanations and make reliable predictions by comparing equilibrium calculations and equilibrium constants. Syllabus outcomes: CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12									
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Module 6: Acid/Base Reactions Overview: Students analyse how and why the definitions of both an acid and a base have changed over time, and how the current definitions characterise the many chemical reactions of acids and bases, and their reactions. Syllabus outcomes: CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-5, CH12-13									
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Module 7: Organic Chemistry Overview: Students focus on the principles and applications of chemical synthesis in the field of organic chemistry. Current and future applications of chemistry include techniques to synthesise new substances – including pharmaceuticals, fuels and polymers Syllabus outcomes: CH11/12-5, CH11/12-6, CH11/12-7, CH12-14									
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Module 8: Applying Chemical Ideas				Trial HSC Examination	Unit title: Module 8: Applying Chemical Ideas (Cont) Overview: Students investigate a range of methods used to identify and measure quantities of chemicals that are of immense importance in scientific research, medicine, environmental management, quality control, mining and many other fields. Syllabus outcomes: CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH12-15				



THS ASSESSMENT SCHEDULE

Community and Family Studies (CAFS)

– Year 12 2026



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Groups in Context Research Task	Parenting and Caring In-class Extended Response	Research Methodology Independent Research Project	HSC Trial Examination	
	Term 4 Week 8	Term 1 Week 5	Term 2 Week 9	Term 3 Weeks 4/5	
	Outcomes Assessed H1.1, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2	Outcomes Assessed H2.2, H4.1, H4.2	Outcomes Assessed H4.1, H4.2	Outcomes Assessed H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2	
Knowledge and understanding of course content	10	10	5	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60
Total %	25	25	20	30	100



THS SCOPE AND SEQUENCE

Community and Family Studies (CAFS) – Year 12 2026

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Groups in Context Overview: This module builds upon students' knowledge and understanding acquired in the Preliminary course modules Resource Management and Individuals and Groups. 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. Syllabus outcomes: H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2									

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Parenting and Caring 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. Students are required to analyse factors affecting the parenting and caring role including characteristics of the dependant, personal and social influences, as well as parenting and caring styles. Syllabus outcomes: H1.1, H2.1, H2.2, H2.3, H3.2, H3.4, H5.1, H5.2, H6.1									

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit title: Research Methodology Overview: This module builds upon introductory research opportunities integrated throughout the Preliminary course. It focuses on the processes of inquiry and research, allowing students to pursue an area of interest in an Independent Research Project. The course is designed so that elements of the Independent Research Project can be facilitated with the teacher. Syllabus outcomes: H4.1, H4.2										

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Social Impacts of Technology			Unit title: Social Impacts of Technology (Cont) Overview: In this module, students examine perceptions of technology and investigate historical influences on the evolution of technology. Using this fundamental knowledge, students consider the potential benefit of technological developments while investigating the inequities of access experienced by some groups and the positive and negative impact of technological developments on families and in communities and the workplace. Syllabus outcomes: H2.3, H3.4, H4.1, H4.2, H6.1						



THS ASSESSMENT SCHEDULE

English Advanced – Year 12 2026



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Texts and Human Experiences Multimodal Presentation	Module A: Textual Conversations Comparative Essay	Module B: Critical Study of Text and Module C: Craft of Writing Craft of writing task and reflection	Trial HSC Examination	
	Term 1 Week 2	Term 1 Week 10	Term 2 Week 11	Term 3 Weeks 4/5	
	Outcomes Assessed EA12-1, EA12-2, EA12-6, EA12-7	Outcomes Assessed EA12-3, EA12-5, EA12-6, EA12-8	Outcomes Assessed EA12-1, EA12-4, EA12-5, EA12-9	Outcomes Assessed EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	
Knowledge and understanding of the course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience purpose and context across all modes	10	10	15	15	50
Total %	20	20	30	30	100



THS SCOPE AND SEQUENCE

English Advanced – Year 12 2026



Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit title: Common Module: Texts and Human Experiences – Rosemary Dobson (poetry) Poems: ‘Young Girl at a Window’, ‘Over the Hill’, ‘Summer’s End’, ‘The Conversation’, ‘Cock Crow’, ‘Amy Caroline’, ‘Canberra Morning’ Overview: An exploration of a range of texts, including the prescribed text, and how they represent different human experiences. Students present their findings in a multimodal presentation exploring the prescribed text and a text of their own choosing. Syllabus outcomes: EA12-1, EA12-2, EA12-6, EA12-7 Assessment Task: Multimodal Presentation Week 9									
Unit title: Module A: Textual Conversations – William Shakespeare’s <i>The Tempest</i> (Shakespearean drama) and Margaret Atwood’s <i>Hag-Seed</i> (prose fiction)									

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit title: Module A: Textual Conversations (Cont) Overview: Students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts. Students present their understanding through a critical response. Syllabus outcomes: EA12-3, EA12-5, EA12-6, EA12-8 Assessment Task: Comparative Essay Week 9							Unit title: Module C: Craft of Writing Overview: Students examine the craft of persuasive, discursive, creative and reflective writing. They examine at least two prescribed texts and compose their own texts in each form. Syllabus outcomes: EA12-1, EA12-4, EA12-5, EA12-9		

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 2	Unit title: Module C: Craft of Writing (Cont) Assessment Task: Craft of Writing task and reflection Week 10			Unit title: Module B: Critical Study of Literature – George Clooney’s <i>Good Night, and Good Luck</i> (2005) (film) Overview: Students analyse, understand and appreciate a substantial literary text in its entirety, studying the distinctive qualities of the text, textual integrity and significance. They determine their own personal response to the play through a thorough knowledge of the text, an in-depth deconstruction and through reading critical responses to the play. Syllabus outcomes: EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8 Assessment Task: HSC Exam Term 4 Weeks 4/5						

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Revision		Trial HSC Examination		Revision and HSC Preparation				
	Unit title: Module B: Critical Study of Literature (Cont)								



THS ASSESSMENT SCHEDULE

English Standard – Year 12 2026



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Texts and Human Experiences Multimodal Presentation Prescribed Text and Related Text	Module A: Language, Identity and Culture and Module C: Craft of Writing Persuasive or Discursive Response and Reflection	Combined Module B: Close Study of text Critical Response	Trial HSC Examination	
	Term 1 Week 2	Term 1 Week 10	Term 2 Week 11	Term 3 Weeks 4/5	
	Outcomes Assessed EN12-1, EN12-2, EN12-6, EN12-7	Outcomes Assessed EN12-3, EN12-4, EN12-7, EN12-8, EN12-9	Outcomes Assessed EN12-1, EN12-3, EN12-5, EN12-7	Outcomes Assessed EN12-3, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9	
Knowledge and understanding of the course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience purpose and context across all modes	10	15	10	15	50
Total %	20	30	20	30	100



THIS SCOPE AND SEQUENCE

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 – <i>Billy Elliot</i> (film) Overview: An exploration of a range of texts, including the prescribed text, and how they represent different human experiences. Students present their findings in a multimodal presentation exploring the prescribed text and a text of their own choosing. Syllabus outcomes: EN12-1, EN12-2, EN12-6, EN12-7									
	Module C: Craft of Writing Overview: Students examine the craft of creative writing.									

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module C: Craft of Writing (Cont) Syllabus outcomes: EN12-3, EN12-4, EN12-6, EN12-9		Module A: Language, Identity and Culture – Inside my Mother by Ali Cobby-Eckermann (poetry) Overview: Students explore the concepts of language, culture and identity within a suite of poems, focusing on what is said about these concepts and how these concepts are conveyed. EN12-3, EN12-4, EN12-5, EN12-7, EN12-8, EN12-9							
			Module C: Craft of Writing Overview: Students examine persuasive, discursive, reflective and informative texts. Syllabus outcomes: EN12-3, EN12-4, EN12-6, EN12-9							

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Module C: Craft of Writing (Cont)		Module B: Close Study of a Text – <i>The Curious Incident of the Dog in the Night-Time</i> (novel) Overview: Students closely examine the prescribed text and discuss themes, characters and form. Syllabus outcomes: EN12-1, EN12-3, EN12-5, EN12-7								

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Revision			Trial HSC Examination		Revision and HSC Preparation				



THS ASSESSMENT SCHEDULE

English Studies – Year 12 2026



Component	Task 1	Task 2	Task 3	Weighting %
	Multimodal Presentation Common Module: Texts and Human Experiences – prescribed text and related material	Creative Task and Presentation Module E: Playing the Game – English in Sport.	Portfolio Collection of classwork – all modules	
	Term 1 Week 2	Term 1 Week 10	Term 2 Week 11	
	Outcomes Assessed ES12-1, ES12-5, ES12-6, ES12-8, ES12-9	Outcomes Assessed ES12-2, ES12-4, ES12-6, ES 12- 7 ES12-8	Outcomes Assessed ES12-3, ES12-4, ES12-6, ES12-10	
Knowledge and understanding of the course	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	15	15	20	50
Total %	30	30	40	100

N.B. There will be a non-assessable exam in the HSC Trial Examination period (Weeks 4/5, Term 3) for those students pursuing an ATAR Pathway.



THIS SCOPE AND SEQUENCE
English Studies – Year 12 2026

	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 – Billy Elliot (film)									
	Overview: An exploration of a range of texts, including the prescribed text, and how they represent different human experiences. Students present their findings in a multimodal presentation exploring the prescribed text and a text of their own choosing. Syllabus outcomes: ES12-1, ES12-2, ES12-3, ES12-5, ES12-6, ES12-8, ES12-9, ES12-10									
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module E: Playing the Game – English in Sport Students will be writing about sport through various text types including biographies, speeches, letters, reports and recounts. To gain an understanding of the types of language used in these text types, students will engage with and critique a number of literary texts, including dramatic, literary and ICT texts. Syllabus Outcomes: ES12-1, ES12-2, ES12-3, ES12-4, ES12-6, ES12-7									
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module B: Telling Us About All About It – English and the Media Overview: students develop a deeper understanding of the ways language is used to report on news and current affairs issues in various media forms. Students also develop an increased awareness of the ways language is used through media forms in the world of advertising. They are provided opportunities to develop and express their own views, ideas and values in relation to questions that are under media scrutiny, and which are relevant to them. Syllabus outcomes: ES12-3, ES12-5, ES12-8, ES12-9									
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	HSC ATAR Students - Revision	HSC Trial Examination (Non-Assessable)				Revision and HSC preparation				
Term 3	Non ATAR - Module F: MiTunes and Text – English and the language of song									
	Overview: Students develop an understanding of how language is used in a range of song lyrics to express emotions, attitudes, ideas and themes related to the human experience. Syllabus outcomes: ES12-1, ES12-5, ES12-6, ES12-7, ES12-9, ES12-10									



THS ASSESSMENT SCHEDULE
Exploring Early Childhood (EEC)
– Year 12 2026



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Young Children and special needs Research Task	Play and the Developing Child Tic Tac Toe Project	Children's Literature Book Creation	Food and Nutrition Practical and Theory Task	
	Term 4 Week 10	Term 1 Week 7	Term 2 Week 6	Term 3 Week 6	
	Outcomes Assessed 1.5, 2.1, 2.2, 2.3	Outcomes Assessed 1.3, 1.4, 2.2, 2.4	Outcomes Assessed 1.2, 1.3, 1.4	Outcomes Assessed 1.5, 6.1, 6.2	
Knowledge and understanding of the course	10	15	10	15	50
Skills in critical thinking, research, analysing and communicating	15	10	15	10	50
Total %	25	25	25	25	100



THIS SCOPE AND SEQUENCE

Exploring Early Childhood (EEC) – Year 12 2026

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Young Children and Special Needs Overview: Diversity in child development; special needs; young children with special needs at preschool and school. Syllabus outcomes: 1.1, 1.2, 2.1, 2.2, 2.4, 2.5									
	Unit title: Starting School Overview: Starting school; transition to school; kindergarten; the kindergarten curriculum. Syllabus outcomes: 1.3, 2.1, 2.2, 2.4, 61., 6.2									

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Play and the developing child Overview: Defining play and play experiences; development of play; learning through play; issues related to play; factors that influence play; play materials. Syllabus outcomes: 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 4.1, 4.2, 5.1									

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit title: Children's Literature Overview: Babies, toddlers and books; pre-schoolers and books; children in the first years of school; choosing picture books for children; poetry for children; non-fiction books for children; sharing literature with children. Syllabus outcomes: 1.2, 1.3, 1.4, 4.1										

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit title: Food and Nutrition Overview: Breastfeeding; bottle feeding; weaning and first foods; food for toddlers; food for older children. Syllabus outcomes: 1.3, 1.4, 1.5, 6.1, 6.2										



THS ASSESSMENT SCHEDULE

Food Technology – Year 12 2026



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Australian Food Industry Practical and Theory Task	Food Manufacture Research and Practical Task	FPD CNI Food Product Design and Evaluation	Trial HSC Examination	
	Term 4 Week 10	Term 1 Week 7	Term 2 Week 9	Term 3 Weeks 4/5	
	Outcomes Assessed H1.2, H1.4, H3.1, H5.1	Outcomes Assessed H4.2, H1.1, H5.1	Outcomes Assessed H2.1, H3.2, H4.1, H1.3	Outcomes Assessed H1.1, H1.3, H1.4, H2.1, H4.2	
Knowledge and understanding of course content	10		10	20	40
Knowledge and skills in designing, researching, analysing and evaluating		10	10	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	10	10	10		30
Total %	20	20	30	30	100



THIS SCOPE AND SEQUENCE

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: The Australian Food Industry Overview: The Australian food industry has developed in response to changes in our physical, social, technological, economic and political environment. This is evident in the structure, operations and products of the Australian food industry. The industry contributes significantly to the gross domestic product and is a major employer. Syllabus outcomes: H1.2, H1.4, H3.1, H5.1									

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit title: Food Manufacture Overview: Developments in food manufacture have an impact on society and the environment. A knowledge and understanding of food manufacturing processes informs choices and encourages responsible patterns of consumption. Syllabus outcomes: H1.1, H4.2, H5.1										

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit title: Food Product Development Overview: Food product development is an integrated system involving expertise in the fields of marketing and manufacture. The food product development process applies knowledge and skills developed through study of a range of areas, including nutrition, food properties and food manufacture. Syllabus outcomes: H1.3, H2.1, H3.2, H4.1											

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Contemporary Nutrition Issues			Trial HSC Examination Syllabus outcomes: H1.1, H1.3, H1.4, H2.1, H4.2		Unit title: Contemporary Nutrition Issues (Cont) Overview: The decisions people make have social, economic, health and environmental consequences. Raising, investigating and debating contemporary nutrition issues enable individuals to make informed decisions and respond appropriately. Syllabus outcomes: H2.1, H3.2, H5.1				



THS ASSESSMENT SCHEDULE
Health & Movement Science – Year 12 2026



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Depth Study Task Focus Area 2 Training program evaluation and comparison	Investigation Task Focus Area 2 Getting the sporting edge – Biomechanics, technology, psychology and recovery strategies	Depth Study Focus Area 1 Developing strategies for health Improvement in local community - SDGs.	Trial HSC Examination	
	Term 4 Week 10	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 4/5	
	Outcomes Assessed HM-12-04 HM-12-05 HM-12-06 HM-12-08 HM-12-09	Outcomes Assessed HM-12-04 HM-12-05 HM12-06, HM-12-08 HM-12-10	Outcomes Assessed HM-12-01 HM-12-03 HM-12-06 HM-12-08 HM-12-09 HM-12-10	Outcomes Assessed HM-12-02 HM-12-03 HM-12-04 HM-12-05 HM-12-06 HM-12-07	
Knowledge and understanding	5	5	15	15	40
Skills	15	15	25	5	60
Total %	20	20	40	20	100



THS SCOPE AND SEQUENCE
Health & Movement Science – Year 12 2026

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit title: Focus Area 2: Training for Improved Performance Overview: In this term we study the following units of work: How does training influence movement and performance? How can exercise assessment and prescription be personalised? and, How does training differ for individual and group sports? A depth study task – Training evaluation and comparison will also be studied this term. Syllabus outcomes: HM-12-04, HM-12-05, HM-12-06, HM-12-07, HM-12-10										
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit title: Focus Area 2: Training for Improved Performance (Continued) Overview: In this term we study the following units of work: How do individuals train for sustained movement and performance? What impact does psychology, sleep, nutrition and supplementation have on movement and performance? An investigation task – Getting the sporting edge – Biomechanical technology, psychology and recovery strategies is also included this term Syllabus outcomes: HM-12-04, HM-12-05, HM-12-06, HM-12-09, HM-12-10										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit title: Focus Area 1: Health in an Australian and Global Context Overview: In this term we study the following units of work: How healthy are Australians? Which groups are experiencing health inequities? What actions are needed to improve Australia's health? A depth study- Sustainable Development Goals will also be included this term. Syllabus outcomes: HM-12-01, HM-12-03, HM-12-06, HM-12-08, HM-12-09, HM-12-1										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit title: Focus Area 1: Health in an Australian and Global context (continued) Overview: How does Australia's health care system achieve better health? How us technology and data impacting the health care system? A personalised revision period is also included in this term. Syllabus outcomes: HM-12-01, HM-12-02, HM -12-06, HM-12-07										



THS ASSESSMENT SCHEDULE

Industrial Technology – Year 12 2026



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Major Project Presentation of ideas and development	Major Project Progress, Self- Evaluation Teacher/student feedback interview	Major Project Industry Report	Trial HSC Examination	
	Term 4 Week 5	Term 2 Week 3	Term 2 Week 9	Term 3 Weeks 4/5	
	Outcomes Assessed H2.1, H3.3, H4.1, H6.2	Outcomes Assessed H1.2, H2.1, H3.1, H4.1, H4.3, H7.1	Outcomes Assessed H1.1, H6.2, H7.1	Outcomes Assessed H1.2, H2.1, H3.1, H4.1, H4.3, H7.1	
Knowledge and understanding of the organisation and the management of, and manufacturing processes and techniques used by, the focus area industry	10	10	15	15	50
Knowledge, skills and understanding in designing, managing, problem solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project	20	5	15	10	50
Total %	30	15	30	25	100



THS SCOPE AND SEQUENCE

Industrial Technology – Year 12 2026

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit title: Major Project- Presentation of Ideas and Development Overview: Statement of intent, initial ideas, research, development of ideas, workshop drawing. Syllabus outcomes: H2.1, H3.3, H4.1, H6.2										

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Major Project Overview: Begin production, selection and justification of components, processes and other resources, time plan, finance plan. Syllabus outcomes: H2.1, H3.3, H4.1, H6.2		Progress Evaluation of Major Project Overview: Self-evaluation report of progress 14 weeks into project including folio. Syllabus outcomes: H1.2, H2.1, H3.1, H4.1, H4.3, H7.1					Unit title: Major Project (Cont) Overview: Begin production, selection and justification of components, processes and other resources, time plan, finance plan. Syllabus outcomes: H2.1, H3.3, H4.1, H6.2		

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit title: Major Project - Industry Report Overview: Ongoing design and production of HSC Major Project, ongoing evaluation. Syllabus outcomes: H1.1, H6.2 H7.1											

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Major Project Overview: Testing/evaluation, final evaluation, exam preparation. Syllabus outcomes: H3.3, H4.1, H4.2, H5.2		Trial HSC Examination			Unit title: Major Project Overview: Testing/evaluation, final evaluation, exam preparation. Syllabus outcomes: H3.3, H4.1, H4.2, H5.2				



THS ASSESSMENT SCHEDULE

Legal Studies – Year 12 2026



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Human Rights: Research Task	Crime: In-class Task	Family: In-class Task	Trial HSC Examination	
	Term 4 Week 7	Term 1 Week 9	Term 2 Week 4	Term 3 Weeks 4/5	
	Outcomes Assessed H2, H3, H7, H9, H10	Outcomes Assessed H1, H4, H5, H6, H8	Outcomes Assessed H4, H5, H6, H8, H9	Outcomes Assessed H1, H2, H3, H4, H5, H6, H7, H8, H9	
Knowledge and understanding of course content	5	5	10	20	40
Analysis and Evaluation		10	5	5	20
Inquiry and Research	10	5	5		20
Communication of legal information, issues and ideas in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100



THS SCOPE AND SEQUENCE

Legal Studies – Year 12 2026

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title: Core Part II - Human Rights Overview: This unit explores the nature and development of human rights, as well as the mechanisms for promoting and enforcing these rights. It includes the study of a contemporary issue that exemplifies the promotion and/or enforcement of human rights in practice. Syllabus outcomes: H2, H3, H7, H9, H10									
Unit title: Core Part I: Crime Overview: This unit focuses on understanding the nature of crime, including its definitions, types, and the factors that contribute to criminal behaviour. Syllabus outcomes: H1, H4, H5, H6, H8									

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit title: Core Part I: Crime Overview: This unit examines key aspects of the criminal justice system, including the criminal investigation process, the criminal trial process, sentencing and punishment, issues related to young offenders, and international crime. Syllabus outcomes: H1, H4, H5, H6, H8									
Revision								Unit title: Option - Family	

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit title: Option: Family Overview: This unit explores the nature of family law, the legal responses to problems in family relationships, and contemporary issues affecting family law. Syllabus outcomes: H4, H5, H6, H8, H9										
Unit title: Option: World Order Overview: This unit investigates the concept of world order, focusing on the roles of international law, organisations, and processes in maintaining global peace and security. It also addresses challenges to the international legal system and efforts to resolve conflicts. Syllabus outcomes: H4, H5, H6, H8, H9										

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit title: Revision Overview: This unit provides a comprehensive review of key concepts, topics, and skills covered throughout the course. It aims to consolidate understanding and prepare students for assessments. H1, H2, H3, H4, H5, H6, H7, H8, H9									
Trial HSC Examination					Unit title: Revision				



THS ASSESSMENT SCHEDULE

Mathematics Advanced – Year 12 2026



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Calculus Class Test Differential Calculus, Application of Differentiation, Integral Calculus	Finance Assignment and Test Modelling Financial Situations	Statistics Class Test Descriptive Statistics and Bivariate Data, Random Variables	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 4/5	
	Outcomes Assessed 12-3, 12-6, 12-7, 12-9, 12-10	Outcomes Assessed 12-2, 12-4, 12-9, 12-10	Outcomes Assessed 12-8, 12-9, 12-10	Outcomes Assessed 12-1, 12-2, 12-3, 12- 4, 12-5, 12-6, 12-7, 12-8, 12-9, 12-10	
Understanding, Fluency and Communicating	10	15	10	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total %	20	30	20	30	100



THS SCOPE AND SEQUENCE

Mathematics Advanced – Year 12 2026

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Unit title: Differential Calculus C2 Overview: The principal focus of this topic is to develop and apply rules for differentiation to a variety of functions. Syllabus outcomes: MA12-3, MA12-6, MA12-9, MA12-10	Unit title: Application of Differentiation C3 Overview: The principal focus of this topic is to introduce the second derivative, its meanings and applications to the behaviour of graphs and functions, such as stationary points and the concavity of the graph. Syllabus outcomes: MA12-3, MA12-6, MA12-9, MA12-10	Unit title: Integral Calculus C4 Overview: The principal focus of this topic is to introduce the anti-derivative or indefinite integral and to develop and apply methods for finding the area under a curve. Syllabus outcomes: MA12-3, MA12-7, MA12-9, MA12-10							

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Unit title: Modelling Financial Situations M1 Overview: The principal focus of this topic is the meaning and mathematics of annuities, including the introduction of arithmetic and geometric sequences and series with their application to financial situations. Syllabus outcomes: MA12-2, MA12-4, MA12-9, MA12-10									
								Unit title: Descriptive Statistics and Bivariate Data S2 Overview: The principal focus of this subtopic is to introduce students to some methods for identifying, analysing and describing associations between pairs of variables (bivariate data). Syllabus outcomes: MA12-8, MA12-9, MA12-10		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 2	Unit title: Descriptive Statistics and Bivariate Data S2 Syllabus outcomes: MA12-8, MA12-9, MA12-10	Unit title: Random Variables S3 Overview: The principal focus of this topic is to introduce students to continuous random variables, the normal distribution and its use in a variety of contexts. Syllabus outcomes: MA12-8, MA12-9, MA12-10									
								Unit title: Trigonometric Functions and Graphs T3 Overview: The principal focus of this topic is to explore the key features of the graphs of trigonometric functions and to understand and use basic transformations to solve trigonometric equations. Syllabus outcomes: MA12-1, MA12-5, MA12-9, MA12-10	Unit title: Graphing Techniques F2 Syllabus outcomes: MA12-1, MA12-9, MA12-10		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Unit title: Graphing Techniques F2 Overview: The principal focus of this topic is to become more familiar with key features of graphs of functions and understand the effect of basic transformations.	Revision	Trial Examination		Revision and Past Papers					



THS ASSESSMENT SCHEDULE

Mathematics Extension 1 – Year 12 2026



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Class Test Applications of Calculus, Further Calculus Skills	Assignment and Test Introduction to Vectors	Class Test The Binomial Distribution	Trial HSC Examination	
	Term 4 Week 9	Term 1 Week 10	Term 2 Week 5	Term 3 Weeks 4/5	
	Outcomes Assessed 12-1, 12-4, 12-6, 12-7	Outcomes Assessed 12-2, 12-6, 12-7	Outcomes Assessed 12-5, 12-6, 12-7	Outcomes Assessed 12-1, 12-2, 12-3, 12- 4, 12-5, 12-6, 12-7	
Understanding, Fluency and Communicating	10	15	10	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total %	20	30	20	30	100



THS SCOPE AND SEQUENCE

Mathematics Extension 1 – Year 12 2026

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit title: Applications of Calculus C3 Overview: The principal focus of this topic is to develop an understanding of applications of calculus in a practical context, including the more accessible kinds of differential equations and volumes of solids of revolution, to solve problems. Syllabus outcomes: ME12-1, ME12-4, ME12-6, ME12-7	Unit title: Further Calculus Skills C2 Overview: The principal focus of this topic is to further develop students' knowledge, skills and understanding relating to differentiation and integration techniques. Syllabus outcomes: ME12-1, ME12-4, 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
Unit title: Introduction to Vectors V1 Overview: The principal focus of this topic is to introduce the concept of vectors in two dimensions, use them to represent quantities with magnitude and direction, and understand that this representation can allow for the exploration of situations such as geometrical proofs. Syllabus outcomes: ME12-2, 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	Week 11
	Unit title: The Binomial Distribution S1 Overview: The principal focus of this topic is to develop an understanding of binomial random variables and their uses in modelling random processes involving chance and variation. Syllabus outcomes: ME12-5, ME12-6, ME12-7					Unit title: Proof by Mathematical Induction P1 Overview: The principal focus of this topic is to explore and to develop the use of the technique of proof by mathematical induction to prove results. Syllabus outcomes: ME-1, ME-6, ME12-7					
						Unit title: Trigonometric Equations T3 Overview: The principal focus of this topic is to consolidate and extend students' knowledge in relation to solving trigonometric equations and to apply this knowledge to practical situations. Syllabus outcomes: ME12-3, 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
	Revision			Trial Examination		Revision and Past Papers				



THS ASSESSMENT SCHEDULE

Mathematics Standard 2 – Year 12 2026



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Investments and Loans, & Annuities Class Test & KIS Booklet (Chapters 3 & 7)	Non-Right-Angled Trigonometry & Rates and Ratio Assignment, In class component & KIS Booklet (Chapters 1 & 4)	Network Concepts & Critical Path Analysis Assignment, In class component & KIS Booklet (Chapter 2 and 10)	Trial HSC Examination	
	Term 4 Week 7	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 4/5	
	Outcomes Assessed MS2 12-5, MS2 12-9, MS2 12-10	Outcomes Assessed MS2 12-3, MS2 12-4, MS2 12-9, MS2 12-10	Outcomes Assessed MS2 12-8, MS2 12-9, MS2 12-10	Outcomes Assessed MS2 12-1, MS2 12-2, MS2 12-3, MS2 12-4, MS2 12-5, MS2 12-6, MS2 12-7, MS2 12-8, MS2 12-9, MS2 12-10	
Understanding, fluency and communicating	10	12.5	12.5	15	50
Problem solving, reasoning and justification	20	7.5	7.5	15	50
Total %	30	20	20	30	100



THS SCOPE AND SEQUENCE

Mathematics Standard 2 – Year 12 2026



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Unit title: Investments and Loans (Ch 3) Overview: Calculate and compare the value of different types of investments, including shares, and to gain an understanding of reducing balance loans Syllabus outcomes: MS2 12 5, MS2 12 9, MS2 12 10			Unit title: Annuities (Ch 7) Overview: Understanding annuities, the processes by which they accrue, and ways of optimising their value as an investment Syllabus outcomes: MS2 12 5, MS2 12 9, MS2 12 10			Unit title: Rates and Ratio (Ch 1) Overview: Solve problems in practical contexts, including the interpretation of scale drawings Syllabus outcomes: MS2 12 3, MS2 12 4, MS2 12 9, MS2 12 10			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Unit title: Non-Right-Angled Trigonometry (Ch 4) Overview: Solve problems involving right-angled and non-right-angled triangles in a variety of contexts Syllabus outcomes: MS2 12 3, MS2 12 4, MS2 12 9, MS2 12 10			Unit title: Bivariate Data Analysis (Ch 6) Overview: Use a variety of methods for identifying, analysing and describing associations between pairs of numerical variables Syllabus outcomes: MS2 12 2, MS2 12 7, MS2 12 9, MS2 12 10			Unit title: The Normal Distribution (Ch 9) Overview: Understand the properties of the normal distribution Syllabus outcomes: MS2 12 2, MS2 12 7, MS2 12 9, MS2 12 10			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 2	Unit title: Network Concepts (Ch 2) Overview: Identify and use network terminology and to solve problems involving networks Syllabus outcomes: MS2 12 8, MS2 12 9, MS2 12 10			Unit title: Critical Path Analysis (Ch 10) Overview: Use critical path analysis in the optimisation of real-life problems Syllabus outcomes: MS2 12 8, MS2 12 9, MS2 12 10			Unit title: Non-Linear Relationships (Ch 8) Overview: Use quadratic, exponential and reciprocal models to solve problems Syllabus outcomes: MS2 12 1, MS2 12 6, MS2 12 9, MS2 12 10				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Unit title: Simultaneous Linear Equations (Ch 5) Overview: Solve problems that involve determining and interpreting the point of intersection of two straight-line graphs, including the break-even point Syllabus outcomes: MS2 12 1, MS2 12 6, MS2 12 9, MS2 12 10			Trial HSC Examination			Revision and preparation for HSC Examination			



THS ASSESSMENT SCHEDULE

Modern History – Year 12 2026



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Core Study: Power and Authority in the Modern World 1919 – 1946 Source Analysis	National Study: Japan 1904 – 1937 Research Essay	Peace and Conflict: Conflict in the Pacific 1937 – 1951 Historical Analysis	Trial HSC Examination	
	Term 4 Week 6	Term 1 Week 7	Term 2 Week 4	Term 3 Weeks 4/5	
	Outcomes Assessed MH12-1, MH12-3, MH12-4, MH12-5, MH12-6	Outcomes Assessed MH12-2, MH12-3, MH12-4, MH12-7, MH12-8, MH12-9	Outcomes Assessed MH12-2, MH12-4, MH12-5, MH12-6, MH12-8	Outcomes Assessed MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	
Knowledge and understanding of the course content	5	10	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	10		5	5	20
Historical Inquiry and research		10	10		20
Communication of historical understanding in the appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100



THIS SCOPE AND SEQUENCE

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Core Study: Power and Authority in the Modern World 1919 – 1946 Overview: Through an investigation 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. Syllabus outcomes: MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9									
	Unit title: National Studies – Japan 1904 – 1937 Syllabus outcomes: MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9									

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: National Studies – Japan 1904 – 1937 Overview: An investigation of the key features Japanese society following the Russo-Japanese War to the beginning of the Second Sino-Japanese War including, the influence of militarism, imperialism, nationalism, and modernisation in Japanese society. Syllabus outcomes: MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9						Unit title: Peace and Conflict – Conflict in the Pacific 1937 - 1951 Overview: An investigation of the key features of the Conflict in the Pacific including, imperialism, nature and impact of nationalism, Allied and Axis strategies, home fronts in Australia & Japan, the use of the atomic bomb, and reasons for Japanese defeat. Syllabus outcomes: MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9			

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit title: Peace and Conflict – Conflict in the Pacific 1937 – 1951 (Cont)				Unit title: Change in the Modern World – The Nuclear Age 1945 – 2011 Overview: an investigation of the key features of the nuclear age including, development, testing and use of atomic weapons, struggle for weapons parity, nature of deterrence and the policy of MAD, proliferation and non-proliferation, problems and issues with nuclear energy. Syllabus outcomes: MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9						

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Change in the Modern World – The Nuclear Age 1945 – 2011 (Cont)			Trial HSC Examination		Examination Preparation and Revision				



THS ASSESSMENT SCHEDULE Numeracy – Year 12 2026



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Race Around the World Hand In Assessment	NRMT Industry Investigation Hand In Assessment	House Rules Hand In Assessment	Numeracy Final Assessment In Class Test	
	Term 4 Week 6	Term 1 Week 8	Term 2 Week 10	Term 3 Week 1	
	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	
	N6-1.1, N6-1.2, N6-1.3, N6-2.2, N6-2.4, N6-2.5, N6-2.6, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-2.6, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.5, N6-2.6, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.5, N6-2.6, N6-3.1, N6-3.2	
Knowledge and understanding	10	15	10	15	50
Skills	10	15	10	15	50
Total %	20	30	20	30	100



THS SCOPE AND SEQUENCE

Numeracy – Year 12 2026

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Race Around the World Overview: Reading and using maps, using scale, reading timetables and understanding transport, 24-hour time and time zones, planning and saving for a trip, applying for visas passports or travel card. Syllabus outcomes: N6-1.1, N6-1.2, N6-1.3, N6-2.2, N6-2.4, N6-2.5, N6-2.6, N6-3.1, N6-3.2					Unit title: Farming Fanatics Overview: Applications of numeracy in farming and agriculture, stock rotation and logistics, forward planning. Syllabus outcomes: N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.5, N6-2.6, N6-3.1, N6-3.2				

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Try a Trade: Exploring with NRMT (Industry Investigation) Overview: Investigate the numerical application within an industry or occupation, looking at personal and community, workplace and employment, or education and training. Syllabus outcomes: N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-2.6, N6-3.1, N6-3.2									

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit title: House Rules Overview: Renting and buying a house, renovating and building, paying bills and invoices, accessing and employing trades, reading and drawing house plans, using scale Syllabus outcomes: N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.5, N6-2.6, N6-3.1, N6-3.2										

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Drive to Survive Overview: How to buy a car, numeracy in driving, calculating speeds, car maintenance, rego and insurance, blood alcohol content and sage driving, mechanical conversions, mixing fuel. Syllabus outcomes: N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.5, N6-2.6, N6-3.1, N6-3.2			Trial HSC Examination		Unit title: Drive to Survive Overview: How to buy a car, numeracy in driving, calculating speeds, car maintenance, rego and insurance, blood alcohol content and sage driving, mechanical conversions, mixing fuel. Syllabus outcomes: N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.5, N6-2.6, N6-3.1, N6-3.2				

**Order of units subject to change based on student interest and access to resources/facilities required.



THS ASSESSMENT SCHEDULE Physics – Year 12 2026



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Performing and Reporting a First-Hand Investigation Projectile motion	Practical Task and Real World Applications Transformers	Depth Study Practical task and secondary sources investigations polarisation	Trial HSC Examination	
	Term 1 Week 3	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 4/5	
	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	
	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12	PH11/12-1 PH11/12-2 PH11/12-5 PH12-13	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-7 PH12-14	PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH12-12; PH12-13 PH12-14; PH12-15	
Knowledge and understanding	5	5	10	20	40
Skills in working scientifically	15	15	20	10	60
Total %	20	20	30	30	100



Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Module 5: Advanced Mechanics Overview: Students develop an understanding that all forms of complex motion can be understood by analysing the forces acting on a system. Syllabus outcomes: PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11/12-12 Depth Study 1: 5 hours										

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Module 6: Electromagnetism Overview: Students develop an understanding of the similarities and differences in the interactions of single charges in electric and magnetic fields which provides students with a conceptual foundation for this module Syllabus outcomes: PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-13										

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Module 7: The Nature of Light Overview: Students learn how physicists, including Newton and Maxwell, developed theories and models about mechanics, electricity and magnetism and the nature of matter. Syllabus outcomes: PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-7, PH11/12-14 Depth Study 2: 10 hours										

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 8: From the Universe to the Atom			Trial HSC Examination		Module 8: From the Universe to the Atom (Cont)				
						Overview: Students learn about discoveries revolutionised the accepted understanding of the nature of matter on an atomic scale. Syllabus outcomes: PH11/12-5, PH11/12-6, PH11/12-7, PH11/12-15				



THS ASSESSMENT SCHEDULE

Work Studies – Year 12 2026



Component	Task 1	Task 2	Task 3	Weighting %
	Research Task Workplace Issues Media File Assignment	Teamwork Presentation New Employee Manual	Financial Plan and Log Book Logbook and Budget Activity	
	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	
	Outcomes Assessed WS6.1 WS6.2 WS6.7 WS6.9	Outcomes Assessed WS6.3 WS6.4 WS6.6 WS6.7	Outcomes Assessed WS6.2 WS6.3 WS6.6 WS6.7	
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, analysing and communicating	15	15	30	60
Total %	25	25	50	100



THIS SCOPE AND SEQUENCE

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Module 7 Workplace Issues Overview: This module focuses on developing a deeper understanding of issues that are important to people in their working lives. Syllabus outcomes: WS6.1, WS6.2, WS6.3, WS6.4, WS6.5, WS6.6, WS 6.7, WS6.8, WS6.9									
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Module 6 Personal Finance and Module 10 Experiencing Work Overview: This module focuses on assisting students to successfully manage their finances after obtaining a job. This module focuses on providing students with actual experiences in the workplace. It aims to build on prior learning in the work studies syllabus core and other elective modules. Syllabus outcomes: WS6.1, WS6.2, WS6.3, WS6.4, WS6.5, WS6.6, WS 6.7, WS6.8, WS6.9									
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Module 4 Teamwork and Enterprise Skills and Experiencing Work Overview: This module analyses the attributes of enterprising people and examines how individuals should contribute to a team and providing students with actual experiences in the workplace. It aims to build on prior learning in the work studies syllabus core and other elective modules. Syllabus outcomes: WS6.1, WS6.2, WS6.3, WS6.5, WS6.6, WS 6.7, WS6.8, WS6.9									
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Module 9 Team Enterprise Project Overview: In this module student apply initiative, enterprise, and teamwork skills in the completion of a group project. It should replicate situations that are likely to occur in the workplace Syllabus outcomes: WS6.2, WS6.5, WS6.6, WS 6.7, WS6.8, WS6.9									



Stage 6 School Delivered Vocational Education and Training (VET) Courses

Stage 6 Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC). 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.

Stage 6 VET courses allow students to gain a HSC or and a national qualification or statement of attainment 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.

NSW Department of Education RTO is accredited to deliver and assess VET qualifications to secondary 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.

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to equip them for the workplace. Students are either deemed "competent" or "not competent" by the teacher. Students who achieve competency will possess the skills and knowledge to perform workplace activities across various situations and environments, meeting industry standards

Assessment materials are designed to give each learner the opportunity to meet the qualification outcomes. Students will receive documentation that lists all competencies they have achieved.

Board Developed Industry Curriculum Framework (ICF) courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

Board Endorsed Courses (BECs) are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.

School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser.

Students are encouraged to speak with the VET Coordinator, VET Teacher, Year Adviser, or Careers Adviser before selecting a course. This will ensure they understand the requirements and that the course aligns with their individual needs, knowledge, and skills.

School Name: Temora High School

Joinery

Assessment Schedule Year 12 – 2026

Assessment Task for				Task 5	Task 6	Task 7	TRIAL EXAM
CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students				Tiling	Project planning	Group project	
				Week	Week	Week	
				Term	Term	Term	
Code	Unit Name	HSC Examinable	Date	Date	Date	Date	
CPCCJN2001	Assemble components		X				
CPCCJN3004	Manufacture and assemble joinery components		X				
CPCCOM2001	Read and interpret plans and specifications	✓		X			
CPCCOM1013	Plan and organise work	✓		X			
CPCCVE1011	Undertake a basic construction project					X	
CPCCOM1012	Work effectively and sustainably in the Construction Industry	✓				X	

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

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.

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”.

School Name: Temora High School Assessment Schedule Year 12 – 2026

Assessment Task for			Task 3	Task 4	TRIAL EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			The hospitality industry	Working in the industry	
Code	Unit Name	HSC Examinable	Week	Week	
SITHIND006	Source and use information on the hospitality industry		Term	Term	
SITHFAB024	Prepare and serve non-alcoholic beverages	X	Date	Date	
SITHFAB025	Prepare and serve espresso coffee	X			
SITHFAB027	Serve food and beverages	X			
BSBTWK201	Work effectively with others				
SITHIND007	Use hospitality skills others				

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.

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”.

School Name: Temora High School

Assessment Schedule Year 12 – 2026

Assessment Task for		Task 3a	Task 3b	Task 3c	Task 4	Task 5	Task 6
SIS30521 Certificate III in Sport Coaching		Officiating in sport	Inclusive coaching	Strength and conditioning	The community coach	Next level coaching	First aid
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students		Week	Week	Week	Week	Week	Week
		Term	Term	Term	Term	Term	Term
		Date	Date	Date	Date	Date	Date
Code	Unit Name						
SISXDIS001	Facilitate inclusion for people with a disability		X				
SISXCAI009	Instruct strength and conditioning techniques			X			
SISSCO002	Work in a community coaching role				X		
SISSCO005	Continuously improve coaching skills and knowledge				X		
SISSCO012	Coach sports participants up to an intermediate level					X	
HLTAID011	Provide first aid						X

Depending on the achievement of units of competency, the possible qualification outcome is a SIS30521 Certificate III in Sport Coaching.

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”.